



MiPAC Cohort IV Exit Survey Summary

This report highlights the main results from the MiPAC Cohort IV Exit Survey. Eighteen Cohort IV members completed the survey in the late spring 2024 (response rate = 100%). This report contains the following sections:

- 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
- Open Ended Responses

Participant Background

This section describes participants' current roles, experience in education broadly, and experience in MiPAC in particular. Half of the Cohort was currently teaching, one was an assistant principal, four were instructional coaches, one was a district administrator, and one was a consultant. Four cohort members held "other" positions, which included a non-profit administrator, district assessment coordinator, special education coordinator, and retired educator.

The Cohort was quite experienced. Twelve of the Cohort members had 16 or more years of teaching experience, three Cohort members had between 11-15 years of experience, and three had between 4-10 years of experience. No Cohort member had less than four years of experience. The Cohort members also indicated that they had experience with Competency Based Education generally. Seven members had five or more years of education experience, five members had four years of education experience, two members had three years of education experience, two members had two years of education experience, and one member was in their first year.

Finally, most Cohort members had experience in the MiPAC Program. Twelve Cohort members had also participated in Cohort III. Of these, eight participated in Cohort II. Three of the eight participated in Cohort I.

Participant Perceptions of Program Quality

This section reports participants' perceptions of MiPAC program quality. For ease of reading, participant perceptions of program quality are separated into two tables. Table 1 details how participants responded when asked if they would recommend MiPAC to a colleague, believed that program content met or exceeded their expectations, stimulated their professional learning, and enabled them to integrate performance assessments into instruction. *Agree* and *strongly agree* were by far the most commonly-selected responses to these items.

For every item, more than 90% of respondents indicated one of these two degrees of agreement, and for five of the eight items measuring aspects of perceived program quality, agreement and strong agreement were the only responses (i.e., there was no disagreement



or strong disagreement). No participants indicated strong disagreement with any of the indicator statements.

Furthermore, for each of these items, a high percentage of respondents reported that they *strongly* agreed with the indicator of program quality. Strongly agree responses exceeded 50% for seven of the eight indicators. Only the indicator asking participants about whether program quality met or exceeded expectations dipped below 50% but strong agreement still remained high (44%) and overall agreement was 94 percent. For ease of reading, graphic representation of these responses are captured in Figures 1 and 2.

