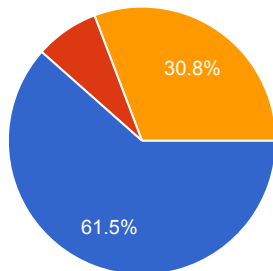
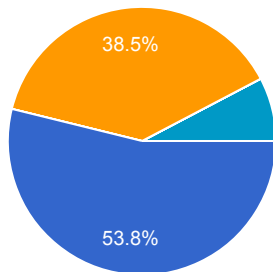


Other 4 30.8%

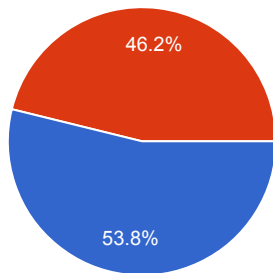


What is the best measure of school success?



Effective Teachers and leaders	7	53.8%
Parent Engagement	0	0%
Student Engagement	5	38.5%
Chronic Absenteeism	0	0%
Culture/Climate	0	0%
Other	1	7.7%

Do you favor using the ACT in grade 11 as the required High School assessment?



Yes	7	53.8%
No	6	46.2%

Explain why

Kids that may not take it will have to. This could open doors for them.

.

The ACT does not align with the state standards, so as it should be given to 11th grade students, it should not count for accountability.

Good indicator for college

Real and beneficial

It is a tool that is used outside of high school. It has a purpose beyond high school, which I think will lead to students giving better effort.

Many students at this age think they are not going to college and won't try on the required test.

Not every child wants to pursue a college education.

Should be done in 12th grade after all courses have been completed.

Even colleges are moving away from this assessment. I also do not view it as well aligned with the goals and standards of our district, state, or teachers in general.

Students at this age may not believe they are going to college and will not apply themselves

All students should be able to score a basic score on ACT whether they will go to college or not.

nationally recognized. assessment to compare nationally, accepted by higher learning institutions.

Do you favor using the ACT Aspire in both 9th and 10th grade for accountability or only once either in 9th or 10th grade?



Explain why

I feel like 9th grade is to early.

.

The 9-10 test is the same, so it should not be given twice, just at the end of 10tu grade.

I think it is better to measure growth over both years. Also the state tests the students too much and now we have to do 3 interim tests plus Maps plus summative. The kids are so burnt out on tests.

Holds more of us accountable

I think it's good for comparison and growth measures.

The test is the same, why give it twice?

I feel like students still need to be held accountable for their education, and testing these grades will continue to help do so.

Give in 9th and 12th to compare and show growth.

When you skip grades that grade is typically tends to show less investment in the outcomes while the tested grades end up carrying the responsibilities of the students.

Student proficiency should be assessed only once since the test is the same.

We can measure growth between these two grades as they approach the actual ACT.

So much time is spent on assessments - preparing, taking, etc. at least where I am from. Formative assessments seem a better use of time and money

If you could make a change to the proposed definition of an effective teacher what would it be?

None, I think it is good

What about a learning progression for teachers!

I like the definition, but I think it's nearly impossible to measure some of these things objectively.

Explain how it will be measured.

Change definition of effectiveness based on student growth/measurable data

The measurement needs to be clearly defined, otherwise the only measure that will be left to reliably count is the student assessment scores. The other elements of the definition are just as valuable, and the difficulty in measuring those factors should not make them lesser in evaluating a teacher.

Explain the measurement tool.

Yes. It is possible to have ineffective novice teachers.

concerns on how commitment is accurately measured

If you could make a change to the proposed definition of an ineffective teacher what would it be?

Please don't use test scores to measure teachers because some students just flat out don't try and you have covered everything and provided and engaging atmosphere.

I think attitude and willingness to learn should be included

I'm not sure.

Explain how it will be measured.

There is no way to gauge whether or not they are failing to continue their professional learning.

Change terminology for new teachers (first 3 years) from ineffective to novice.

I would not limit it to teachers who have been teaching for longer than 3 years. If a teacher is ineffective for the 1st 3 years of teaching, it is very difficult to change the thinking, attitudes, and habits that developed that teacher. Further, starting out with lower standards for a teacher and then raising them implies new teachers are incapable of meeting the standard of other effective teachers. While they likely have room to grow, treating them as "baby" teachers does not support their growth or honor their work.

I don't think it should only be teachers with at least three years of experience.

include novice teachers.

again, concerns on measuring commitment and outcomes

Number of daily responses

