

Name Organization or School District Role Email Submitted	Does the information provided give you a better understanding of the process used to set performance levels?	If you have experience with measurement of large-scale assessments and setting performance levels, either in Missouri or in another state, would you like to share recommendations?
Marlana Howerton Laclede County R-1 Schools Library Media Specialist mhowerton@lcr1.org 2018-10-18 14:53:32	Yes	
Kari Monsees Raymore-Peculiar School District Superintendent kari.monsees@raypec.org 2018-10-18 13:47:24	Yes	<p>It appears the performance level cut scores have been tied much more closely to ACT/NAEP than in the past. Regardless of intent or presentation, the teachers involved in the process likely felt compelled to match other performance benchmarks presented to them. The policy decision of comparing to such other measures can lead to a variety of unintended consequences. Regardless of process to develop the performance levels, several negative outcomes may overshadow the goal of higher performance standards/expectations. Many students (and parents) will see a decline in their individual performance levels with limited context to explain why. School districts are likely to see a decline in status points on the APR at the same time the hold harmless provisions are being phased out. These declines will continue beyond 2018 due to the three year averaging. Collectively, such declines may not accurately tell the story of student and/or district progress on the new assessments over time. Potential options: 1. Revise the cut scores to more closely match previous MAP/EOC results and revisit the issue as MSIP 6 comes online. 2. Reset status targets for the APR to reflect the corresponding drop in MPI outcomes. The end target can remain the same, but the increments to get to that point can be adjusted. 3. Convert MPI scores to NCE scores for the purpose of APR status calculations (alternative to #2 above). 4. Qualify the APR report in some manner to clearly indicate that it is transitory in nature due to the new assessments, higher standards of performance, and the pending transition to MSIP 6. The delay in receiving results further supports the notion of qualifying the APR in some manner, since districts will have a very limited time window to respond to the results. Thanks for taking time to review my comments.</p>