Figure 1. Perceptions of Program Quality, Part I

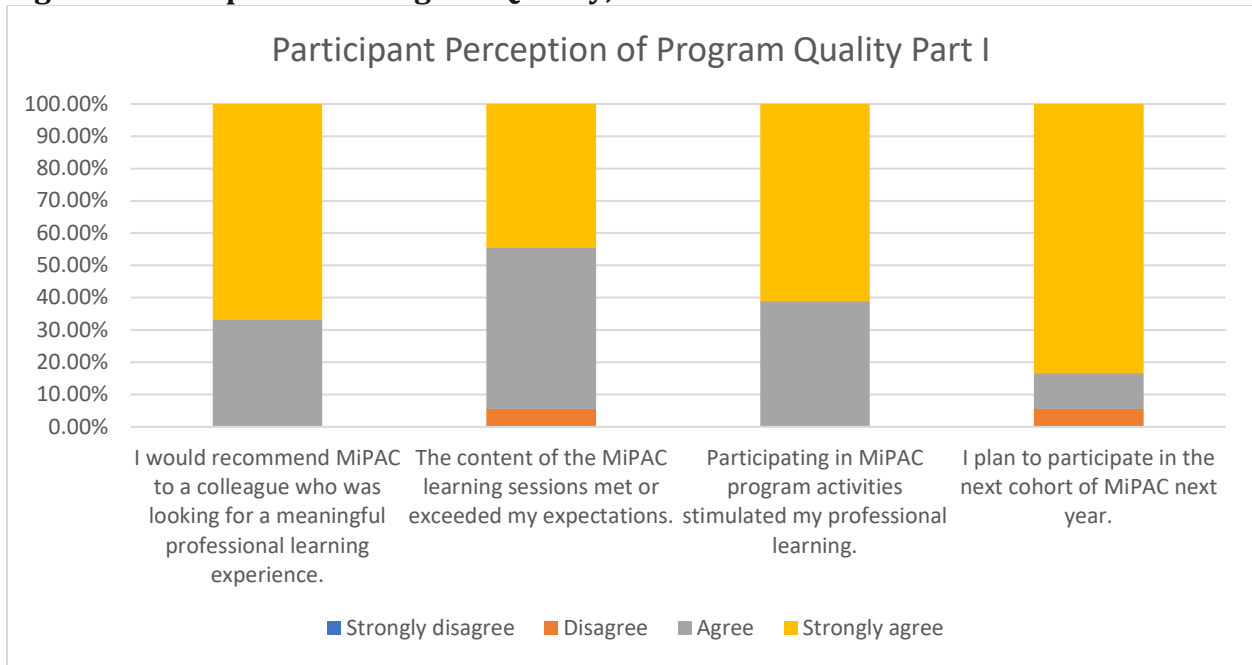
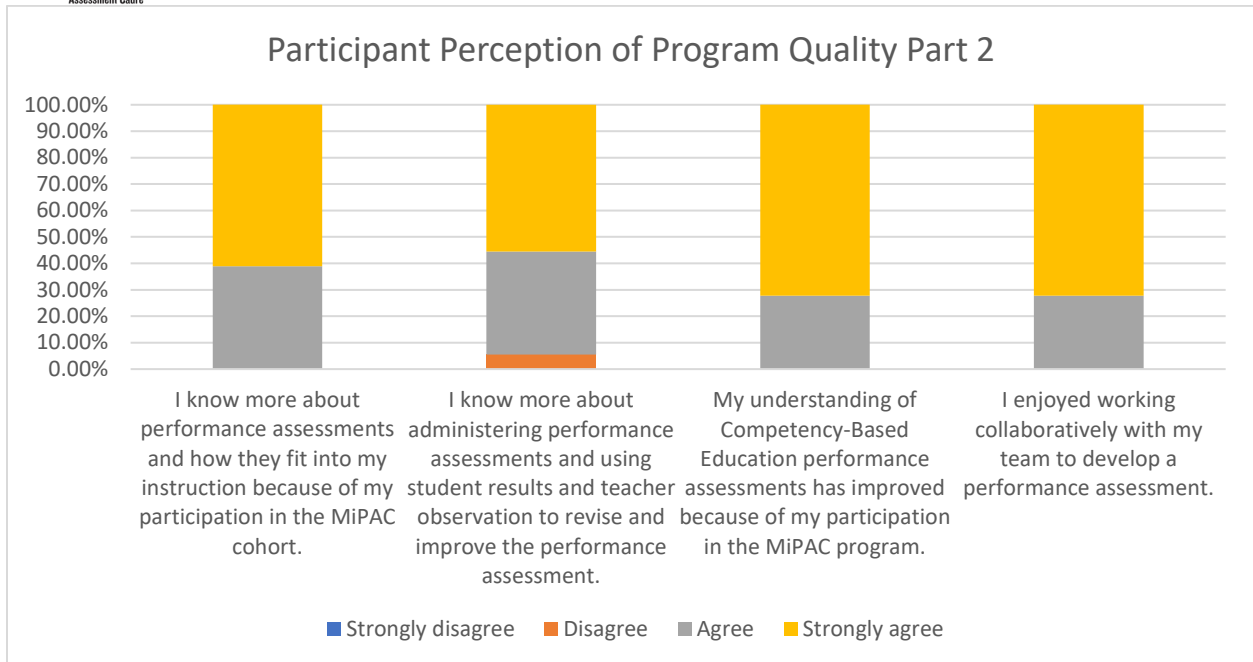


Figure 2. Perceptions of Program Quality, Part 2

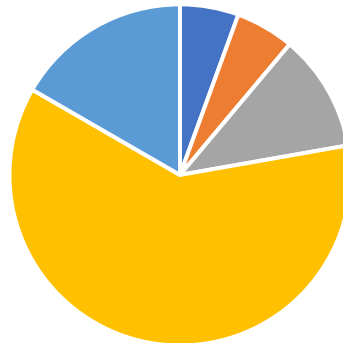


Participant Perceptions of the Effectiveness of Meeting in Person

More than half the participants (61%) agreed strongly when asked if in-person meetings contributed to their productivity and helped them produce more items. Another 11% agreed with this statement. While disagreement and strong disagreement were modest, two cohort members (11%) did not believe in person meetings enabled them to be more productive. Nearly 17% of the cohort responded “not applicable.” For visible representation of this data, see Figure 3.

