



MiPAC Cohorts II, III, and IV Exit Survey Comparison

This report compares the results of the three surveys:

- MiPAC Cohort II exit survey (administered in spring 2022)
- MiPAC Cohort III exit survey (administered in spring 2023)
- MiPAC Cohort IV exit survey (administered in spring 2024)

The report compares the results from the three surveys in the following topics:

- Participant Perceptions of Program Quality
- Participant Perceptions of the Importance of CBE Components in their Future Professional Learning
- Conditions Surrounding the Administration of Performance Assessments

Before comparing the exit surveys from Cohorts II, III, and IV, a couple notes of caution are in order. Importantly, the number of participants responding to the survey each year was very small. The Cohort II exit survey had 12 participant responses, the Cohort III survey had 14 participant responses, and the Cohort IV survey had 18 respondents. Because of the small respondent pool, findings should be interpreted carefully, as a change in response of a single Cohort member would greatly influence the overall average. A single respondent represents 8% of Cohort II, 7% of Cohort III, and 6% of Cohort IV.. With this in mind, readers should be more focused on general trends (e.g., participants in all years were overwhelming favorable about program content and the favorable perceptions have increased over time) than direct comparisons among the three Cohorts. Second, many of the Cohort IV members also participated in Cohorts II and III. While in most instances this multiple year participation will be helpful in establishing longitudinal trends, there are instances (particularly concerning professional learning priorities) when changes in interest actually reflect prior learning as part of the MiPAC and not disinterest per se.

Participant Perceptions of Program Quality

This section reports Cohort members' perceptions of MiPAC program quality for Cohorts II, III, and IV. For ease of reading, participant perceptions of program quality are separated into eight Figures. Each Figure compares the perceptions of participants from Cohort II, III, and IV on a single survey item. So, for instance, Figure I displays the results from Cohorts II, III, and IV on the following item: "I would recommend MiPAC to a colleague."

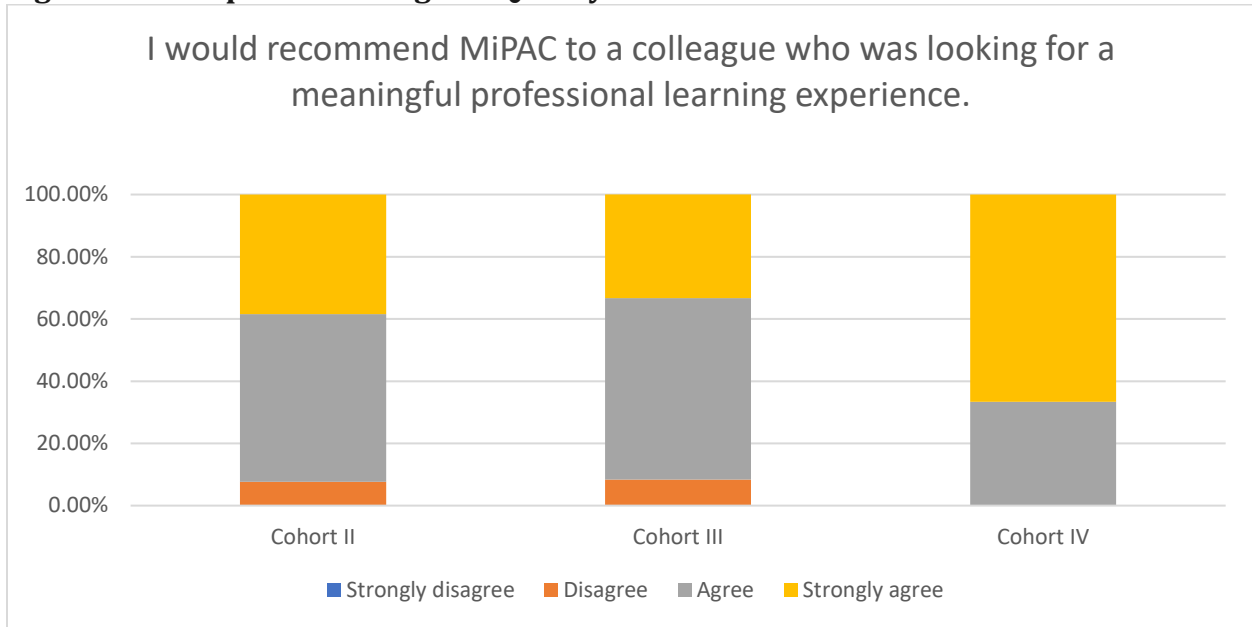
Item 1. Recommending MiPAC to a Colleague

The percentage of participants who would recommend MiPAC to a colleague stayed very consistent from Cohort II to Cohort III. No respondent "strongly disagreed" with this statement and less than 10% disagreed. The percentage of participants who strongly agreed that they would recommend MiPAC to a colleague rose roughly 5% from Cohort II (35%) to



Cohort III (40%). The percentage of participants who strongly agreed that they would recommend Mi-PAC to a colleague rose considerably in Cohort IV from 40% in Cohort III to 67% in Cohort IV. No Cohort IV member indicated they would not recommend Mi-PAC to a colleague. This information is captured in Figure 1.

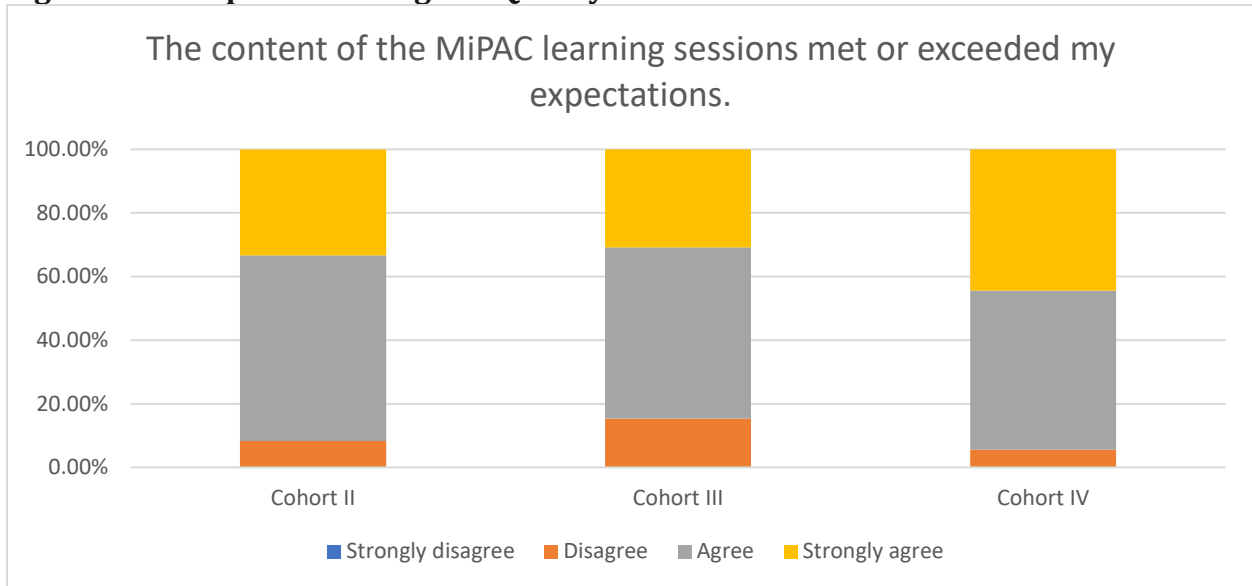
Figure 1. Perceptions of Program Quality for Item 1



Item 2. Perceptions of Learning Session Content

Perceptions of program content were high for both Cohort II and Cohort III, but slightly higher in Cohort II. When asked if program content exceeded their expectations, no participant strongly disagreed, but 8% of Cohort II participants and 16% of Cohort III participants disagreed with this statement. Although this number remained small, it essentially doubled from Cohort II to Cohort III. Cohort IV demonstrates a marked improvement. The percentage of disagreements was even smaller than in Cohort II (6%) and percentage of strong agreement rose sharply from 33% and 31% in Cohorts II and III, respectively, to 44% in Cohort IV. This information is captured in Figure 2.