<p>Dr. Art McCoy Jennings School District Superintendent of School Professor in the UM System Business leader mccoya@jenningsk12.org 2018-10-18 13:09:47</p>	<p>No</p>	<p>Yes, I have experience with measurement of large-scale assessments and setting performance levels in Missouri for MSIP 3, 4, and 5 as well as experience assisting with the new state performance-based evaluation systems for teachers and administrators under the leadership of Dr. Margie Vandeven, Dr. Chris Nicastro, Dr. Kent King, and Dr. Bob Bartman as well as serving as a member of the Missouri Chamber of Commerce 2030 Alliance Board that helped to create the study that was cited in the Performance Level Setting Process Presentation by DESE, and experience in other states on such matters as reviewable at www.artmccoy.com. I would you like to share recommendations; however, this platform (and method) is not amicable to do so. My key recommendation, here and now, is that no action should be taken without a permanent commissioner, a Senate-confirmed, fully functioning State Board, and more feedback for stakeholders including parents and superintendents. Know that I was in New York as an national education expert (working to address the 200+ concerns of leaders) in 2014 and 2015 during the period when Dr. John King, the then New York Education Commissioner and afterward U.S. interim Secretary of Education, was attacked by superintendents of New York as well as thousands of parents and students via social media and more. Tens of thousands of parents stopped taking the state assessments and with the support of the school leadership. Regarding the Missouri context, the timing of this proposed significant change is far from ideal, especially considering the current process to find and name a new Commissioner of Education. There have been ongoing issues with our state mandated testing which has caused significant confusion in our communities. A change of this magnitude will surely perpetuate the confusion and create division over the matter of public education in our state. We need unity in our efforts, and therefore, I and many others are humbly requesting this process to be halted and reconsidered. Not only is a purposeful pause but a pointed plan from local leaders and letter of endorsement from LEAs and more would be best for all parties involved. I served as the Chair of the Education Committee and Exec. Board Member of the Urban League from 2010 to 2018, which is partnering with DESE to be an ally and support for urban communities and businesses for ESSA and more. DESE needs leadership that is smart enough to use the Urban League in this process wisely and others like the RBC, Civic Progress, etc. Lastly, as a former actuary and math major, I must say that Missouri's student MAP data from the past 10 years, using existing cut scores, show a super-correlation with an alpha of less than .01 for racial and social economic (SES) implicit bias. Some of this was a function of CBM norms at one time and others reasons include the state's student demographics for racial and SES. In light of ESSA and MAP-A testing changes, students with special needs who were formerly MAP-A tested and must now be MAP tested will be one more party to a formal dispute with LEAs and DESE. A greater reliance on student growth as an APR measure is a key recommendation that does not lower the standard at least when it is used mostly at the elementary and middle school grade levels. Since end results, career readiness and life success are the goals, a heavier focus should be given to the 12th-grade level end of high school/life assessments and indicators and industry-recognized credentials in addition to the ACT, SAT, ASVAB, AP, IB, Dual Credit measures. I have helped to create such systems on the coasts. As an LEA leader, I have created and led school district changes to have districts with over 200 corporate partners, national modal career academies in CTE areas, and 100% graduation, college and career placement in a district with 100% free meals. To not have a real collaboration (meaning input in the plan and letter endorsements) with a diverse array of such real community and state stakeholders is a continuation of type two errors in our system of the worse sort. I would welcome in engaging in any such opportunity with the State Board, new Commissioner and DESE key leadership to provide more specific recommendations and support to help Missouri's students succeed.</p>
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Christiana Barger Lee's Summit R-7 Executive Director of Assessment and Data Analysis christy.barger@lsr7.net 2018-10-18 12:51:16	Yes	<p>I am submitting a second set of comments based on my attendance at the Kc Superintendents meeting with Chris G and Blaine H: Dr. Gaines (DESE) said repeatedly that the standard measure of error on the proposed cut scores was too high for individual students for us to use the data instructionally for individual students. If that is indeed the case it is inappropriate to send home student individual score reports. With newly set high cut scores we will see MANY students drop an achievement level or more from last year to this year and district's will be put in a position to explain to parents that the drop is not related to student skill or knowledge, but instead to new cut scores. This should not happen at this time (nearly 9 months after students took the test and as we enter the next testing window) DESE indicated they will never publish 2018 scores next to previous years--it is unreasonable to believe that community members and/or the media won't do that. DESE (Chris and Blaine) indicated that they had not run the proposed cut scores by subgroup (only by all students) so we do not know what that impact may be. I would advocate for either holding all individual student scores (not sure federal law allows for that) OR applying the past years' score distribution models to our current year's scores and holding efforts to "raise the bar" with cut scores until MSIP6 I would suggest also that district APRs not be generated and that DESE work to provide a state APR to meet legal guidelines. Regarding possible vertical scaling--would that involve writing new parallel tests that can be scaled in the same way?</p>
Chelsea Addison School District of University City Director, Board of Education caddison@ucityschools.org 2018-10-18 9:58:05	Yes	<p>Continue to make post-assessment results and breakdowns accessible. The assessment is then viewed as a tool to gauge what the student knows, as well as a document in which the student and teacher can use for future guided instruction. Ensure there are well-defined domains of content and skills and performance categories for test score interpretation that are aligned with what is being taught to properly gauge what examinees know and can do.</p>