Figure 3. Perception of In Person Meetings and Productivity

Meeting in person this year allowed me to produce more items than when meeting virtually in the past.

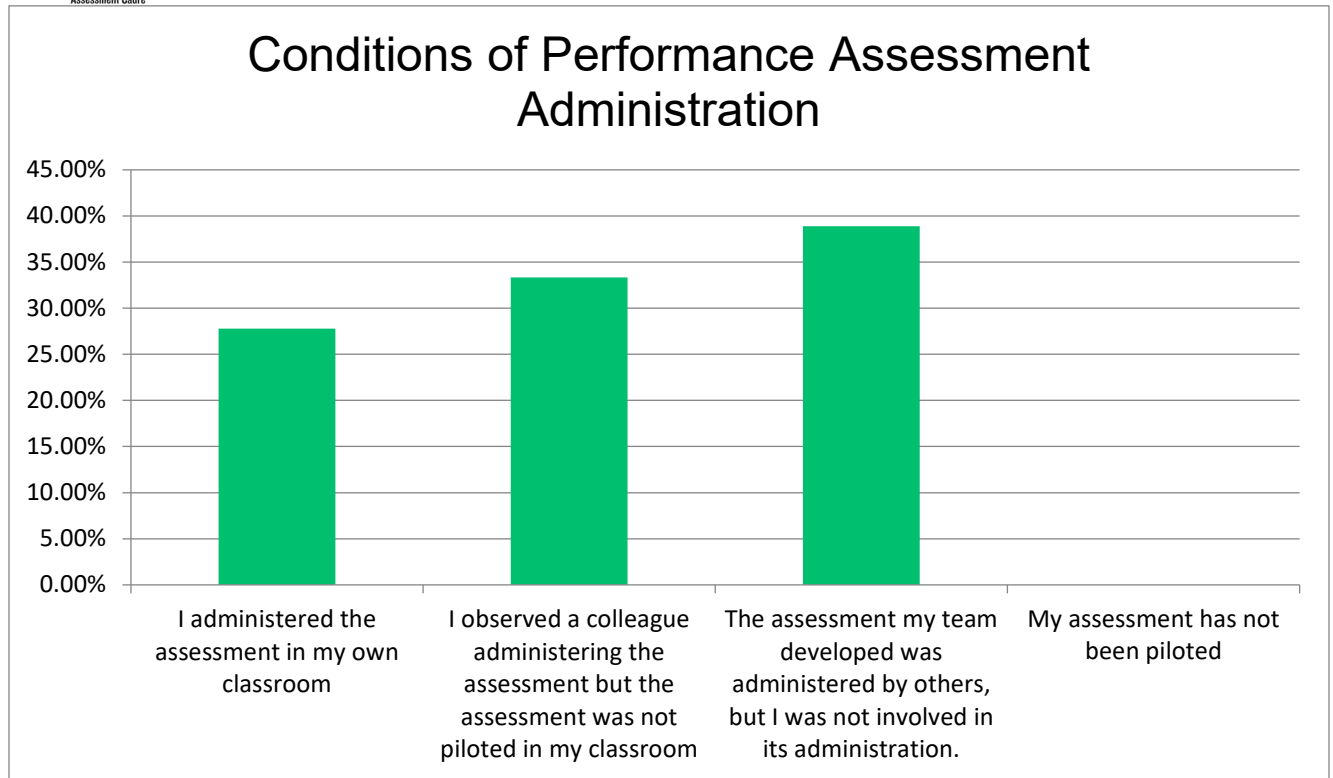


■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree ■ Not Applicable

Conditions Surrounding Pilot Administration of Performance Assessments

The next survey item asked respondents about the conditions surrounding the administration of their assessments. As indicated in Table 4, the greatest number of Cohort members indicated (38%) that the assessment(s) they developed were administered by others without the Cohort members' involvement. Thirty-three percent of the Cohort worked with a colleague to administer the assessment, but the assessment was not administered in the Cohort members' classroom. Five Cohort members (28%) administered the assessment they developed in their classroom. All Cohort members indicated that at least one of the assessments they developed had been administered (This does not mean, however, that all assessments were administered. Three of 47 assessments have yet to be used). An overview of this information is included in Figure 4.

Figure 4. Conditions Surrounding Administration of Performance Assessments



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

The survey also asked participants to indicate their beliefs about the importance of 18 Components of CBE for their future professional learning. The Components include each of the following:

- Organizing curriculum and instruction to focus on a broad, more holistic set of student success outcomes for college, career, and lifelong learning.
- Setting clear and measurable learning expectations that include levels of student performance required for mastery.
- Drawing on pedagogical principles of learning sciences when teaching.
- Taking into consideration student-directed learning pathways, including student voice and student choice.
- Designing instruction to provide students timely and differentiated support
- Providing daily flex learning time for students.
- Using flexible learning time to provide students with strategic, scaffolded instruction.
- Embedding the formative assessment process in the personalized learning cycle.
- Using summative assessment practices in the personalized learning cycle.
- Employing student self- and peer-assessment.
- Constructing or administering performance assessments that facilitate the transfer of knowledge to challenging new contexts.



- Working with students to clarify next steps for their individualized learning.
- Using student assessment information to plan for my own professional learning.
- Communicating student progress in ways that support the learning process and student success.
- Closely monitoring growth and progress of students based on their learning pathways, not just grade level.
- Communicating student progress through evidence-based grading, including learning academic content and applying transferable skills.