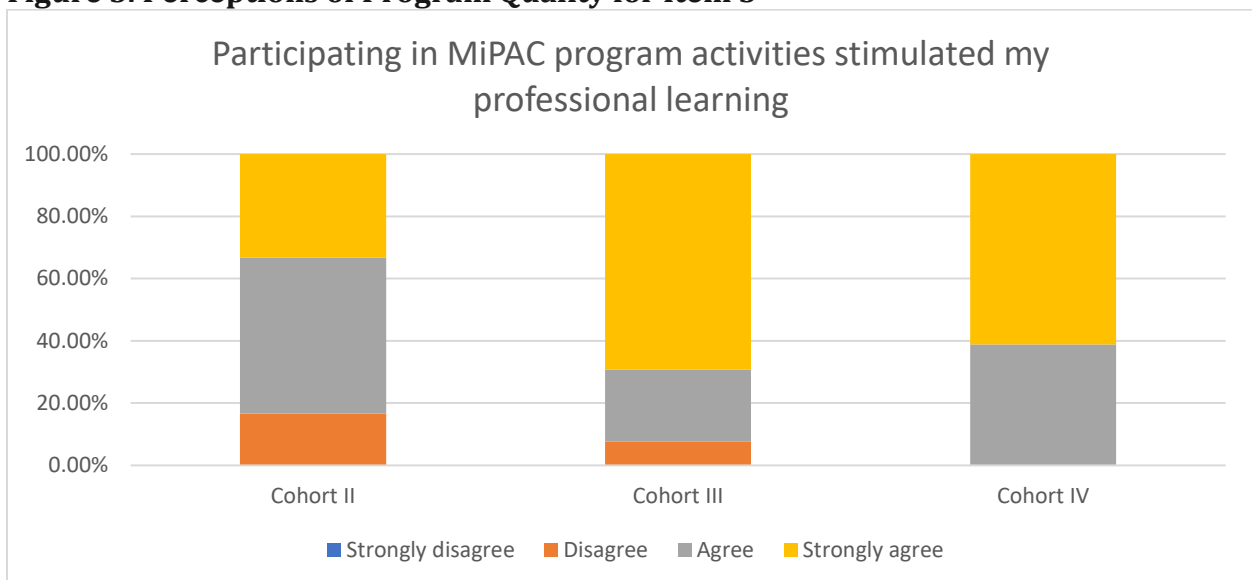
Figure 2. Perceptions of Program Quality for Item 2



Item 3. Perceptions of Professional Learning Stimulation

When asked if participating in program activities stimulated their professional learning, again, most of the participants (83% in Cohort II and 92% in Cohort III) agreed or strongly agreed. This number increased to 100% for Cohort IV. The percentage of participants who disagreed was small for Cohorts II and III, but noticeably smaller for Cohort III. The percentage of participants who did not feel that MiPAC stimulated their professional learning was cut in half from Cohort II (17%) to Cohort III (8%) and then to 0% in Cohort IV. The percentage of strong agreement rose sharply from Cohort II (33%) to Cohort III (69%) and declined modestly in Cohort IV (61%). This information is captured in Figure 3.

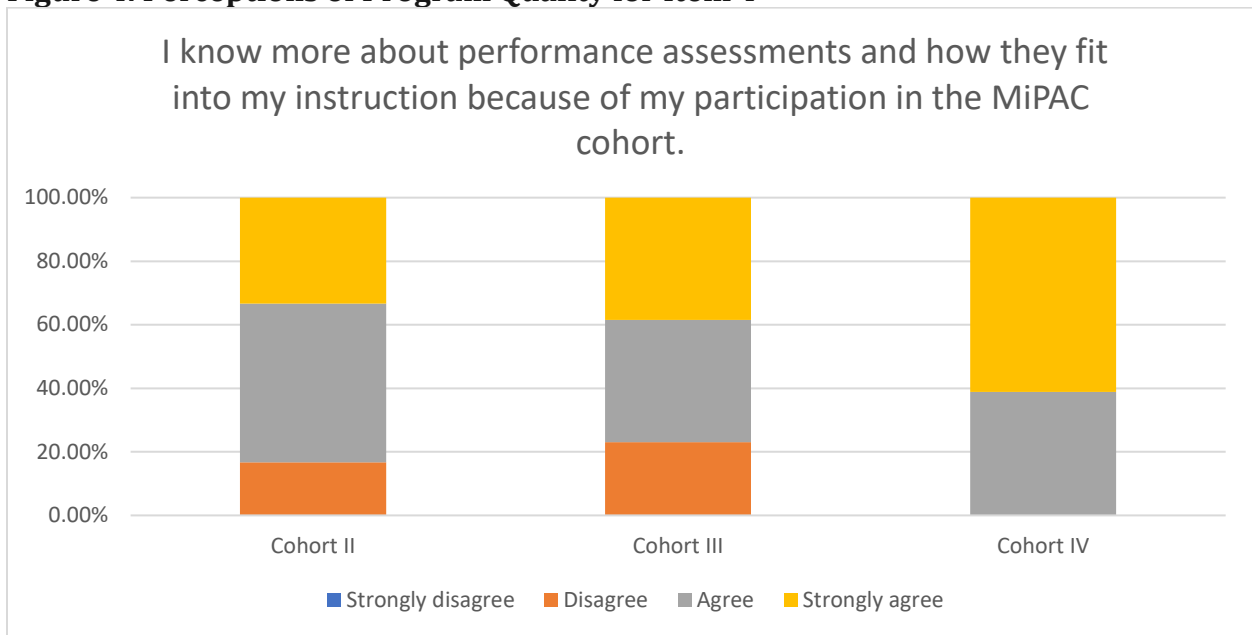
Figure 3. Perceptions of Program Quality for Item 3



Item 4. Knowledge of Performance Assessment

The fourth item asked for participants’ perception about whether they knew more about performance assessment because of their participation in MiPAC. The participants who did not feel they knew more about performance assessment was low for all three Cohorts. After increasing from 16% to 23% from Cohorts II to III, the percentage of disagreement decreased sharply in Cohort IV to 0 percent. Furthermore, the percentage of strong agreement in with this statement held steady from Cohort II to Cohort III (33%, 38%), but increased considerably in Cohort IV (61%). This information is captured in Figure 4.

Figure 4. Perceptions of Program Quality for Item 4



Summary for Items 1-4

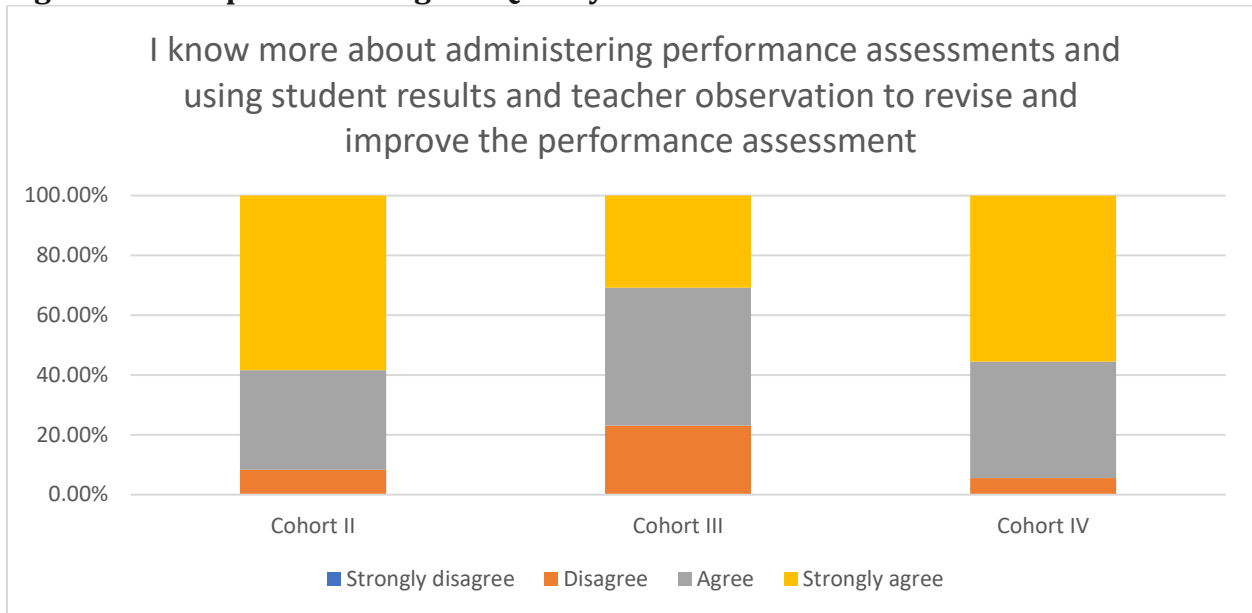
The changes from Cohort II to Cohort III were mixed (again, the reader is encouraged to interpret these comparisons with caution because of the small sample sizes). Cohort III participants felt more strongly about recommending MiPAC to a colleague and they felt more stimulated in their professional learning. However, Cohort III participants were somewhat more critical of learning session content and were more skeptical about the degree to which participation in MiPAC strengthened their knowledge of performance assessment. Cohort IV members responded far more favorably to each of these four items almost universally. The only exception (the percentage of strong agreement in Cohort III versus Cohort IV for item 3) is modest.



Item 5. Perceptions of Knowledge of Performance Assessment Administration

The percentage of participants who agreed or strongly agreed that participating in MiPAC increased their ability to effectively administer performance assessment exceeded 75% for both Cohort II and Cohort III participants. However, the percentage of participants who disagreed and felt that their administration skills had not improved essentially tripled between Cohort II (8%) and Cohort III (22%). Notably, the percent of disagreement fell to its lowest level in Cohort IV (6%). The percentage of agreement and strong agreement with statement exceeded 94% for Cohort IV members. This information is captured in Figure 5.

