

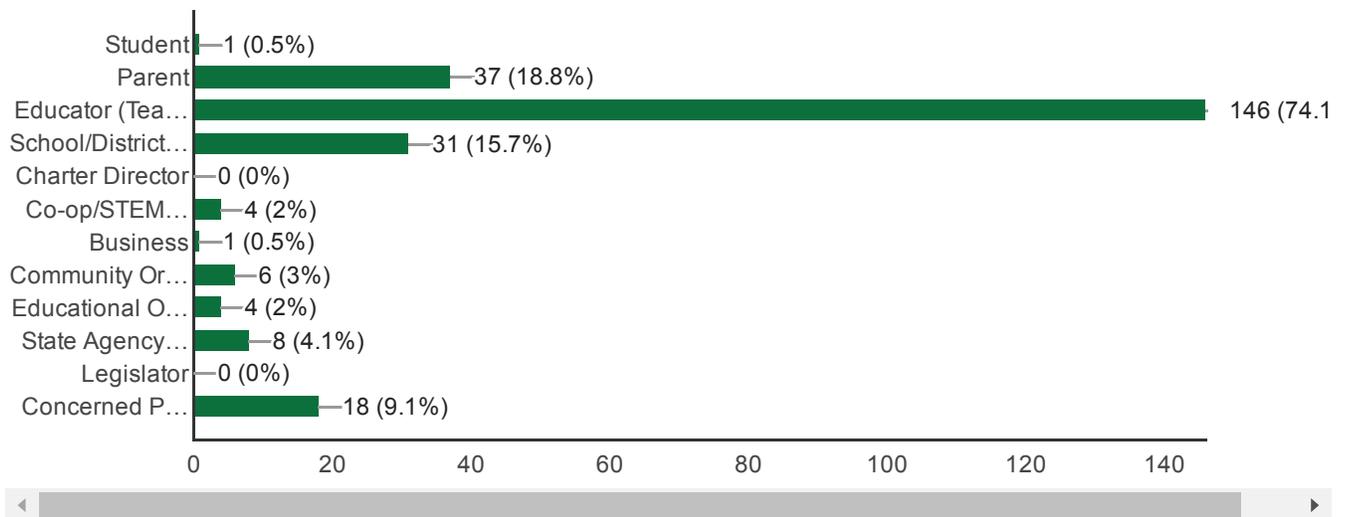
204 responses



SUMMARY INDIVIDUAL

Accepting responses

I am a/an: (Check all that apply.) (197 responses)



Measuring Performance

Which items best measure school performance? Check all that apply.

(0 responses)

No responses yet for this question.

Please provide additional items that should be utilized to best measure school performance.

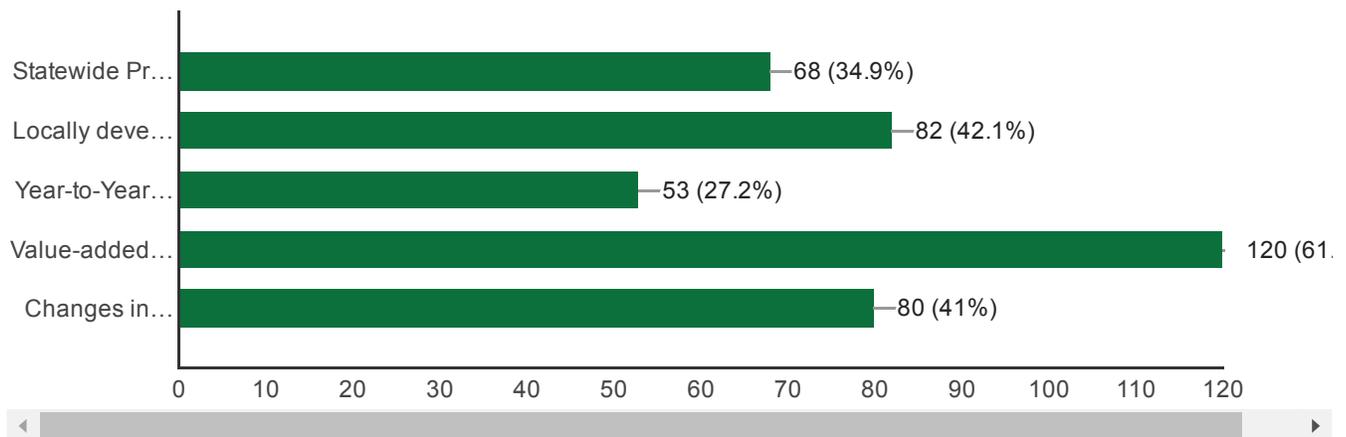
(0 responses)

No responses yet for this question.