- Facilitating student advancement once students have met or exceeded expectations for mastery.
- Providing instruction until students fully learn the concept or skill.

As with the previous item summary, data here are divided into two tables (Figure 5 and Figure 6) for the sake of readability.

A quick glance through the two tables reveals a strong trend for respondents to indicate that they believed each of the 18 Components was either important or very important for their future professional learning. All respondents believed that each of the 18 components was at least “somewhat important” (that is, no respondent indicated a response of “not important” for any of the 18 Components). Furthermore, all respondents believed 8 of the 18 Components were “important” or “very important.” These Components include:

- Setting clear and measurable learning expectations that include levels of student performance required for mastery.
- Taking into consideration student-directed learning pathways, including student voice and student choice.
- Embedding the formative assessment process in the personalized learning cycle.
- Using summative assessment practices in the personalized learning cycle.
- Working with students to clarify next steps for their individualized learning.
- Using student assessment information to plan for my own professional learning.
- Communicating student progress in ways that support the learning process and student success.
- Communicating student progress through evidence-based grading, including learning academic content and applying transferable skills.

For the following 10 components, some respondents indicated that the Component was only “somewhat important” for their future learning. These included:

- Using flexible learning time to provide students with strategic, scaffolded instruction.
- Providing daily flex learning time for students.
- Designing instruction to provide students timely and differentiated support.
- Drawing on pedagogical principles of learning sciences when teaching.



- Organizing curriculum and instruction to focus on a broad, more holistic set of student success outcomes for college, career, and lifelong learning.
- Providing instruction until students fully learn the concept or skill.
- Facilitating student advancement once students have met or exceeded expectations for mastery.
- Closely monitoring growth and progress of students based on their learning pathways, not just grade level.
- Constructing or administering performance assessments that facilitate the transfer of knowledge to challenging new contexts.
- Employing student self- and peer-assessment.

Importantly, responses of “somewhat important” were modest and only exceeded 20% for one indicator (Providing daily flex learning time for students). Again, no respondent indicated that any Component was not important. See Tables 5 and 6 for further information.