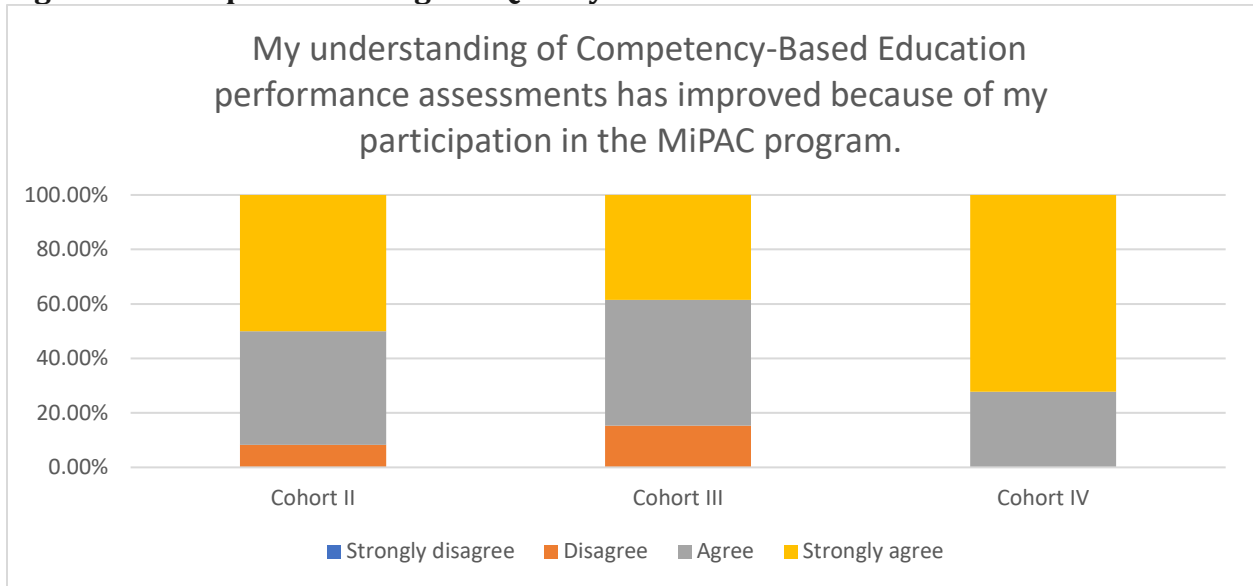
Figure 5. Perceptions of Program Quality for Item 5



Item 6. Perceptions of Increased Understanding of Competency-Based Education Performance Assessments

When asked about their perceptions of their knowledge of Competency Based Education and performance assessment because of MiPAC participation, favorable responses were high, exceeding 80% for both Cohorts II and III. However, as with the previous item, the percentage of participants who disagreed increased between Cohort II (8%) and Cohort III (16%) before dropping to 0% in Cohort IV (i.e., all Cohort IV members agreed or strongly agreed with this statement). Furthermore, the percentage of strong agreement nearly doubled from Cohort III to Cohort IV (38%-72%). This information is captured in Figure 6.

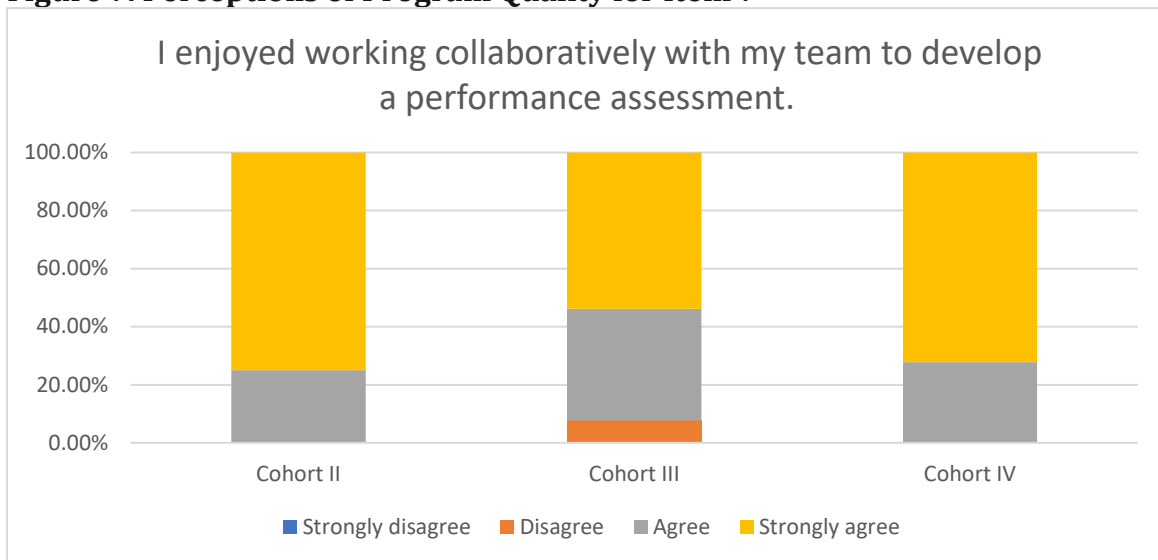
Figure 6. Perceptions of Program Quality for Item 6



Item 7. Perceptions of Working Collaboratively to Develop Performance Assessments

Cohort III participants also viewed working collaboratively with others to develop performance assessments less favorably than Cohort II participants and, again, the percentage rose from Cohort III to Cohort IV. While an overwhelming percentage of participants in Cohort III agreed or strongly agreed that working collaboratively was enjoyable (92%), there was some disagreement (8%). In Cohort IV, this disagreement vanished. No Cohort IV member expressed disagreement with this statement. This information is captured in Figure 7.

Figure 7. Perceptions of Program Quality for Item 7





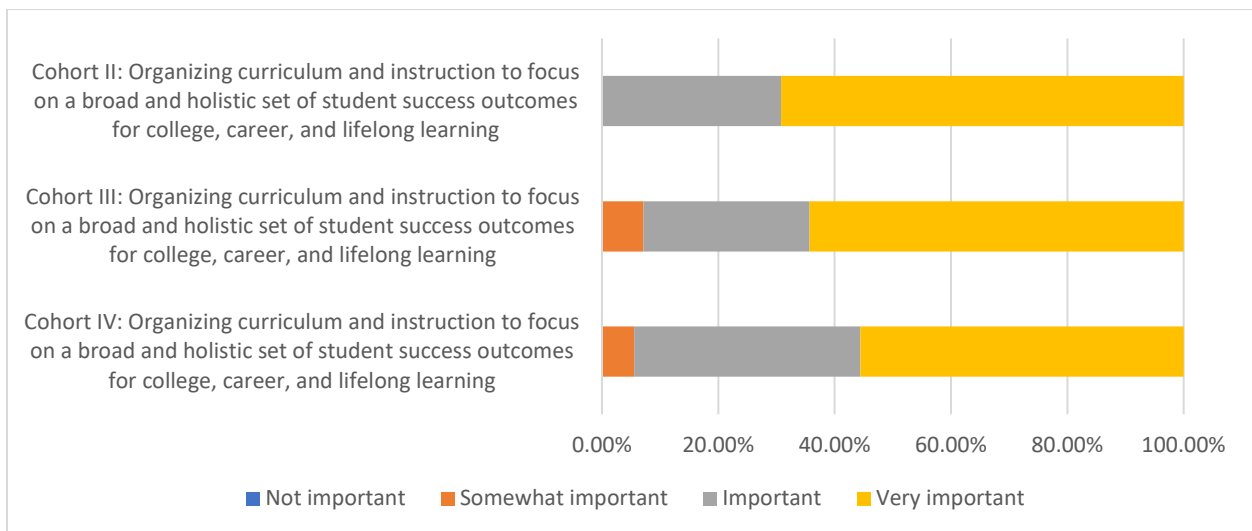
Summary for Items 5-7

Perceptions of program quality for items 5-7 remained high for both Cohort II and Cohort III. However, Cohort II had relatively more favorable perceptions about administering performance assessments, knowledge of Competency Based Education, and working collaboratively than Cohort III participants. Perceptions of program quality for items 5-7 were universally and markedly more positive than either of the previous Cohorts.

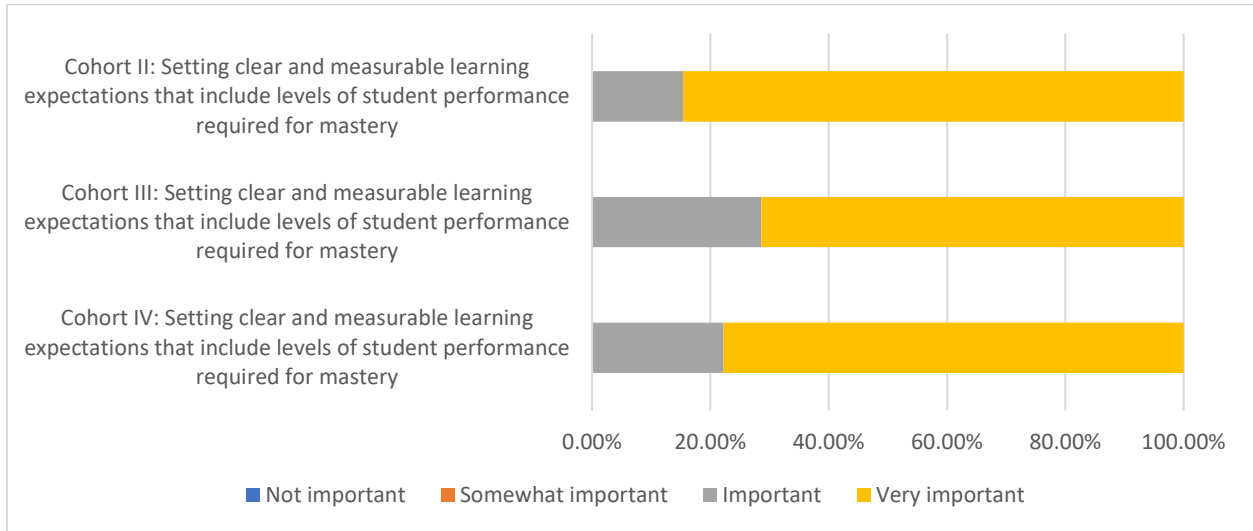
Participant Perceptions of the Importance of CBE Components in their Future Professional Learning