Measuring Growth

Which items best measure school growth? Check all that apply.

(195 responses)



Please provide additional items that should be utilized to measure school growth.

(38 responses)

Pre and post assessments

Student Attendance, Graduation Rates

Teacher growth

Compare school scores to other similar schools. Ex: Rural schools to rural schools, urban to urban, suburban to suburban.

An urban with high minority students and high at-risk learning and behavioral problems can not "compete" with charter schools that get the best and brightest! Don't compare apples to oranges and tell me we have to have the same scale

NWEA Assessment- growth over time

Grades; Parent Involvement; Certified Teaching Personnel; Professional Development Participation; Well Organized and Well Attended Social Activities for Students and Parents: Active Parent, Student, Teacher Organization; School Programs to Support Students with Learning Challenges; Mentoring Programs for Students with Lack of Parental Involvement; School Climate Committee to Promote School Achievement Goals; Leadership Team Focused on Academic Achievement and Best Practices for Students and Teachers; Grade Level Meetings Related to Each Subject Area, and School Maintenance Checklist.

Growth in academics cannot be accurate unless one looks at the TOTAL situation of EACH student separately each year.

Percent of college and work readiness increase

I think that the state should consider the amount of time a student spent on a test in addition to their score. If the student spent 7 minutes on a test and failed, maybe he/she just put in answers.

total attendance

Growth in communication in English should be shown and should be relative to everything else. The only people who should be allowed to measure school growth are the most experienced teachers. Don't even get me started on those who are not experienced teachers nor those with "book knowledge".

School growth can also be measured by teacher and student retention rates

Teacher I put is key.

attendance records (for both students and teachers), discipline referrals, increasing parent involvement

National Pre/Post Assessments

Attendance rate and graduation rate

Something more than just standardized tests need to be used to measure school growth.

Any and all growth should be measured and acknowledged from the students' baseline level at entry to a grade level. This should be in conjunction with proficiency benchmarks.

Growth in DRA scores, writing samples, & SMI for math

In terms of state assessments, if we truly expect to have a "transparent" accountability system, the ADE should work to identify and solve the issues with the "Writing" portion of the ACT Aspire and communicate the findings to the parents and teachers in Arkansas.. The ADE has a choice to either be honest and "fix" the Writing, or strategically put a hand selected TAC committee to rubber stamp it...If that is the foundation that we are going to build our new Accountability system on, then we are wasting our time with "talk." Let's do what Mr. Key said in the press conference and "do what's right for kids." They deserve it, teachers have earned it, and parents expect it.

Percent of students making progress based on where student was performing at beginning of year compared to end of year.

nationally normed locally administered pre/post assessments

Growth is based on the amount of time teachers are allowed to research and develop individualized plans for each student. Currently, as an educator, there is so much paperwork that most time is spent on needless paperwork, lengthy lesson plans, never getting the planning time needed to understand all the new trends the department of education requires of us. I recently took a position as a 4th grade teacher and I feel more like a secretary mixed with Martha Stewart on crack because of the non-realistic expectations for classroom