<p>Desi Kirchofer Northwest Superintendent dkirchofer@northwestschools.net 2018-10-18 8:28:19</p>	<p>Yes</p>	<p>What is the purpose of the assessments? What are the assessments being used for? The DESE presentation insinuated that the assessment results, at a certain level would correlate to a student's success and/or college and career readiness. If that's the case, I think it's a far stretch to think that State assessment scores could indicate an individual's potential success. There is nothing to suggest that just because a person scores well on an assessment aligned with cut scores that demonstrate the rigor of ACT or NAEP, he/she will be a good employee or colleague. However, I would agree the tests do appear to indicate or identify a good and compliant student... someone who is "good at school". As the presentation stated: "The primary aim of education is not to enable students to do well in school, but to help them to do well in the lives they lead outside of school." - Ray McNulty In many conversations I have had with business and community leaders, I often hear it is not the academic side that concerns them, but very often it is the "soft" and people skills that are more concerning. They are often concerned about a worker's ability to communicate and collaborate. That stated, are the "Attributes Employers Seek on a Candidate's Resume" referenced in the presentation assessed on the State assessments? For example, the number one attribute is leadership. How does the conversation about State assessments and cut scores relate to Leadership. Or the second attribute, the "ability to work on a team"? If these are the most desired attributes, how are they being assessed? Either way, the recent conversations and dialogue leading to decisions or attempting to lead to decisions, related to cut scores seem absurd. It also seems to go against best practices in education and learning. Why would we be determining proficiency levels after an assessment has been given? Proficiency levels and learning targets should be determined well before the assessment is given to students. Since it is a Statewide student assessment, learning targets should be clear to both students and instructors up front. One would assume that the targets are based on Missouri Learning Standards. If that is the case why would proficiency levels need to be set after the assessment results? If the targets are clear, then proficiency levels should be predetermined. If the assessment is just to "sort and rank" schools and districts, we can adopt a much simpler test and testing suite. Actually this probably needs to happen anyway. Just from a resource standpoint.. time, money, and human capital. It is wasteful to spend millions of dollars Statewide on these assessments. Assessments that do absolutely nothing to improve student learning or improve districts. Simplifying the assessment system could free up millions of dollars to help address equity issues across the state, fund early childhood, and fully fund transportation. It could also help address teacher salaries across the State from an equity standpoint as well. Instead the system is designed to sort and rank; thereby actually magnifying the inequities across the State rather than addressing them. Not only is the current state of assessment in Missouri negligent to student learning it is also irresponsible for the Missouri taxpayer. It is probably not even quantifiable as to what is spent giving all the state and local efforts to manage a system that absolutely does not improve student learning. It is disheartening to think of all the time and effort centered around a discussion of where to set cut scores, we're talking cut scores, instead of student learning, we're talking cut scores. This practice is contrary to any practice we would want our professional learning communities to engage in. We need to go back to the questions of a professional learning community: What do we want our students to know and/or be able to do? How will we know if they learned it? What will we do if they didn't? Good teachers clearly define what they want the students to learn and actually give them solid examples of what that should look like. They provide information so students will know what proficiency looks like. Where is the data to show cut scores could improve student learning, teacher instruction, or a system? Is there any evidence to support using all the money and resources to determine cut scores? Is there any evidence to support it will improve this system or increase student learning? The time,</p>
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		<p>money, and resources put into the state assessment system is incredibly unjustifiable. What a shame – perhaps we can take a step back and actually work together on what is best for our students instead of just using the phrase as rhetoric and hyperbole.</p>
Jennifer Harris Grandview c4 Administrator jennifer.harris@grandviewc4.net 2018-10-17 17:43:23	Yes	
David Lineberry Hook Center — MU Associate Director lineberryd@missouri.edu 2018-10-17 14:59:47	Yes	<p>You posit the premise of cut-off scores as remediating low rates of college degree completion (slide 20), yet you do not show (and cannot show?) any correlation between performance on the MAP (at any cut-off score) and success in college. You posit enrollment in college remedial courses as evidence of failed preparation of high school graduates (using Chamber of Commerce data), yet you neither make nor evidence any connection between college placement standards and the state learning standards measured by MAP. I do not see the connection between your cut-score setting activities and the problems in college placement and completion you have identified. Do you have any data to show those connections?</p>
Tosha Tilford Southwest R-5 School District Superintendent ttilford@swr5.net 2018-10-17 13:44:54	No	
John McConnell Kirksville R-3 School board, REC Chair jmcports@cabledone.net 2018-10-17 12:53:18	Yes	
Traci Mosby Highland Elementary Educator tmosby@lewis.k12.mo.us 2018-10-17 12:18:59	Yes	<p>I have participated in standard setting/cut points for large-scale assessments in the past. The process described is a viable method.</p>

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Michael Alred Portageville School District Administrator mallred@portageville.k12.mo.us 2018-10-17 10:05:08	Yes	
Becky Brownfield Sedalia School District #200 Admin - Director of Curriculum, Instruction, and Assessment brownfieldr@sedalia200.org 2018-10-17 8:41:32	Yes	
Becky Owens Laclede County R-1 Teacher Bowens@lcr1.org 2018-10-16 19:28:29	No	
Tonya Woods Thayer R-II School District Superintendent twoods@thayer.k12.mo.us 2018-10-16 16:53:54	Yes	
Dorothy Taul School Board member ; Region 2 rep on state MSBA board Community member Dorothytaul@yahoo.com 2018-10-16 16:45:15	Yes	
Mike Pratte Missouri School Boards' Association Board Member mikepratte44@gmail.com 2018-10-16 16:36:41	No	noMike Pratte
Jana Cooper KIPP Executive Director jcooper@kippkc.org 2018-10-16 13:44:26	Yes	