The Cohort II, Cohort III, and Cohort IV exit surveys also asked Cohort members about their beliefs about the importance of 18 Components of CBE for their future professional learning. For all three Cohorts, virtually all participants perceived each of the CBE components to be important or very important. For this reason, the following comparison considers the shifts in percentages of very important versus important from Cohort II to Cohort III to Cohort IV. Changes in perceived importance should be taken to indicate changes in learning priorities rather than improvements or declines over time. For instance, if Cohort IV members learned about a component extensively the previous year, their perceptions of learning about that component in the future may be diminished. In general, Cohort II participants were more likely to perceive the CBE Components to be very important (as opposed to simply “important”) than Cohort III and Cohort IV participants. The changes are reported for each Component below:

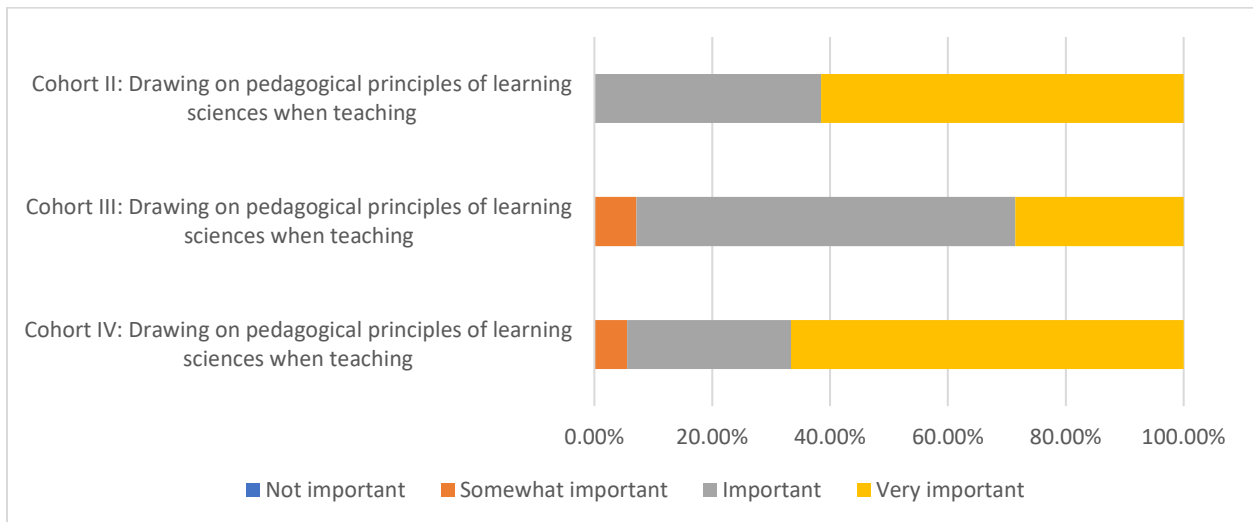
- *Component I: Organizing curriculum and instruction to focus on a broad, more holistic set of student success outcomes for college, career, and lifelong learning*
 - Percentage change of less than 10% although the indications of “very important” have been slightly decreasing over time.



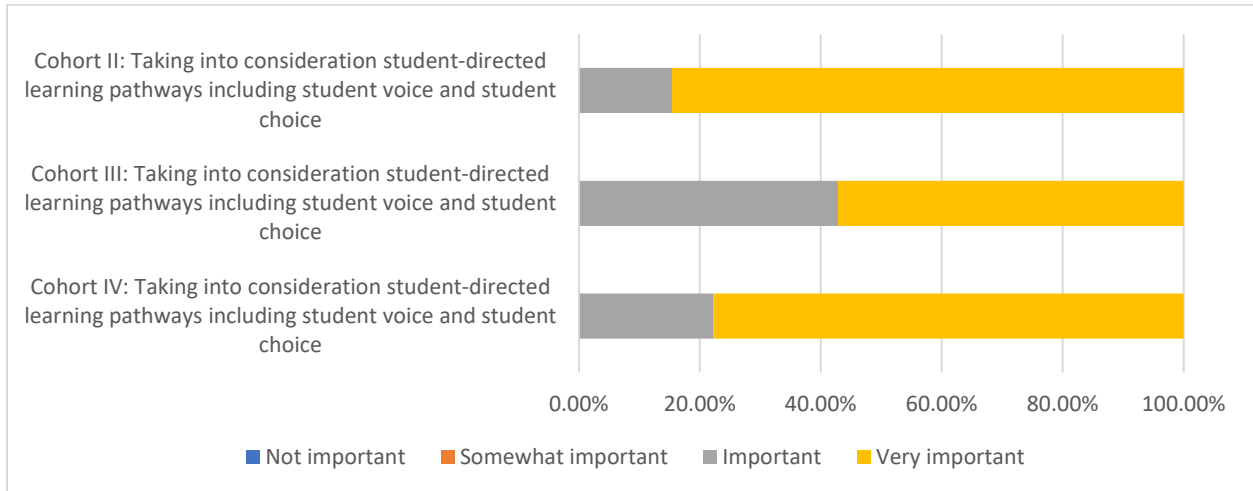
- *Component 2: Setting clear and measurable learning expectations that include levels of student performance required for mastery*
 - A higher percentage of participants identified this item as very important in Cohort II (85%) than Cohort III (71%). The importance then increased slightly to 78% for Cohort IV.



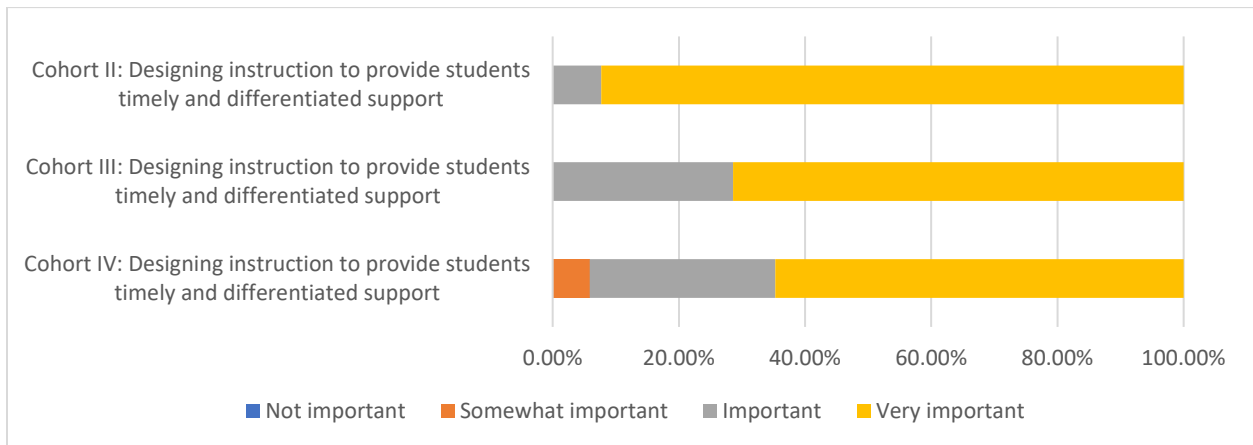
- *Component 3: Drawing on pedagogical principles of learning sciences when teaching*
 - A higher percentage of participants identified this item as very important in Cohort II (62%) than Cohort III (29%). However, 67% Cohort IV participants indicated this CBE principles was “very important” to their future learning, surpassing each of the prior Cohorts.



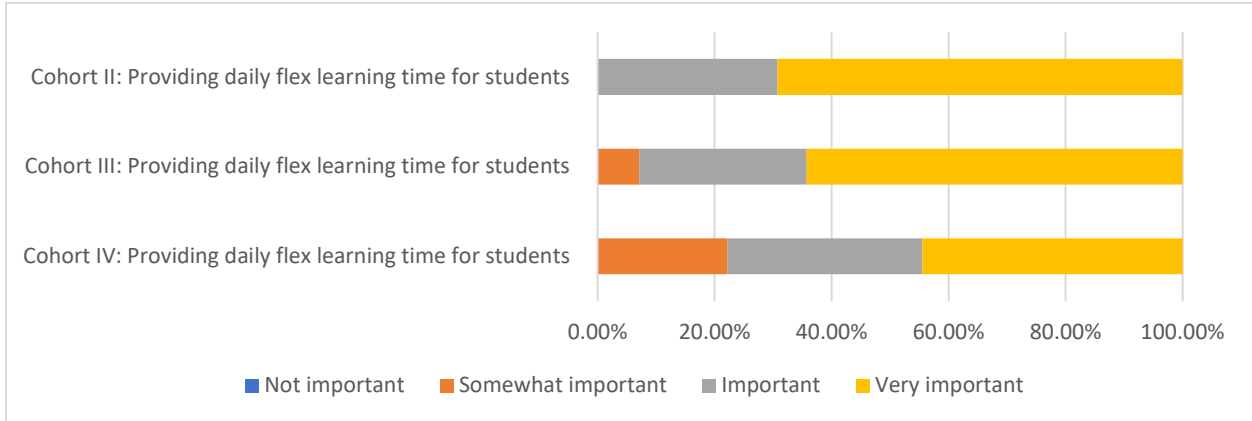
- *Component 4: Taking into consideration student-directed learning pathways, including student voice and student choice*
 - A higher percentage of participants identified this item as very important in Cohort II (85%) than Cohort III (57%) or Cohort IV (78%).