Table 5. Participant Perceptions of the Importance of CBE Components

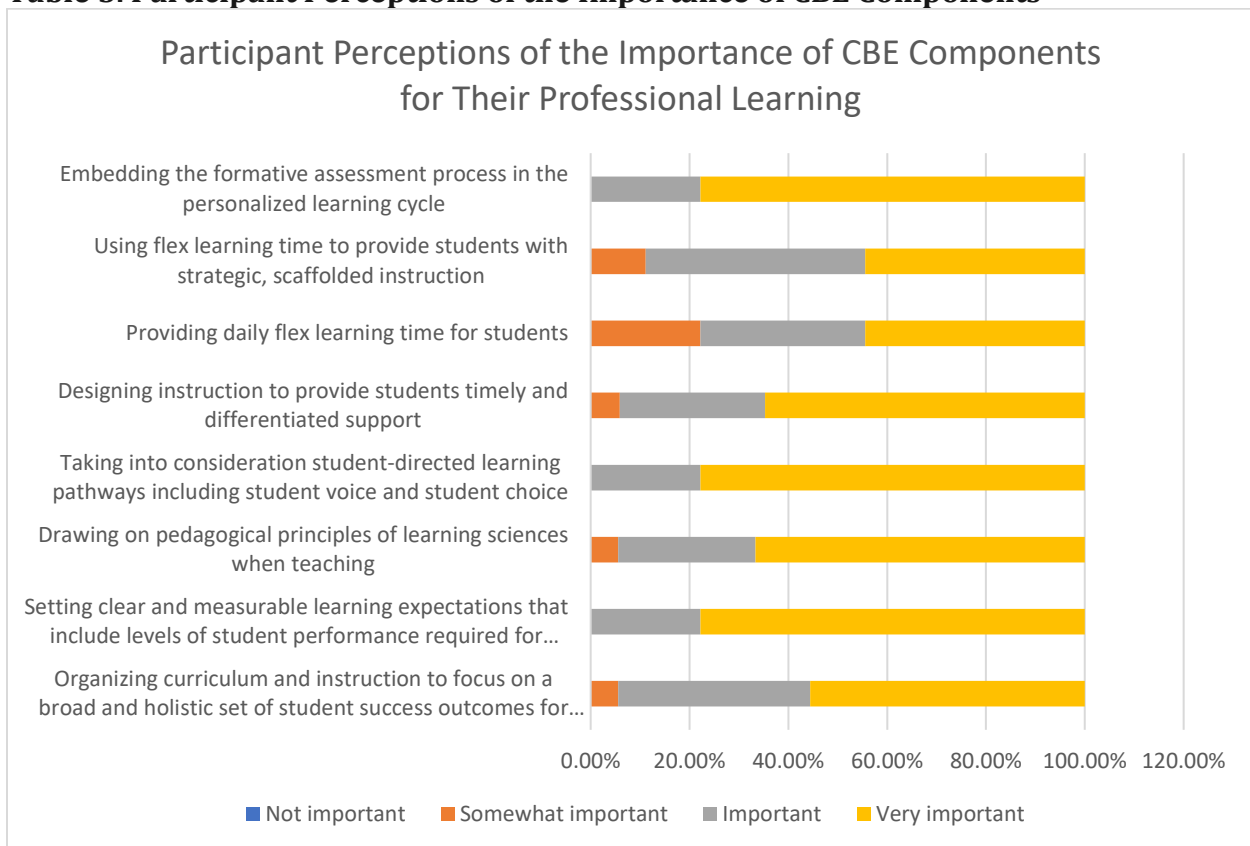
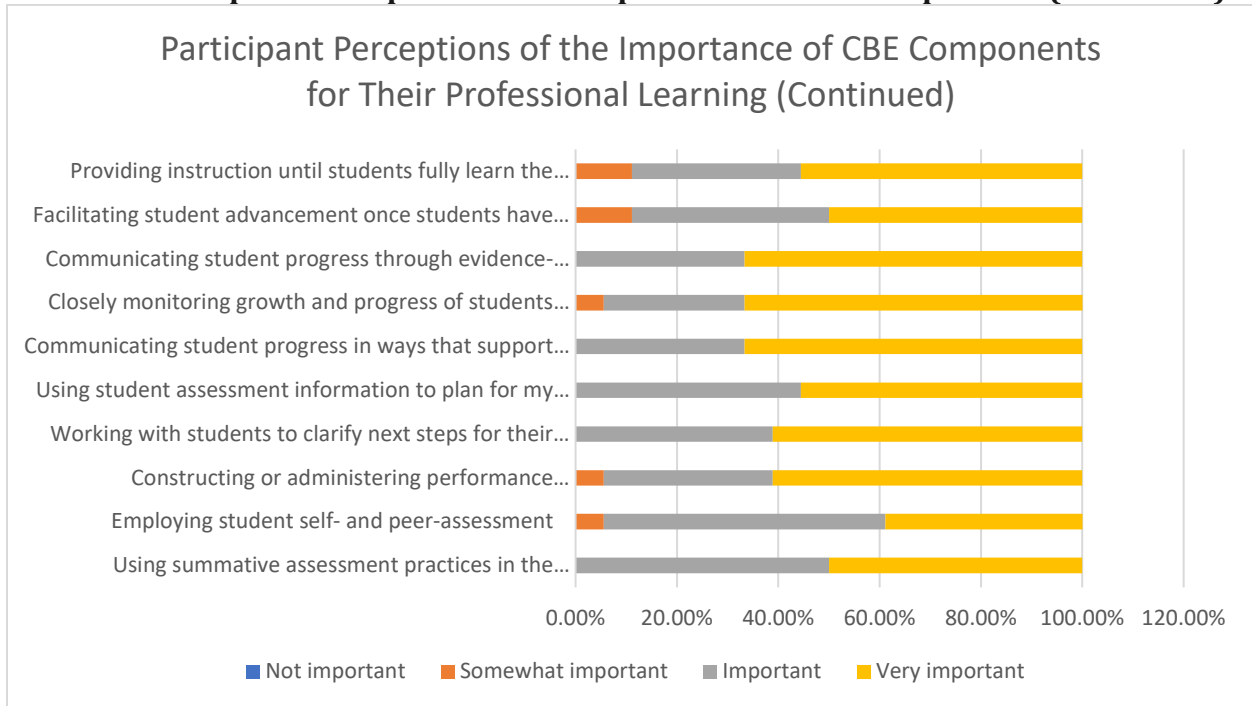