teachers to achieve in one day while still trying to provide solid instruction for the students. It's crap to be quite honest. We spend more time trying to make a classroom of low socioeconomic students with behavioral issues into "rotation stations" that are ineffective due to student's inability to be team players and follow the directions. In the past two weeks I have cried myself to sleep because of all the things I've had to learn about elementary school atmospheres and the new PBIS theory of not sending unruly kids out of the classroom to be dealt with by an administrator. I have to come in each morning to do attendance, breakfast, get kids settled and try to teach them to not interrupt when I have a room full of behavioral problems from ADHD, bipolar, ESL, and autistic students.... When there is one of me. We currently have 3 paraprofessionals on staff but refuse to even step foot in a classroom to even let teachers take a pee break because they choose to do other things when their true duty is to help assist the teachers (aka teachers aides, right?). Then on the days where we finally get our 45 minutes of pullout, we are far away from a copy machine or printer to which we have to roll the dice to see if the two hand-me-down jacked up copiers are even functional... Which most of the time is a waste of even trying because they lock up the paper whenever the copiers are working. The technology is so neglected that when I tried to set up my classroom outdated dell desktops (who uses desktops these days?) then it freezes up from not being compatible with the applications or the server is constantly down because our IT department chooses not to visit the lower income area schools. I have a class of 29 students and 4 desktops.... No mobile technology or anything to keep them actively engaged because our resources are the last ones to be updated as they see these students as throw aways instead of trying to educate them with the proper tools so they will go off to college, come back to help boost the economic development in their community, and let their schools go to the alma mater they were proud to be apart of....nope.... They get the least amount of district and state help and are totally reliant on one classroom teacher trying to perform paperwork and give pre/post/universal screenings that have inaccurate data because there is not another person in the room to help with crowd control and disruption. There is no centralized communication, so we are always butting heads and trying to read minds because we are in a classroom and never able to sit and really read the 4000 emails of more protocols, more adopted trends that will be changed in 5 minutes, and no full planning time or lunch to give to the lesson instead of meetings for PLC's or signing up for after school professional development. I'm working on my EdD and I have two daughters who I never see (who attend my school) because none of the administration cares about the staff in SWLR. They took away security personnel in one of the biggest crime areas in central Arkansas and don't care about the safety of the employees and students. We can have a shooter come in at any time but no defense until authorities arrive. We spend our weekends and nights dedicated to research and development of lesson plans instead of being with our families. You want to know why the shortage of teachers exists in Arkansas? Then take on a low socioeconomic area 4th grade class for a week with no help and no way to accomplish everything required of us while being treated like dirt and being assessed through a TESS model that goes from the top down to tell you what all you have done wrong for an entire year instead of boosting your self esteem. In a business world, they have 360 evaluations to where all are accountable for their actions from top to bottom and bottom to top. All are evaluated and critiqued by how they are treated and done so fairly instead of worrying about an administrator that hates your guts or is in a bad mood that day (yes, I said day because even they don't have time to fool with an evaluation system that is broken). Our education system is ran by who you know not the fact you as an educator want to make a change. Then, when another trendy author comes up with a new idea.... We have to change everything and start all over again. There is no time to see outcomes because education changes directions more than I can change channels. All the research I read in education disappoints me because there are great ideas out there but no solid outcomes because the ideas are never implemented and used for the length of time needed to see results. If you over work your employees, then don't be surprised when the good ones leave for another career field. You bought our days and if you want good educators you would make sure the nights were dedicated to being with families and checking on their educational success...as well as getting the rest needed to encourage our students by making sure there is someone in the room for tiny tasks such as reporting, attendance, lunch duty, etc. By letting us have uninterrupted planning time that is not taken over by literacy and math coaches twice every week and then PLC's another time along with duties and everything else associated with everything but instruction. Teachers need the time of quiet to focus on their student's and individualizing plans to see growth... Not begging for bathroom breaks or days off because they are overwhelmed. I'm willing to bet that a brain surgeon (who is paid far better than a teacher) is not interrupted during a surgery to meet with colleagues to discuss reinventing the wheel and cliché phrases of "work smarter not longer" that is a lie... And we all know it. I'm calling you out on it. Then press for more computer science but have no updated technology funding to create interest for students but letting them learn old school technology on desktops that districts keep reviving from the dead? It all is unorganized and unrealistic. You pay for us to be teachers and we do these crazy things to

make a difference but you didn't purchase our entire lives for 9 months of the year. If you want change, then you have to invest for a ROI. When you cut corners on needed personnel and demand paperwork that takes weeks to finish...

Don't be surprised when you don't get the referrals for students in need of SPED or TESS artifacts or what ever else we are being reprimanded upon each year to tell us what a crappy job we are doing. You want accountability? It starts with recognition of the truth and realizing that if there were a "legislators take your teaching place for a week at your school" month instead of just taking them to school to get a dog and pony show.... I'm certain that by the end of the week.... Things would be much different. So, I challenge you to look from the bottom up instead of from the top down. We shall see if there is really a chance of ADE really making a change or if this is just another publicity stunt. Educators are running out of classrooms because of the stress... and it's not from the students but the adults dictating their lives.... When all we want to do is better the lives of the kids. You want to see real change? Then stop talking and take action on your words, be consistent, and remember who/what you are fighting so hard to change... The futures of our kids. Don't continue to be bought and then wonder why education is failing. The first step is admitting and seeing where the deficit is and taking action is the 2nd step. God bless and I really hope that there is change because you as a state department are overcomplicating an answer that is so simple.