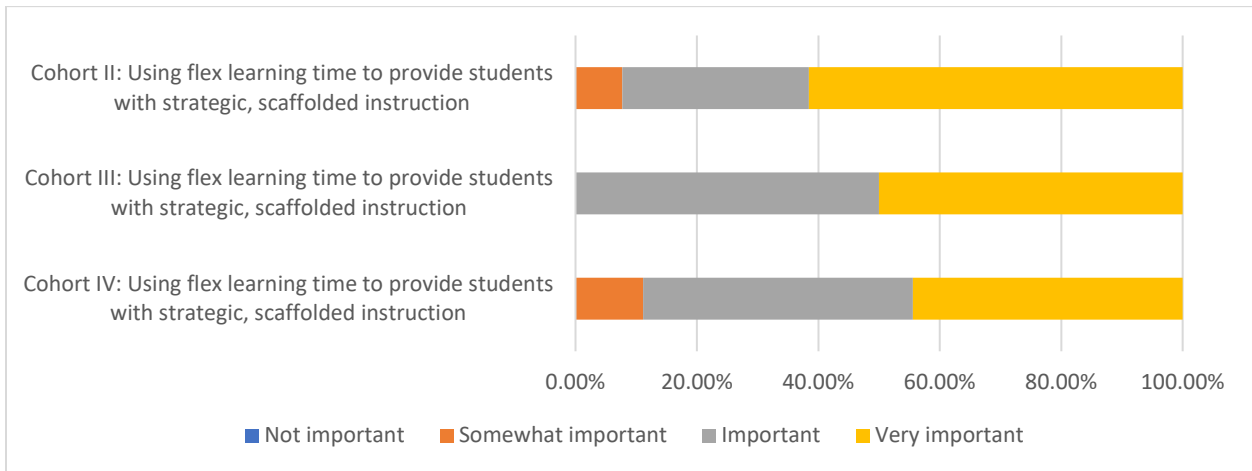
- *Component 5: Designing instruction to provide students timely and differentiated support*
 - A higher percentage of participants identified this item as very important in Cohort II (92%) than Cohort III (71%) or Cohort IV (65%). In Cohort IV “somewhat important” emerged for the first time.



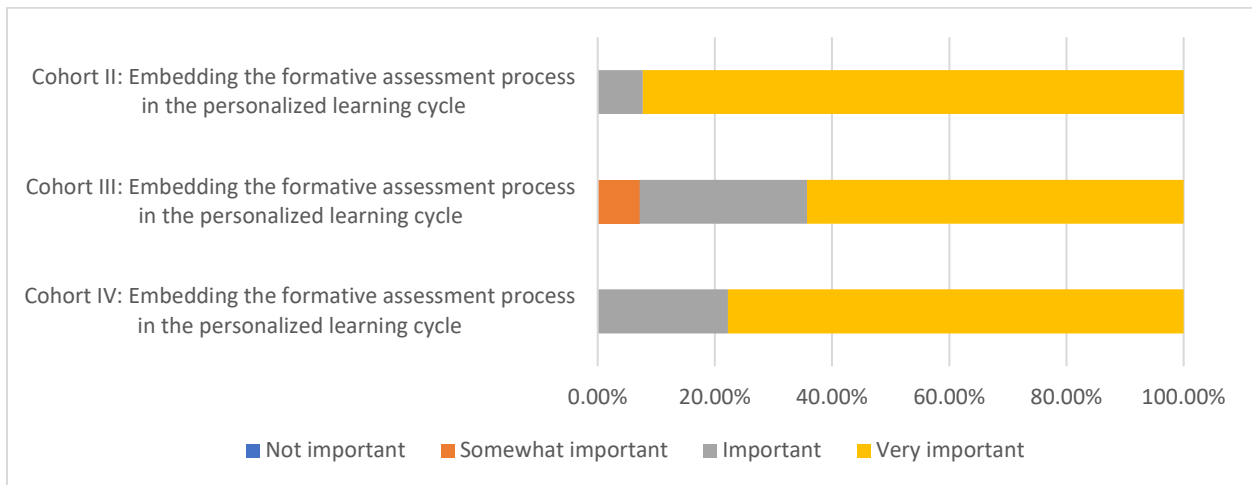
- *Component 6: Providing daily flex learning time for students*
 - “Somewhat important” emerged in Cohort II (7%) and more than tripled in Cohort IV (22%) suggesting the importance of new learning about providing daily flex learning time for students is becoming less important over time.



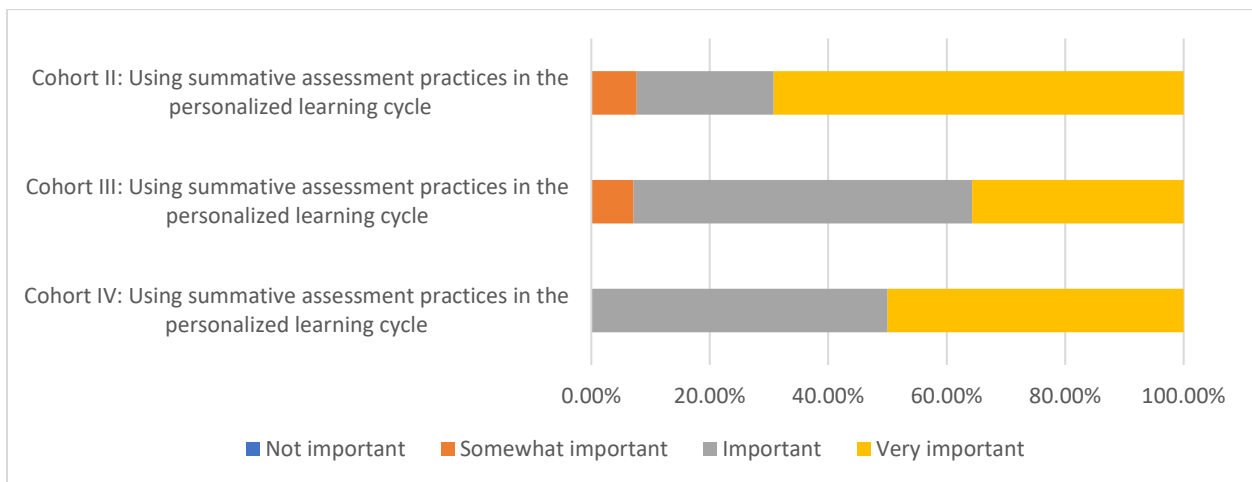
- *Component 7: Using flexible learning time to provide students with strategic, scaffolded instruction*
 - A higher percentage of participants identified this item as very important in Cohort II (62%) than Cohort III (50%) or Cohort IV (44%) suggesting using flexible learning time to provide students with strategic scaffolded instruction (similar to Component 6) might be declining in importance over time.



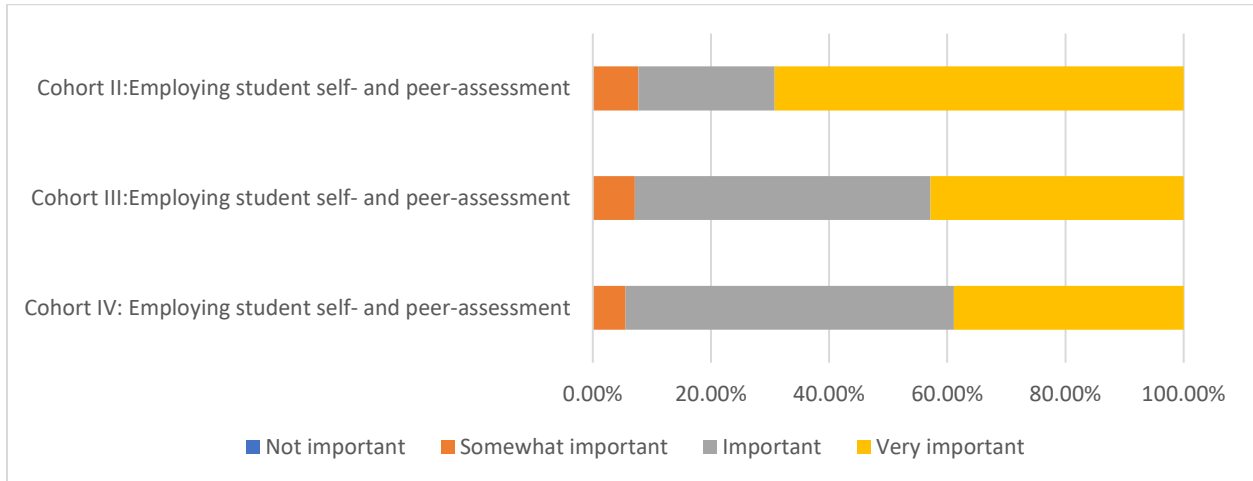
- *Component 8: Embedding the formative assessment process in the personalized learning cycle*
 - A higher percentage of participants identified this item as very important in Cohort II (92%) than Cohort III (64%) or Cohort (78%) although its perceived importance seemed to bounce back somewhat between Cohorts III and IV.