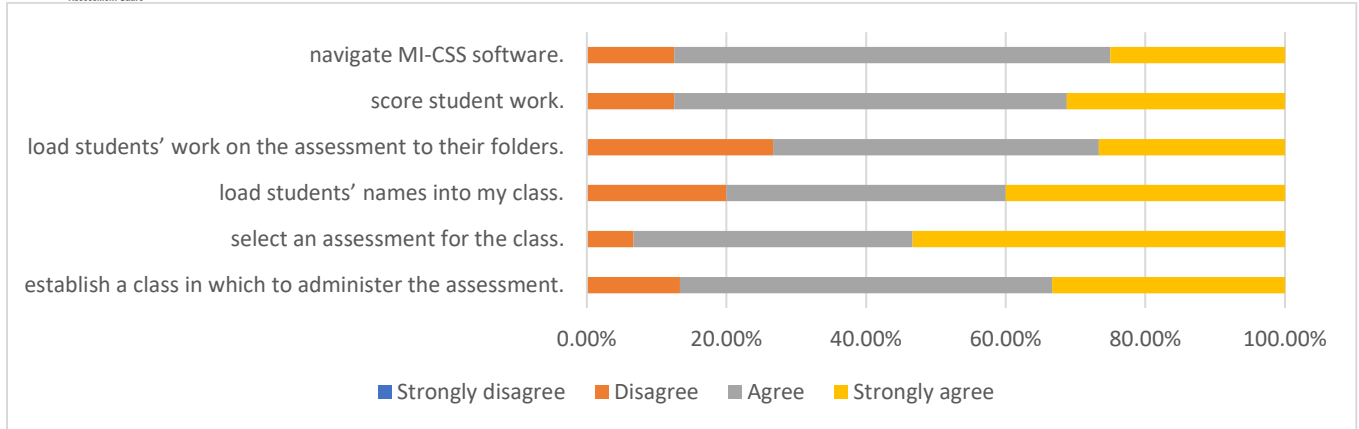
Table 6. Participant Perceptions of the Importance of CBE Components (Continued)