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Rayetta Self Miami R-1 Superintendent/Principal rself@miami.k12.mo.us 2018-10-16 11:11:52	No	I do not but it is very hard as an administrator to gear up your students for another year of MAP testing when they keep asking how they did last year.....all of us continue to wait to see the answer to that question. I don't understand how we could give assessments that don't already have the cut scores prepared???.
Chance Wistrom Republic School District Superintendent chance.wistrom@republicschools.org 2018-10-16 11:01:37	No	Not certain if the Policy Committee constitutes the ability to respond. Process must be transparent with attention paid to the systemic impact of each decision. Become less reliant on independent facilitators/vendors that are more interested in pushing an agenda than seeking pragmatic assessments for accountability. PLEASE focus on assessment for learning. I have attended several DESE presentations where districts are instructed to not pay so much attention to assessments as they are not consistent and the target remains ambiguous, however, the data is repeatedly used to drive the work that we do.
Mollie Bolton Special School District of St. Louis County Curriculum Coordinator mbolton@ssdmo.org 2018-10-16 10:33:07	Yes	
Loriee Shanz LaCade County R-1 Teacher lshanz@lcr1.org 2018-10-16 9:56:42	Yes	No
Eric White Cassville Schools Administrator ewhite@cassville.k12.mo.us 2018-10-16 9:30:42	No	I do not have experience with this type of activity. However, I feel like how we assess and the intervals for assessing science are not appropriate. With the increased importance being placed on science, why do we not test every year for science. It is becoming a big player in our society and we seem to lack the individuals who are interested in this area as they mature. Also, if you want to measure true growth, then measure students more frequently throughout the year. See where they are at the beginning, middle and end. Also, growth cannot just be measured by advancing from one performance level to another. Students who are below basic can grow, and do grow, but you show no value unless they make it to basic. That is unrealistic and unfair to those students. Some students will grow every year and not make it out of the performance group they are in.
Shelly M Shipman Adair County R-II Superintendent shelly_shipman@brashear.k12.mo.us 2018-10-16 9:10:11	Yes	

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Lisa Massey LaCledde County R-1 Teacher lmasseylcr1.org 2018-10-16 8:59:08	Yes	
Tyler Vestal LaCledde County RI Schools Administrator tvestal@lcr1.org 2018-10-16 8:35:08	Yes	
KRISTINE HENDRIX University City BOE Board Director/ Parent kristinehendrixucity@gmail.com 2018-10-16 8:05:13	No	
Anonymous LaCledde County R-1 School District Teacher Anonymous 2018-10-15 18:07:26	No	It might be helpful if we actually got results before the next school year begins to inform our instruction. I mean what is the point in doing these online when it will take you almost 7 months to send scores. Maybe you should work as hard as you expect teachers to!
Andrew Lowery Conway HS Teacher alowery@lcr1.org 2018-10-15 17:20:41	No	
Dr. Charles J. Pearson Normandy Schools Collaborative Superintendent cpearson@normandysc.org 2018-10-15 16:21:57	Yes	
Matthew Pearce Republic Schools Administrator/Parent matt.pearce@republicschools.org 2018-10-15 15:51:40	No	

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Sharon Nibbelink Center School District Superintendent snibbelink@center.k12.mo.us 2018-10-15 15:51:07	No	I am concerned that an improving district/school/student will appear to be declining. It is a highly political time for education and we need support not criticism. The combination of fairly recent curriculum changes, assessment problems at the state level, shrinking growth levels, loss of hold harmless, and higher cut scores, all combine to create a perfect storm of evidence that public schools are failing when that is not necessarily true. If you truly want to hit the "reset" button you need to get rid of the all of the labels used in the past such as below basic, basic, proficient, and advanced.
Kristen Potteiger LaCled county HS Teacher Kpotteiger@lcr1.org 2018-10-15 15:49:20	Yes	
Heather Pinder LaCled Co R-1 Teacher hpinder@lcr1.org 2018-10-15 15:42:22	Yes	n/a
Deirdre Ann Sein LaCled County R-1 Schools Teacher dsein@lcr1.org 2018-10-15 15:43:03	Yes	