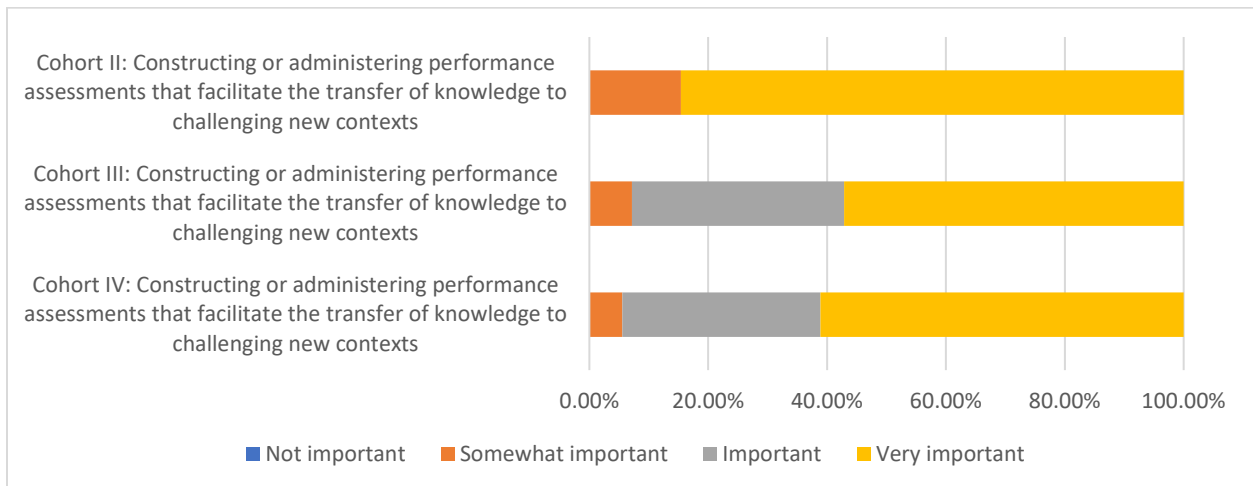
- *Component 9: Using summative assessment practices in the personalized learning cycle*
 - A higher percentage of participants identified this item as very important in Cohort II (64%) than Cohort III (36%) or Cohort IV (50%). Again, as with Component 8 the importance of future learning about using summative assessment practices in the personalized learning cycle increased from Cohorts III to IV, after dropping off sharply from Cohorts II to III.



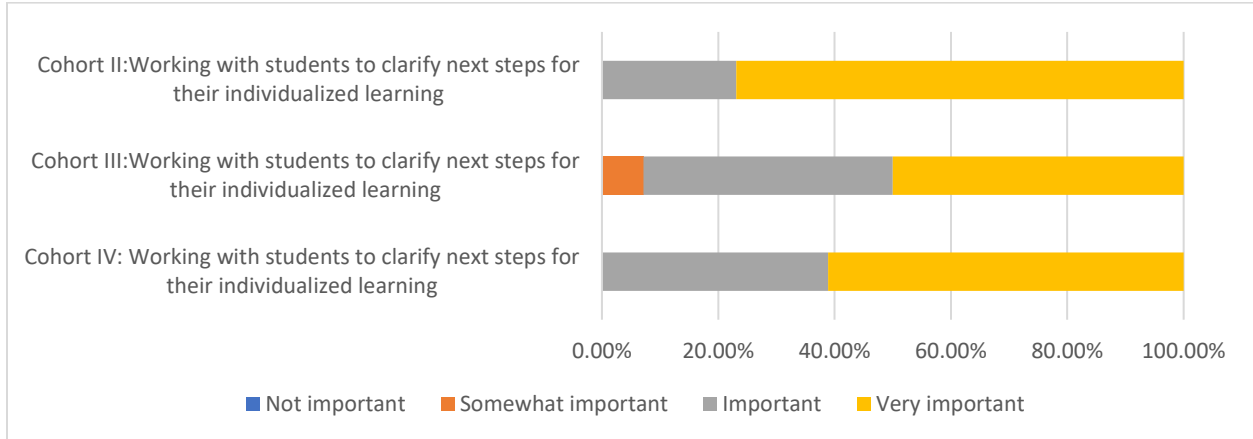
- *Component 10: Employing student self- and peer-assessment*
 - A higher percentage of participants identified this item as very important in Cohort II (69%) than Cohort III (43%). While employing self- and peer-assessment remained important for Cohort IV members, its strong importance waned slightly from Cohorts III to IV.



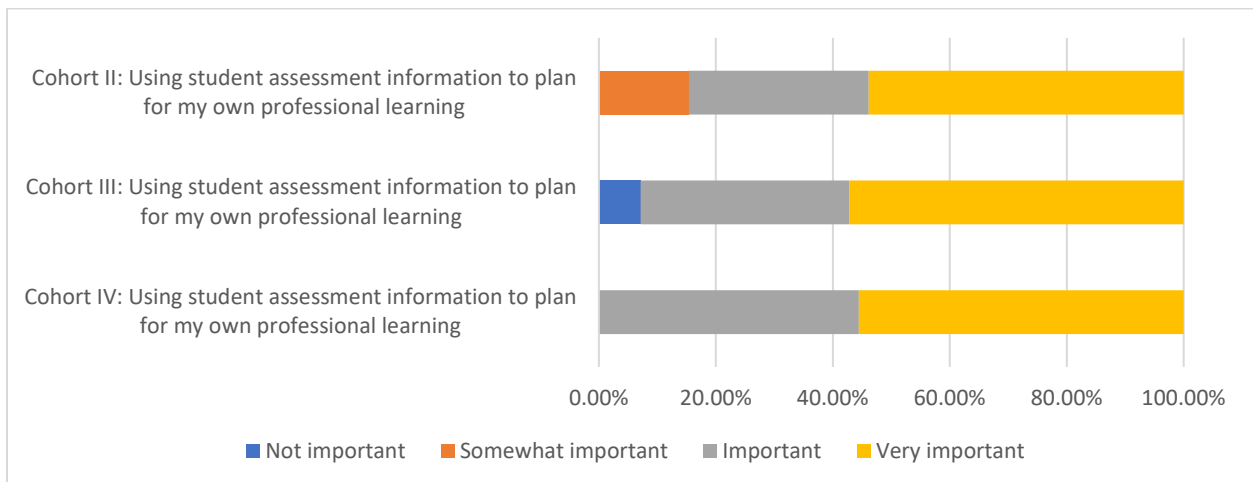
- *Component 11: Constructing or administering performance assessments that facilitate the transfer of knowledge to challenging new contexts*
 - A higher percentage of participants identified this item as very important in Cohort II (85%) than Cohort III (57%). Component 11 was less polarizing in Cohorts III and IV than in Cohort II, as is demonstrated by simultaneous decreases in both its strong importance and its marginal importance.



- *Component 12: Working with students to clarify next steps for their individualized learning*
 - A higher percentage of participants identified this item as very important in Cohort II (77%) than Cohort III (50%). As with Components 8 and 9, the importance of future learning about working with students to clarify next steps for their individualized learning increased from Cohorts III to IV after dropping off sharply from Cohorts II to III.

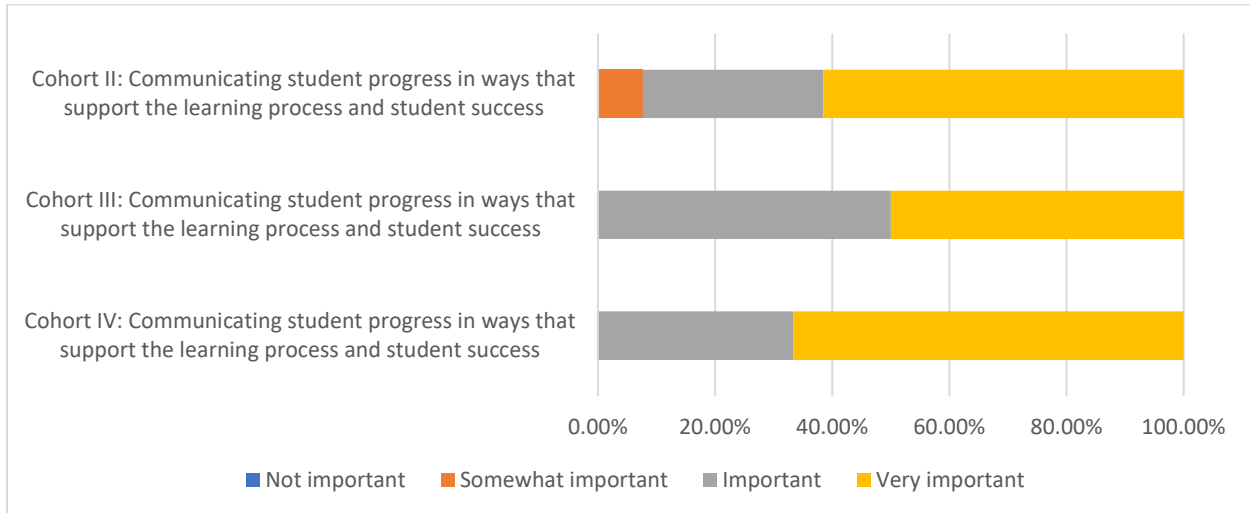


- *Component 13: Using student assessment information to plan for my own professional learning*
 - In both Cohorts II and III, a minority of Cohort Members perceived using student assessment information to plan for their professional learning as marginally or unimportant. In Cohort IV all Cohort members indicated that this component was important or very important.