Participant Experiences with and Perceptions of Scoring Performance Assessment

This section describes participant experiences and perceptions regarding performance assessment scoring. Seventeen of the 18 Cohort members (94%) scored responses to one or more performance assessments. Of these, nine were first scorers, five were second scorers, and three were resolution scorers. For the most part, participants agreed or strongly agreed that performance assessments were easy to administer, score, and upload. Eighty percent or more of the Cohort members expressed little to no difficulty navigating MI-CSS software, scoring student work, loading student names into their class, selecting an assessment, or establishing a class for administration. However, a sizable minority of the Cohort (26%) expressed difficulty in loading students’ work on the assessment to their folders. An overview of this information is provided in Table 7.

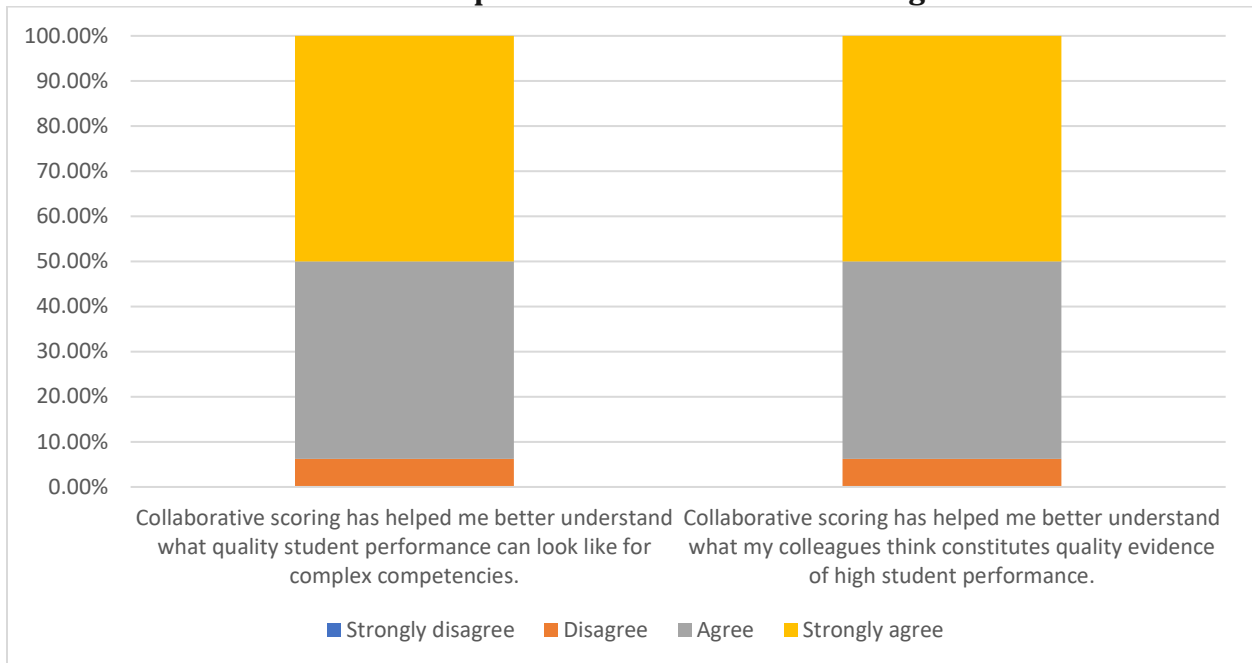
Table 7. Participant Experiences with and Perceptions of Scoring Performance Assessment



Cohort members also recognized value in collaborative work. All members indicated at least some interest in viewing the work of other teachers' students. 70 percent found seeing other students' work "interesting" (64% of the Cohort) or "very interesting" (6%).