I feel that as long as there is growth, the student (and teacher) should feel like this is a positive thing. Too much stress is placed on "to become proficient you must..." Kids are stressed at test time, as well as teachers. Please stop making a school's test scores compared to the state/nation as grounds for whether or not there is success. Areas and children are different. Yes we want students to be successful and go to higher Ed after high school; we need a better system to provide for the students at the level they need, not the "average level of last year's....etc."

I believe value-added measures are less transparent than student growth percentiles (SGPs) as used with NWEA assessments

Teacher training and advanced degrees

school climate data

How many students are reading at or above grade level

I would love to see a measure of students' creativity or artistic development.

AP/IB/Concurrent credit participation and/or success

AP and Concurrent Credit Enrollment or success

Using a measurement tool such as ACT Aspire.

Flexible, Comprehensive State Accountability System -



QUESTIONS

RESPONSES

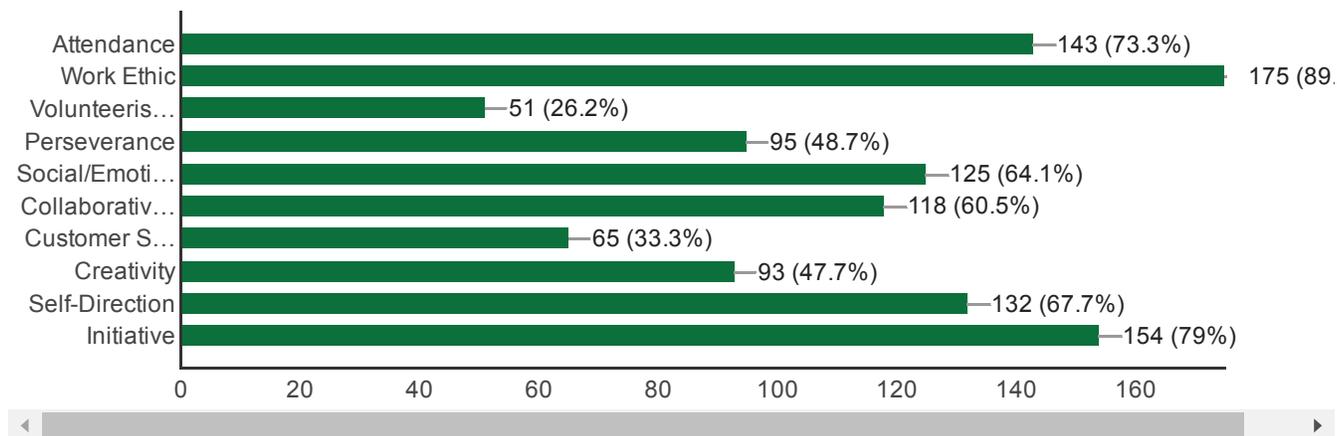
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Value added student growth metrics compared with national averages or norms.

Growth assessments based on students ability level. For example, if they have an IEP for reading, they should not be expected to pass a test on the "normal" grade level.

Measuring Personal Competencies

Which items best measure personal competencies? Check all that apply.
(195 responses)



Please provide additional items that should be utilized when measuring personal competencies.
(15 responses)

Most of the qualities listed are difficult to quantify. Are these for students?

All students should not have the same score that is considered proficient for them. All students are different, and they should have their individual goals to determine if they were proficient.

autonomy, educational technology competencies

Respect for self and others. Kindness to yourself and others.

appearance, leadership skills

PASSION FOR TEACHING THEIR SUBJECT!!!!!! It's not just a job.....

Ability to be coached or learn from mistakes

Growth in any of these areas

I teach at the elementary level. A few items that should be utilized when measuring personal competencies, if referring to a student, is their home life, back ground, and whether or not the students' basic needs are being met. We are teaching children, not robots.

Not a good question!!!!!!!!!!!!!!

Encouragement, Praise, sending help where help is needed because you are getting inaccurate data when screening kids in a classroom with one teacher and hoping the rest of the class does not interrupt... Be realistic and think of the families of your teachers. If you overwhelm them, they're is a breaking point. 360 evaluations instead of one sided negative TESS/LEADS evaluating systems. Give the opportunity for the evaluators to be evaluated because those are the ones embezzling school money because they aren't accountable and even when they are found guilty... They keep their jobs. Use common business sense.... If you were a 3rd grader and your teacher asked you to be quiet while he/she assesses a student.... Consider what really happens from the mindset of an ADHD child who is not able to go outside of a classroom one time a day other than dismissal. You want to get real data on personal competencies? See how many kids visit the school nurse every day and then see which ones are repeat offenders. They get cabin fever just like we do... Especially when they are young and their bodies have that extra energy.