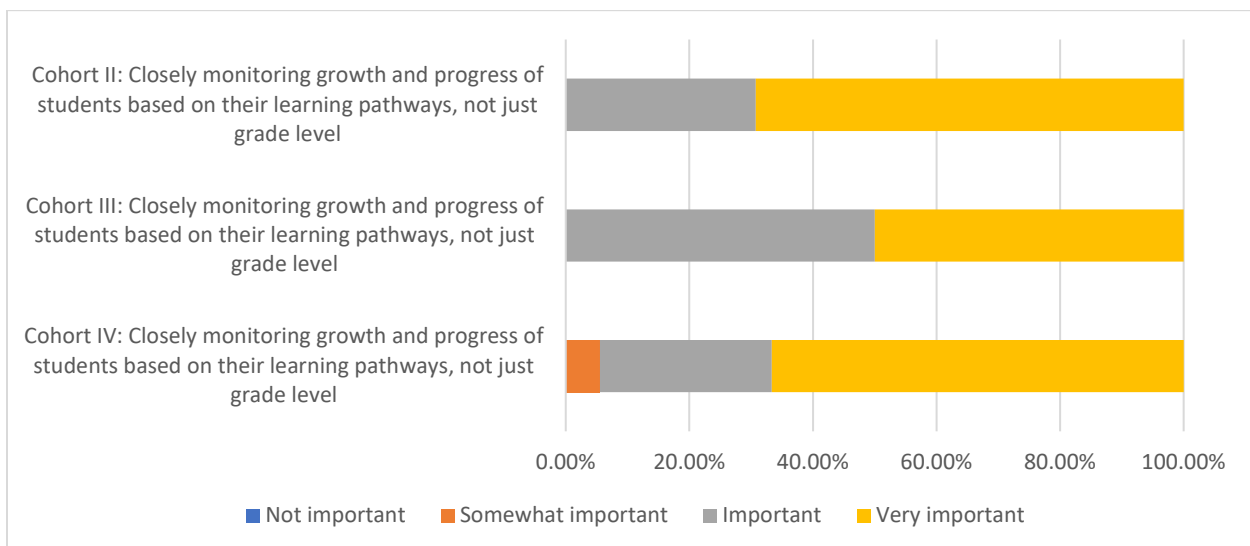


- *Component 14: Communicating student progress in ways that support the learning process and student success*

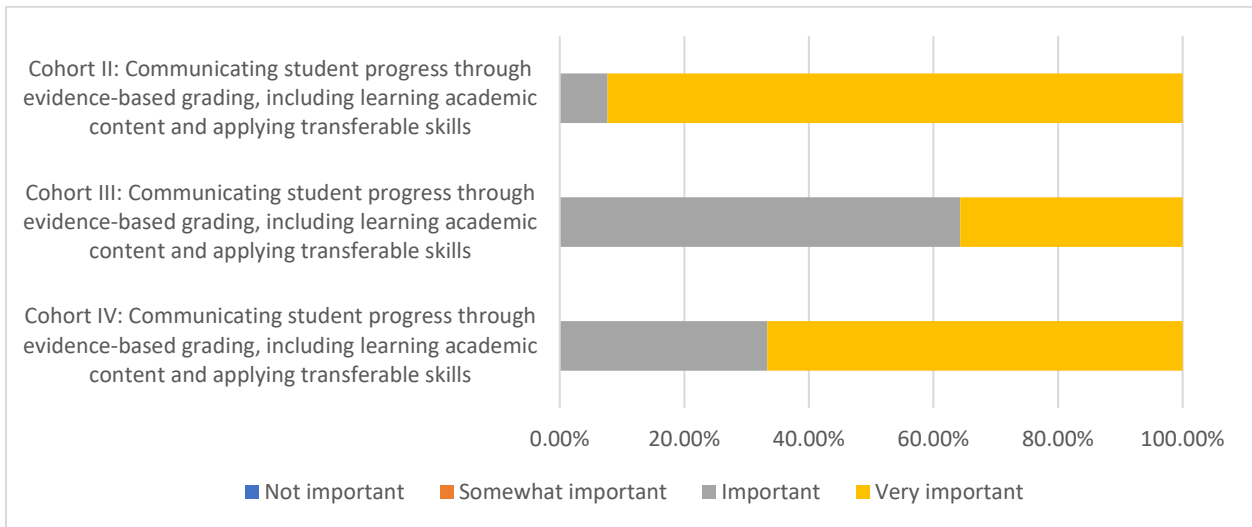
A higher percentage of participants identified this item as very important in Cohort II (62%) than Cohort III (50%). Cohort IV members indicated the strongest perceptions of the importance of communicating student progress in ways that support the learning process and student success yet.



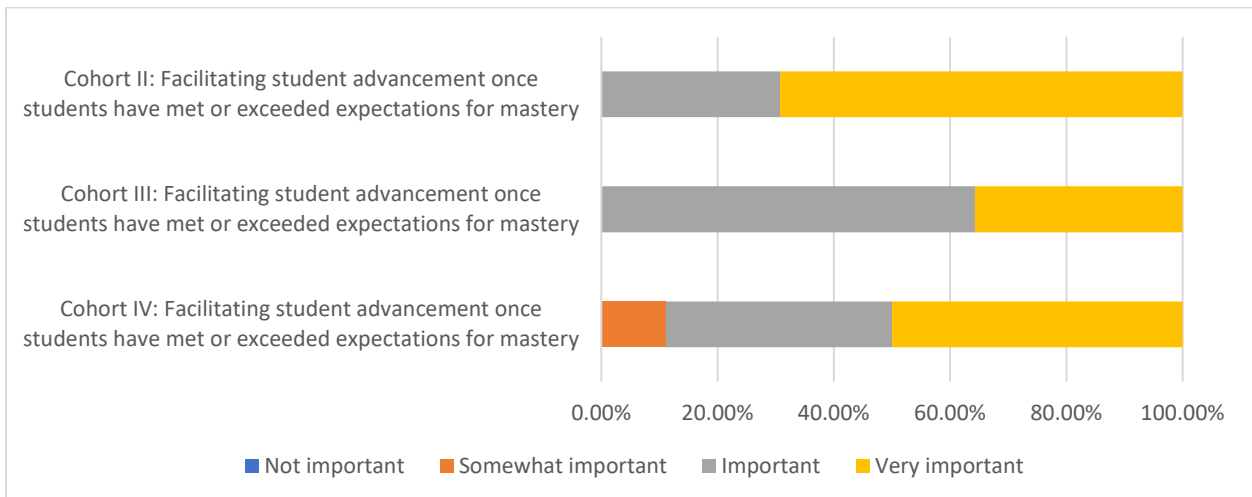
- *Component 15: Closely monitoring growth and progress of students based on their learning pathways, not just grade level*
 - A higher percentage of participants identified this item as very important in Cohort II (69%) than Cohort III (50%). While Cohort IV members nearly matched the perceived importance of Cohort II, “somewhat important” emerged for the first time.



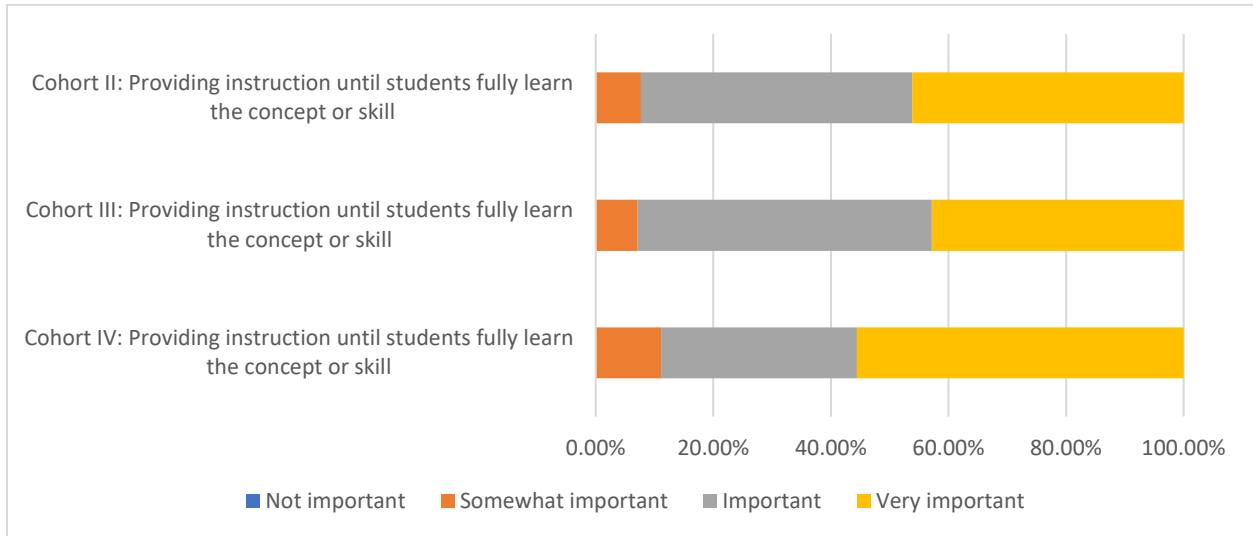
- **Component 16: Communicating student progress through evidence-based grading, including learning academic content and applying transferable skills**
 - A higher percentage of participants identified this item as very important in Cohort II (92%) than Cohort III (36%). As with other components, communicating student progress through evidence-based grading, including learning academic content and applying transferable skills, increased from Cohort III to Cohort IV, but in this case, did not approach those levels observed in Cohort II.



- **Component 17: Facilitating student advancement once students have met or exceeded expectations for mastery**
 - A higher percentage of participants identified this item as very important in Cohort II (69%) than Cohort III (36%). As with component 15, while Cohort IV members nearly matched the perceived importance of Cohort II, “somewhat important” emerged for the first time.



- *Component 18: Providing instruction until students fully learn the concept or skill*
 - The perceived importance of this component in future learning has held constant over time with a slight increase in “very important” responses from Cohort III to IV.