Furthermore, the 16 Cohort Members who participated in collaborative scoring saw value in it both in shaping their own understanding of what constitutes quality student performance in in their understanding of how their colleagues perceive of quality student performance. The numbers for these two items are identical and, in each case, nearly 94% of the Cohort Members agreed or strongly agreed that collaborative scoring was useful. No Cohort member indicated strong disagreement.

Table 8. Cohort Members' Perceptions of Collaborative Scoring



Cohort Member Interest in Collaborative Scoring and Using the Mi-CSS Software

When asked if they would be interested in scoring performance assessments using the Mi-CSS software when the assessments are offered statewide, Cohort Members had



mixed responses. Only one Cohort member expressed no interest; six were “somewhat interested,” four were “interested,” and seven were “very interested.”

Cohort members were also asked about how important they felt it was to access to the virtual scoring platform to see how students have done on a particular assessment in other classes. Responses indicated at least some levels of perceived importance for 94% of the Cohort. Of these, 67% believed having this access would be “important” and 11% believed it would be “very important.”

Open Ended Responses

Mi-CSS Software (4 total responses)

Although 14 Cohort Members skipped this item, there are a couple trends of note. First, respondents found the rubrics to be of varying helpfulness. One respondent noted that “descriptors” associated with different scores were included in some rubrics (which they found helpful) and not for others. Another explained that they accidentally transposed the scores (“I scored some assessment with a 1 and they should have been a 3”), but upon realizing the error they “couldn’t go back and re-open them to score them again”). Second, there was some frustration using the system. One Cohort member noted:

The teacher that gave my assessment did not upload it correctly due to choosing another group. Maybe a preset link for our specific cohort. Plus, the surveys were very confusing and I did not understand which feedback was related to my assessment.

Another Cohort member stated, “It can be frustrating getting student information into the system.”

Positive Aspects of Mi-PAC Participation (16 total responses)

When asked about the positive aspects of their involvement in the MiPAC Cohort, respondents’ open-ended response indicated that they enjoyed:

- working collaboratively with their team and with teachers across the state (indicated by 12 Cohort Members)
- writing performance assessment and providing feedback to others (indicated by 2 Cohort Members)
- seeing alignment with other district initiatives (indicated by 1 Cohort Member)
- feeling a sense of accomplishment and contribution (indicated by 1 Cohort Member)

Challenging Aspects of Mi-PAC Participation (15 total responses)

When asked about challenging aspects, the participants were diverse in their responses. In total, the respondents made the following observations about challenges they experienced as part of the program:

- Developing performance assessments (indicated by 6 Cohort Members)



- Time Requirement/Workload (indicated by 3 Cohort Members)
- Administering performance assessments (indicated by 2 Cohort Members)
- Uncertainty of expectations (indicated by 1 Cohort Member)
- Technology (indicated by 1 Cohort Members)
- Organizing performance assessments (indicated by 1 Cohort Member)
- Timing of performance assessments (indicated by 1 Cohort Member)

Suggestions for Change to MiPAC (12 Total Responses)

Respondents had several suggestions for change. However, of the 12 responses, 4 Cohort members indicated no need for change. Combined with the 6 Cohort members who skipped this item, we can infer that most Cohort members did not have strong feelings about aspects of the program that needed modification. The eight members who responded made the following observations:

- More collaborative time (indicated by 3 Cohort Members)
- More resources, especially rubrics (indicated by 2 Cohort Members)
- More samples (indicated by 1 Cohort Member)
- More easily editable teacher and student booklets (Indicated by 1 Cohort Member)
- Not meeting on the Saturday before or after Halloween (Indicated by 1 Cohort Member)

Suggestions for Improving Performance Assessment Scoring

When asked about suggestions for improving performance assessments, Cohort members either skipped the question (6) or indicated no changes were needed (4). Two Cohort members simply indicated that they liked the in-person work sessions and suggested these continue. The six remaining Cohort members who responded wrote the following ideas:

- More explanation of the rubric process (indicated by 2 Cohort Members)
- Ensuring consistency of administering performance assessments (indicated by 1 Cohort Member)
- Switching to Google from Microsoft
- Getting assessment standards earlier (indicated by 1 Cohort Member)
- Make mathematics performance assessments easier to administer and score (indicated by 1 Cohort Member)