This is a great list -great choices to choose from!

continued education

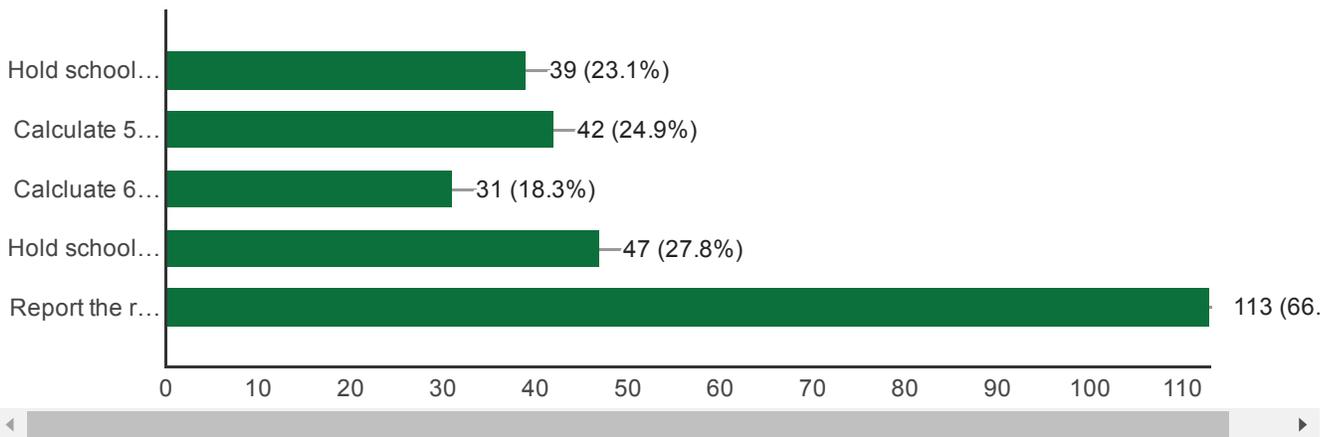
Subjective items should NOT be part of any evaluation. There are many factors that could affect individuals in many of these areas.

Relationships with students and community

Measuring Graduation Rate

Which items describe the best way(s) to improve graduation rates? Check all that apply.

(169 responses)



Please provide additional items that should be utilized when measuring graduation rate.

(26 responses)

What is an adjusted cohort Graduation Rate?

You should not count students that move out of a school district . Also GEDs should not count against school district

Secondary administrators and teachers need to be more involved and caring!!!!!!

I would want to read research related to this topic. I have opinions but would want more information.

Where is the parental accountability? Where is the student accountability? Some students need more non-traditional tracks to graduate due to their non-traditional life situations. You can't make a horse drink but you can make him thirsty.

Forced graduation rate data forces administrators to override teacher grade so students who are failing will pass and graduate. It is a farce.

I'm an elementary person and am not qualified for this question.

While some of the above-mentioned items may assist in this endeavor, so many other things need to take place if we truly want to raise the graduations rates statewide. Here are just a few: A TRUE investment in public schools, which starts with providing a LOT more money-- Fixing old, run-down buildings, especially those that serve low income students-- Greater community outreach to poor communities and communities of color-- Less racism/classism when it comes to deciding which schools get upgraded equipment/supplies-- Do I need to go on?

Include parents as accountable.

None of the above. Improving graduation rates does not happen by giving punitive measures to schools who don't have good rates. Improving graduation rates starts by providing adequate funding to all schools and supporting and replicating programs that help improve graduation rates. "Holding schools accountable" is only going to decrease funding and make the problem worse.

I do not know what the other choices imply.

Rate of ELL students who entered in 9th grade or after who didn't graduate

Offer assistance with mentoring programs beginning in junior high for areas/schools with lower than average graduation rates.

Hold parents ans students accountable!