Conditions Surrounding Pilot Administration of Performance Assessments

The next survey item asked respondents about the conditions surrounding the pilot administration of their assessments. In Cohort II a much higher percentage of members reported they worked closely with a colleague to administer the assessment, but they did not administer the assessment in their own classroom. Cohort III participants were much more likely to have administered the assessment in their own classroom than either Cohort II or IV. No Cohort II member had an assessment they designed be administered by others without their involvement. This number soared to nearly 40% for Cohort IV, marking the starkest change from Cohort II to IV. For an overview of this information, see Figure 8 (Cohort II), Figure 9 (Cohort III), and Figure 10 (Cohort IV).

Figure 8. Cohort II Conditions of Performance Assessment Administration

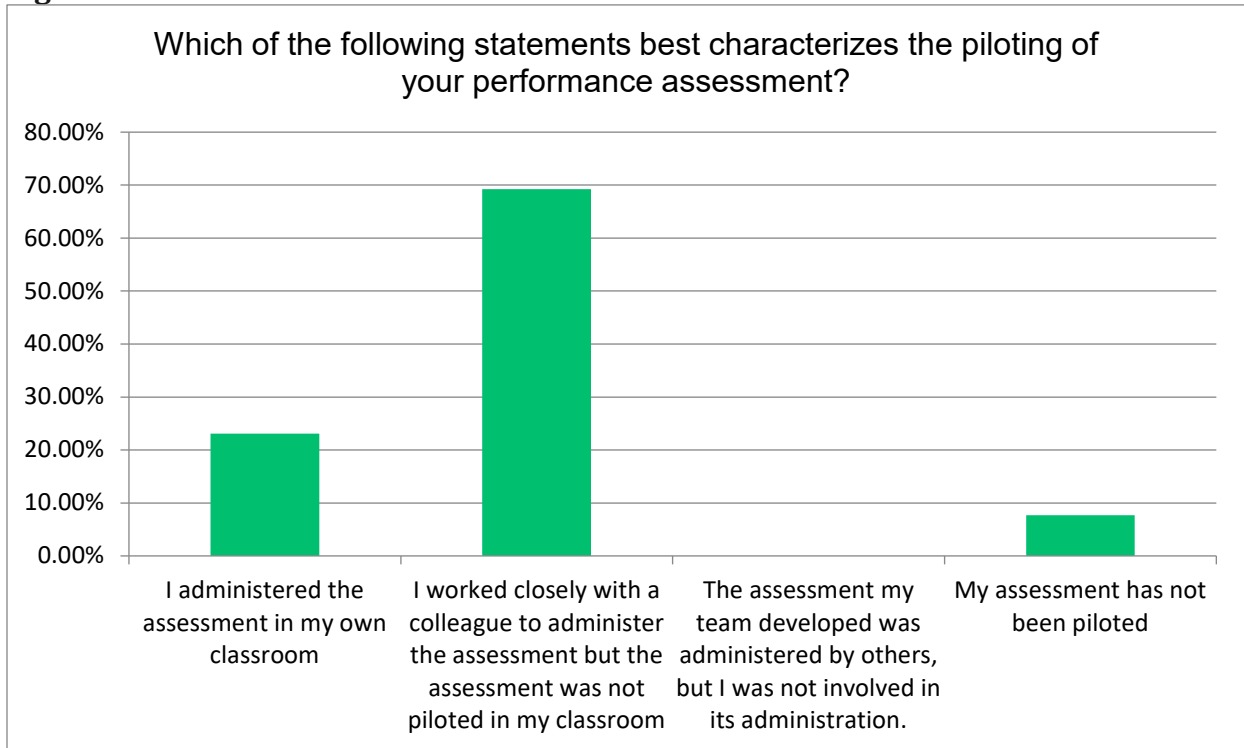


Figure 9. Cohort III Conditions of Performance Assessments Administration

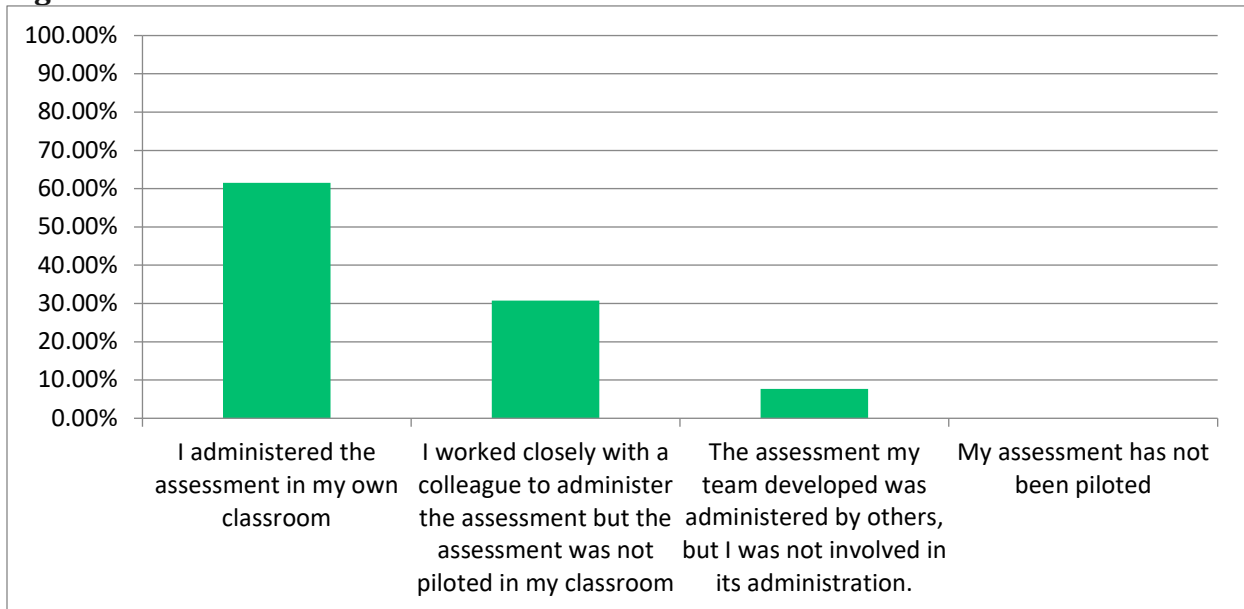
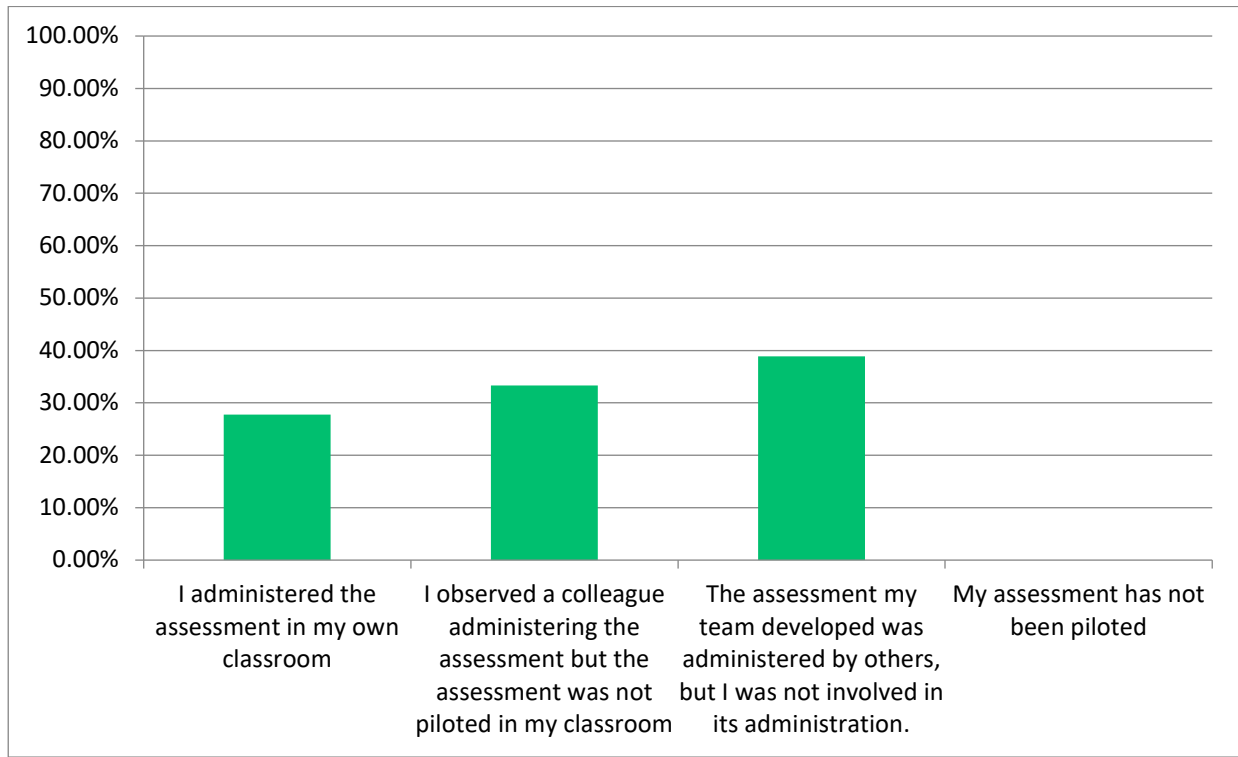


Figure 10. Cohort IV Conditions of Performance Assessments Administration



Open Ended Responses

Positive aspects. At least one member in each Cohort noted the following positive aspects of the program:

- Working collaboratively with their team
- Learning from formal sessions and performance assessment development and administration

Challenging aspects. The following four concerns were noted by at least one participant in each Cohort:

- Uncertainty of expectations
- Time requirement/workload
- Technology
- Scoring performance assessments