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Dr. Sean Kirksey Moniteau County R-1 Schools Administrator sean.kirksey@californiak12.org 2018-10-15 15:40:36	Yes	<p>With 25 years in public education in the state of Missouri and a doctorate degree, I would like to express my strong concerns regarding selecting cut scores that inaccurately depict the majority of our students as non-proficient. This type of misuse of statistics, while done with a desire to prompt schools to improve, actually creates a climate of frustration which leads to a lack of collective efficacy. For instance, the data presented in the "Performance Level Setting Process Presentation" (included with this survey) attempted to paint a picture of failure to justify establishing rigorous cut scores. However, the percentage of Missouri public high school graduates who enrolled in remedial classes in public post-secondary institutions has decreased significantly from 35.6% in 2013 to 22.8% in 2017. And in math the percentage has nearly been cut in half from 30.1% in 2013 to 17.6% in 2017. If we have significantly reduced the need for remedial classes, then we have clearly begun producing more prepared students. Therefore, why would we choose to select cut scores that communicate that we are doing worse than we were a few years ago. When cut scores do not align with reality, educators and students become frustrated and disillusioned. I realize we must strike a balance. I understand that our educators need to seek continuous improvement, but I also understand the damage done by inaccurate cut scores. I do not know if the final cut scores have been officially established, but information has been shared with me that the preliminary cut scores set for the Algebra I EOC would indicate that only 44% of our students in the state of Missouri who took the test will be identified as proficient or higher. I am concerned that causing these results by selecting non-representative cut scores will further diminish the Department of Elementary and Secondary Education's reputation with regard to assessment while increasing frustration among students, staff, and parents. Please consider the full ramifications of establishing unrealistic cut scores. Our students and teacher deserve accuracy, balance, and validity.</p>
Becky Stein Nell Holcomb R-IV School District Curriculum/Assessment Coordinator bstein@nhshawks.com 2018-10-15 15:35:32	Yes	
Brittany Brawley LaCade County R-1 Teacher bbrawley@lcr1.org 2018-10-15 15:31:44	Yes	

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Wanda Tatom Green Forest R-II Administrator tatom@gfr2.k12.mo.us 2018-10-15 15:30:44	Yes	
Haley Huckaby Teacher hhuckaby@lcr1.org 2018-10-15 15:28:23	Yes	
Ryan Bergeson Scotland County R-1 School District Administrator rbergeson@scotland.k12.mo.us 2018-10-15 15:23:48	No	NA
Amy Smith Diamond R-IV administration asmith@diamondwildcats.org 2018-10-15 14:48:12	No	

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David Russell Success R-VI Administrator drussell@success.k12.mo.us 2018-10-15 14:47:02	Yes	<p>Although I understand the process used to determine the cut scores, I am not convinced from the information presented during public meetings last week that this process provides a valid indicator on student achievement that can be used to accurately assess a school and their prospective district. While attending one of the public meetings last week, it was presented that MAP tests are not the most reliable indicator to assess student performance and direct instruction. However, it appears MAP will still be used as the major piece in determining a school's performance. Not sure how that can possibly be correct! If the overall purpose of these tests are to meet federal requirements for ESSA, then it is evident, it has become more about compliance and very little about directing instruction and student achievement. This whole process has caused a great deal of pressure on students, teachers, and families that negatively impacts student learning as well as teacher performance. The need to change the process is overdue and we should be looking at an alternative process such as in-house assessments that are administered 3 times per year by the school and/or the district. The data that is provided in these assessments would provide sufficient growth information to measure academic performance of the students which should be related to school performance. This information could be uploaded to DESE using a criteria of on-level, below level or above level would be much less expensive to operate and provide a greater opportunity for an accurate result. Protecting the validity and integrity of such assessments would be the only question to answer going forward. Thank you for the opportunity to comment.</p>
Sandy Leech Hollister R-V School District Assistant Superintendent sleech@hollisterschools.com 2018-10-15 14:44:38	Yes	
David Buck Wright City Superintendent and parent david.buck@wrightcity.k12.mo.us 2018-10-15 14:40:40	No	At no place is it talked about what the proficiency level means in Missouri and how that is different to NAEP.
Lisa Weirich Meramec Valley R-III Administrator lweirich@mvr3.k12.mo.us 2018-10-15 14:39:26	Yes	