Actually none of these will work because if you pressure district board and administrators... They lay down the hammer on principals and then that goes into your classroom atmosphere. Have you ever babysat 28 kids everyday? It's definitely stressful already trying to keep them focused in a technological world of short cuts. Then you have to beg or barter with the students if an administrator walks in your room to criticize your method of balancing discipline and trying to instruct kids... To which is always an epic fail. Have you ever noticed that when something good happens to you... no one is ever around to see but if you do something stupid, suddenly you are a YouTube sensation for being the world's biggest idiot? Same theory. I can't make you change your actions...I can only advise on what is the right thing to do. Whether you decide to follow my advice is totally up to you. See where I'm going with this?

Holding schools accountable for graduation rates and at the same time expecting schools to have high standards of rigor can be unfair to the school districts. If a school has high standards for classes and it takes a student an extra year to pass his or her courses, how is it fair to penalize a school because of the graduation rate? In my opinion, it isn't fair at all. Isn't that exactly what we should be encouraging?

This is so important! But, very difficult for some cultures/families to see the necessity for! We need to educate our parents and students together on the 'why' this is so important.

Provide greater supports for struggling learners in the middle level.

GED's are unrelated to a school's or district's success, but it does measure failure to meet student needs. Schools should be held to a higher standard. All schools should be required to use the state minimum graduation requirements for a basic diploma. This would increase graduation rates for numerous schools.

Create parent/ guardian responsibilities, require court supervision of dropping out, provide alternatives for students seeking drop out

Teach kids to read at or above grade level!

Concurrent credit or AP scores

Students sometimes make bad choices. Immigrants sometimes need more time to learn English. Some students just need more time. We should stop stigmatizing students for not finishing with their peers. A truly student-centered system would focus on the individual, not a cohort. Graduation times should be much more flexible for student needs.

Taking other target groups like English Learners into consideration, will allow schools the opportunity to provide students with plans that include more time to become proficient in language during their time in high school. This will in turn add more success for these students in college, career, or community engagement.

Until we have an equitable setting of sociodemographic dispersion and abilities, it is unfair and border-line absurd to punish any district asked to do more with less!

Hold parents accountable for their student's attendance and performance.

Measuring Post Secondary Engagement

Which items best measure post secondary engagement? Check all that apply.

(189 responses)

Please provide additional items that should be utilized when measuring post secondary engagement.

(10 responses)

What about graduation or completion of those programs?

Not only enroll but complete first year and pass the classes

The military choice is obviously for children of poverty. Trade schools should begin in high school. College isn't for everyone, plus college students pay and are required to take four times the amount of classes necessary to do their jobs. If there's a one year "gap", the parents have raised a problem and will most likely have adult dependent children living with their parents.

Also rates of students entering college, vo-tech or internships that complete those programs with degree or certificate.

Every student I have taught, I keep in touch with. There is a book called "Parenting Beyond Your Capacity" that I highly advise reading. It's basically saying that many people educate our children, not just our parents but teachers, friends, church Sunday school teachers, etc. It takes a village and not every student that I've taught is a success story but I will always push them to achieve their dreams and that their background does NOT predict their futures. I've taught ALE students in Rose City and those kids came from really bad backgrounds but I've seen some that made a total change and those that keep stumbling... But neither are a waste of our time to stop and keep encouraging them that they still have a chance. I know by adopting this theory that there are so many people knocking them down for decisions they make that are not the best but they always know that I'm an email or a text away if they need someone to give them that little bit of hope that their lives are worth it and to live day by day. We all make bad choices and need to admit to them, learn from them, then move forward. Some of these students don't go to homes where a support system is available and I am always willing to be the person they can call on when they are struggling and need just a little more direction to keep moving forward and paying it forward. If more people thought this way... Imagine how much decreased crime there would be?

There is a huge number of students that are not developmental ready to move off on their own and deal with all the issues of college. I personally like how the country of Mexico handles high school/college. In that country, by the time you graduate high school you are ready for the work force or a master's degree. I know this will never fly in America because of the \$ issue, (colleges are raking in the money) but instead of having students do the EXACT same activities/assignments they did during high school, they could be working on a real world job for those "required" first two years... It would save tons of parent/student loan money and get students out in society working and adding to civilization instead of just parties and drugs!

None of the above. This should be beyond the scope of the government. It is a personal choice. What if a student just wants to travel before they are involved in one of the options above (no community engagement)? Graduation rate should be the last measure used, unless state or federal funds are used to support one of the options. Then used only to monitor use of funds.

Is there a question concerning gifted or advanced student achievement?

2nd year college/university/votech enrollment

How would districts track this data?