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Kayli N Burrell Trenton R-IX Administrator kburrell@trentonr9.k12.mo.us 2018-10-15 14:38:31	Yes	
GORDON MYERS MIDWAY R-I SUPERINTENDENT gmyers@midwayk12.net 2018-10-15 14:31:44	Yes	
Matt Unger Mr. Administrator matt.unger@mcr1.us 2018-10-15 14:09:08	No	<p>The process has a fatal flaw that has to be addressed which is the predetermined percentage of students that will be below basic, basic, proficient and advanced regardless of performance. Example: 10000 3rd grade students take a 100 question mathematics test. 9000 students get 70% or more of the of the questions correct. By DESE logic 25% will be below basic, 28% Basic, 25% Proficient and 22% Advanced. Further, DESE is trying to use a norm-referenced testing model will pushing us to teach criteria as outlined by the Missouri Learning Standards. Should we not be using a Criteria Referenced test? I have had many staff member and administrators attend your workshop and serve on committees that do not feel that a lot of listening is occurring.</p>
Paul Mensching Harrisonville R-IX Superintendent paul.mensching@harrisonvilleschools.org 2018-10-15 14:06:11	Yes	I have not. However, why are these people the only group allowed to make recommendations? This survey is pretty short considering the direction to seek input!
Clint Heussner HALE R-1 SCHOOL Superintendent cheussner@hale.k12.mo.us 2018-10-15 13:42:43	Yes	
Dr. Anthony Rossetti Webb City R-7 School District Superintendent trossetti@wcr7.org 2018-10-15 13:32:27	Yes	I am still uncertain of the relationship or influence the ACT and or NAEP play in determining the cut scores.

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Abby Volmer Odessa R7 Administrator avolmer@odessar7.net 2018-10-15 13:16:24	Yes	Your process is fine IF external comparisons (reference points) did not have a strong influence on determining cut scores.
Ron Franklin Trenton RIX Administrator rfranklin@trentonr9.k12.mo.us 2018-10-15 13:15:21	Yes	
Brian Garner North Callaway School District Superintendent bgarner@nc.k12.mo.us 2018-10-15 13:10:59	No	You should be in touch with Dr. Matt Goodman, executive director of MOAP.. He is an expert in this subject.
Kyle Kruse St. Clair R-XIII School District Superintendent of Schools kkruse@stcmo.org 2018-10-15 13:09:49	Yes	
Frank Killian Richland R-1 School Administrator fkilian@richland.k12.mo.us 2018-10-15 12:54:41	No	
Matt Davis Eldon School District Administrator Matt.Davis@EldonMustangs.org 2018-10-15 12:42:44	Yes	
Ian Buchanan The School District of University City Assistant Superintendent ibuchanan@ucityschools.org 2018-10-15 12:05:08	No	While I don't have that experience, I want to challenge us to get rid of one shot assessments and think of ways to measure assessment growth and proficiency over time (a year).

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Elizabeth Gardner School District of University City Administrator egardner@ucityschools.org 2018-10-15 11:56:38	Yes	I adamantly oppose the suggested process and new cut scores. The accountability system should be assessing student growth to determine effectiveness of the school. Simply measuring proficiency based on a book marking system just compares students to each other. The statistics in the process actually perpetuates the achievement gap. All this does is measure the number of students who come to school with a specific set of skills and then continues to learn at an average rate. A student who comes to school in kindergarten without school-ready skills will never be proficient if they learn at an average rate. We should be measuring how many students are learning at an average rate, exceeding that rate, or not meeting that rate. This would be a better measure of the effectiveness of that school.
Chris Gold Marionville R-9 Schools Superintendent cgold@marionville.us 2018-10-15 11:47:08	Yes	I do not have that experience
Dr. Teresa Mabary Dallas County R1 Schools Assistant Superintendent teresa.mabary@bisonpride.org 2018-10-15 11:44:38	Yes	
Christiana Barger Lee's Summit R-7 Administrator christy.barger@lsr7.net 2018-10-15 11:41:11	Yes	I find it interesting that this question seeks input from those "with experience" and yet the largest group influencing the performance level setting is a group of teachers with no psychometric experience (and I understand some indicated they felt pressure from DESE staff members in at least one session). We should not publish scores that differ drastically in performance level setting processes or standards from what has been the normed curve work of past setting processes. No matter how many footnotes exist people and communities and BOE will compare data between years. Higher cut scores are not the solution.
G Brett Reutzel Fredericktown R-1 Schools Superintendent brett.reutzel@fpsk12.org 2018-10-15 11:40:04	Yes	
Dennis Eastin South Harrison R-II School Superintendent deastin@shr2.k12.mo.us 2018-10-15 11:38:13	Yes	

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Kaleb Schumer 1992 Educator kaleb.schumer@wrightcity.k12.mo.us 2018-10-15 11:21:19	Yes	
Jamie Burkhart Green Ridge R-VIII School District Superintendent burkhartj@grtigers.net 2018-10-15 11:06:05	Yes	
Kris Harwood Eldon R-1 High School Principal Kris.Harwood@eldonmustangs.org 2018-10-15 10:35:05	Yes	I am concerned that scoring proficient or advanced on the Algebra I EOC is a criteria for earning A+. With only 44% of the students in the state of Missouri scoring at the appropriate level, we will be excluding students who made it in the past and need the A+ scholarship to further their education. The proposed cut scores are so high that it appears as if the education system in Missouri is failing, which it is not.
Toni Hill Bloomfield R-14 School District Superintendent thill@bps14.org 2018-10-15 8:50:47	Yes	MAP and EOC tests/scores are designed to help districts determine and drive instruction for the following year. We were able to adjust teaching strategies, etc. when we received this data in a timely manner - prior to the school year. The lateness of this data makes it hard to use it in a meaningful way. MO has to find a method to get immediate feedback on our assessments. We currently use Engrade at Bloomfield to help drive our instruction.
Jeff Blackford Nodaway Holt Admin jblackford@nodholt.org 2018-10-15 8:09:53	Yes	It states the cut scores are immune from moving. I would assume that once the cut scores are set they will not move? What if everyone scores in advanced level or everyone scores at floor level, will the cut scores be moved then? Is this a bell curve and the cut scores will slide? Thank you

Name Organization or School District Role Email Submitted	Does the information provided give you a better understanding of the process used to set performance levels?	If you have experience with measurement of large-scale assessments and setting performance levels, either in Missouri or in another state, would you like to share recommendations?
Lisa Brenner University City School Board Director lbrenner@ucityschools.org 2018-10-14 21:44:10	Yes	<p>If you truly want feedback on this presentation, I am not sure this is the question you should be asking. I understand that you would like to norm the test to national standards. This appears to be a change from how you designated cut off scores in the past dramatically raising the bar. What I see happening with this new comparison is that there will be a dramatic decrease in the number of children designated as proficient/advanced MPI scores will decrease across the state. Why do this now? How do we continue to look for improvement when the test and the targets change? Why not wait until MSIP-6 to align this way? The changes in tests and targets cause an over reliance on NCE to score progress. Since the tests change, it is possible that changes in the NCE do not reflect "progress." It may simply reflect the strengths or weaknesses of the school district's curriculum addressing the different tests. Whereas, if the test remained the same and the cutoff scores were similar each year, you could truly see MPI progress in the MPI number. The other issue is public relations. I understand that you are not going to change a district's accreditation based on these changes, but the press does not understand this. For districts who are working hard serving disadvantaged children and have been skating close to that 70% cutoff, this is a PR nightmare. I have been very disappointed as a school board director in the continual changes from year to year during MSIP-5. I highly encourage DESE to move on to MSIP-6 as soon as possible and start measuring schools in a more growth oriented, holistic way. I truly believe MSIP-5 and our current accreditation system is causing a number of problems. I believe high stakes testing contributes to teacher dissatisfaction, less innovation and creativity in teaching, less engaged students, and less focus on the "soft skills" businesses told DESE they need in their workforce. At the very least, it seems that finding cutoff scores that were normed to the last round of new tests would have been a better way forward than changing the targets to new standards.</p>
Jeff Klein Park Hill School District Administrator kleinj@parkhill.k12.mo.us 2018-10-14 15:30:26	No	<p>I would recommend using the previous MAP cut scores as the anchor in the bookmarking process unless a decision is made by leadership to make changes to the percentage of proficient students. And if a change is desired, involve stakeholders and communicate extensively so there is educator buy-in regarding the visit for the change. Also, provide estimated adjusted scores in the year after the transition so that people understand the nature and implications of the change in level setting rigor.</p>
Jim Cummins Neosho School District Superintendent cumminsjim@neoshosd.org 2018-10-14 14:34:42	Yes	

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Robert Dillon School District of University City Director of Innovative Learning rdillon@ucityschools.org 2018-10-14 13:07:48	No	Should we not share our recommendations if we don't have experience with measurement of large-scale assessment? If not, you won't have much quality feedback. So much time is spent on this, and NONE of the data is usable to help students and learning.
Thomas Smith OMT Teacher tsmith@hotmail.com 2018-10-13 12:24:31	Yes	The word recommendation is what is troubling teachers all over the state. It comes down to trust. Teachers made a recommendation NOT to align the test to NAEP. They kept hearing you planned to do that anyway. I looked at your presentation. 99% felt like you heard them. What percentage felt like you ignored them?
Matt Teeter Willard Schools Administrator mattteeter@willardschools.net 2018-10-13 8:26:00	Yes	
Justin Allen Macks Creek School District Eacher jallen@mail.mccreek.k12.mo.us 2018-10-12 16:58:41	Yes	
Marla Sheppard KCPS Administrator msheppard@kcpublicschools.org 2018-10-12 16:26:11	No	I suggest that you look at the performance system in Texas. It is very clear and predictable for schools. They can set goals for students and the standards are not changing every year. Even when standards change, the scores are delivered in a timely manner and the cut scores are done in a timely manner. Perhaps, we should learn from them.
Brian Lane Brentwood School District Superintendent blane@brentwoodmoschools.org 2018-10-12 15:14:17	No	The process has been faulty in multiple ways. My recommendation is to start the process anew and truly engage educators throughout the process, not just at the beginning.
Susan Rogers Richards R-V School District Administration srogers@richardsschool.k12.mo.us 2018-10-12 14:59:07	Yes	

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Chris Gaines Mehlville School District Superintendent gainesc@msdr9.org 2018-10-12 14:52:11	No	I was on the policy group, so I have an understanding of the process. The presentation seems to be about rationalizing the results of the process. The impact data in the presentation fails to represent the changes from 2017 to 2018. These impacts are real, and will be lasting, for district APRs. Where ever the cut scores end up getting set, DESE must have a comprehensive communication plan to explain the impacts of changing standards and tests to legislators, educators, parents, and the state as a whole. This has got to be more than talking points.
Trish Adkins Waynesville R-VI Administrator tadkins@waynesville.k12.mo.us 2018-10-12 14:45:37	Yes	
Desi Kirchhofer Northwest R-1 Superintendent dkirchhofer@northwestschools.net 2018-10-12 14:25:07	Yes	I think that if the consensus was that the assessment scores (rigor) need to correlate or align with certain assessments (i.e. NAPE, ACT) then we should just use that assessment suite. Based on that logic, my assumption is that we believe the Missouri Learning Standards align with those assessments. I also found some serious disconnect with the McNulty slide. I have heard Rays speak several times and also spoken with him about assessments. He generally uses that quote as a way to demonstrate that standard assessments and traditional methods will not determine an individual's future success. Thank you for giving the opportunity for feedback.
Stephen Hunter Van-Far R-I School District Superintendent shunter@vf.k12.mo.us 2018-10-12 14:20:21	Yes	

Name Organization or School District Role Email Submitted	Does the information provided give you a better understanding of the process used to set performance levels?	If you have experience with measurement of large-scale assessments and setting performance levels, either in Missouri or in another state, would you like to share recommendations?
John Dunham Macon Co. R-IV School District Superintendent jdunham@mcr4.k12.mo.us 2018-10-12 14:19:26	Yes	I would think that a statistical look at any given grade level/ subject level/ End of Course would allow the state to decide what, statistically, is proficient, advanced, etc. I would also assume that there is a check of validity, by question, and invalid or poor questions could be excluded from calculations. Using set statistical points the cut scores would not change. We might see more advanced scores from year to year. I would equate it to a classroom. 90% is an A. If you test and have 50% of students get 90% then you have to accept that, whereas the next test might only yield 10% of students gaining 90%. Each test will have a mean score and standard deviations. Utilize that to set the advanced score at, as an example, 2 standard deviations or more above the mean. Implement the same procedure for proficient, basic, and below basic. The presentation discussed ACT "proficiency scores" and one would assume that ACT has some model for calculation of those that Missouri could possibly utilize in assignment of cut scores for proficiency levels. This may be simplistic but it would mathematically define proficiency levels. This method seems to be a lot easier to justify than a roomful of people with bookmarks estimating where proficiency cuts are located from an ordered book of the test items.
Lyle Best Osage Co. R-I School Superintendent bestl@osager1.com 2018-10-12 14:14:48	No	
Dustin Storm Miller R-II School District Administrator dstorm@millerschools.org 2018-10-12 13:53:12	Yes	
Jay Thornton Campbell R-II Superintendent jay@campbell.k12.mo.us 2018-10-12 13:35:22	Yes	N/A
Tracy Bottoms Monroe City R-I Administrator tbottoms@monroe.k12.mo.us 10/12/2018 10:10:20	Yes	

