Minster Local Schools

Mission: Challenging Today's Students to Become Tomorrow's Leaders

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Chairman Hayes, Vice Chairman Brenner, Ranking Member Fedor and members of the House Education Committee, I am Brenda Boeke, Superintendent of the Minster Local School District located in Auglaize County, and I am here presenting proponent testimony for House Bill 74.

First and foremost, I want to thank Representative Brenner for sponsoring this bill. Reducing the amount of time students spend on testing allows instructional time to be used toward mastering Ohio's Learning Standards. Because the Learning Standards are more rigorous and require more from our students, our teachers and students should be given as much time as possible during the school day to master them. Please do not eliminate the standards just give our teachers time to implement them.

Minster Local Schools like school districts across the state have spent too much time on testing this school year. Our students, teachers, parents and administrators want to use what we call instructional time, the time we have students in class, more wisely. As you have read, HB 74 requires the Ohio Department of Education to issue a request for proposal to provide the elementary achievement assessments and the high school end-of-course examinations beginning with the 2015-2016 school year, soliciting input from teachers and administrators. The bill goes on to require the State Board of Education to compile by March 1, 2016 a list of multiple assessments that are equivalent to the end-of-course examinations. Chairman Hayes and members of the education committee, I am requesting these two provisions be blended to require ODE to create a list of multiple assessments that are equivalent to the elementary achievement assessments and end of course exams.

Having an approved list of multiple assessments would allow school districts the option to choose assessments they are currently using. I do not think the creation of this list would be difficult as I believe this information is already available to the Department of Education. This past fall, I along with other teachers and administrators completed the "Local Testing Survey." This survey compiled information from the districts across the state to assist Dr. Ross and the Department of Education in preparing his *Testing Report and Recommendations* for the General Assembly. In that survey Dr. Ross found school districts currently use four categories of tests; teacher tests, district tests, district tests to meet state requirements, and state tests. Combining the three categories of district tests, district tests to meet state requirements and state tests into one measure is the goal of my testimony.

The Department of Education has the results of the survey as well as an approved vendor assessment list. This list was created to measure growth for teachers where Value-Added data is not available. I am suggesting the Department of Education use the information available in the survey and on the vendor approved list, to prepare one list of multiple assessments that could fit the needs of districts to benchmark their students for instructional purposes, determine gifted identification, and also satisfy the various aspects of the state report card.

The precedent for this practice has been set in the Third Grade Reading Guarantee Alternative Testing process. School districts are afforded an opportunity to choose from three options to assess a student's reading ability at the third grade level. I am requesting this same process take place for grades 4-8 in Reading and Math as well as end of course exams at the high school. The approved alternative grade 3 reading tests and correlated scores, as well as the approved vendor list, are attached to my testimony to show that much of the work is already complete.

Allowing school districts to use the tests they already have in place will be beneficial in many ways. First the students will no longer be burdened with many hours of preparing and taking what in our district equates to eight (8) different tests for 26.5 hours of testing at the fourth grade alone. We have a benchmarking test (STAR), a gifted test (OLSAT), a performance based assessment in language arts (PARCC-LA-PBA), a performance based assessment in math (PARCC-MA-PBA), a performance based assessment in Social Studies (AIR-SS-PBA), an end of the year assessment in language arts (PARCC-LA-EOY), an end of the year assessment in math (PARCC-MA-EOY) and an end of the year assessment in social studies (AIR-SS-EOY). Utilizing one assessment like the Measurement of Academic Progress or MAP, for instance, would allow a school district to cover benchmarking, gifted identification and achievement at a total of 9 hours spaced out over the year. The use of current tests in place will also lessen the stress associated with taking new assessments. Students understand the importance of the district tests because they see how it affects the teaching and learning that takes place in the classroom and so anxiety is not associated with the familiar district tests. The use of current tests in place also lessons the expense for the state. As noted in the survey results, many school districts have currently allocated funds to purchase these assessments. School districts who have not been able to purchase assessments from an approved list should be able to qualify for funds that would be reallocated from the state's assessment budget.

As with all things done properly, this list and the concordance tables to accurately determine proficiency for accountability reasons will take time. I would recommend the Department of Education issue a request for proposal to develop crosswalks or concordance tables to enable school districts the use of currently used assessments to satisfy the various aspects of the state report card. Because the timing of this legislation will more than likely impact the 2015-2016 school year, I would recommend the state continue to use the Ohio Achievement Assessments or alternative tests at the third grade level, and for one year use the Ohio Achievement Assessments in Reading and Math in grades 4-8. These assessments, although not aligned to the Ohio Learning Standards, would provide achievement data in order to meet the federal requirements of the Elementary and Secondary Education Act for the 2015-2016 school year. School Districts would also be given the opportunity during the 2015-2016 school year to research the available assessments on the approved list in order to make an informed assessment decision. This decision should be made at the local level in order to best meet the needs of each district's students.

In conclusion, I am advocating for less testing and getting there by using the current assessments districts have in place. These tests could and should serve more than one purpose.

Mr. Chairman, thank you again for the opportunity to express my views on House Bill 74, and I would be happy to address the committee's questions.

Sincerely,

Brenda Boeke

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Third Grade Guarantee Alternative Assessments

Students in third grade in 2014-2015 may only be promoted to the fourth grade based on their acceptable level of performance on an Alternative Assessment if they do not earn a 394 or higher on the fall or spring third grade reading Ohio Achievement Assessment (OAA). The cut scores in the chart below for Alternative Assessments are aligned to the 394 OAA cut score for the 2014-2015 school year.

Assessments	Service Summary	Promotion Score
Iowa Assessments	Iowa Assessments Form F Level 9 (grade 3)	170
Northwest Evaluation Association (NWEA) - Measurement of Academic Progress (MAP)	Northwest Evaluation Association (NWEA) - Measurement of Academic Progress (MAP)	184
Terra Nova 3	Terra Nova 3	596

Vendor Approved Assessments for Student Growth

The following assessments have been approved by ODE for 2015-2016, based on evidence provided by vendors, for use in measuring student growth for evaluation purposes. These vendors prepare grade 4-8 ELA and Math assessments but are not on the list because Ohio uses Value Added.

Assessment	Vendor	Grade	Subject
Aspire	ACT	3, 10 3, 9, 10	ELA Math (No Algebra 1 or Integrated Math 1)
The ACT	ACT	11, 12	ELA, Math, Reading, Science and Writing
Quality Core	ACT	10-12 9-12 9-12 9-12	ELA Math (No Algebra 1 or Integrated Math 1) Science Soc. St.
DIBELS AD	Amplify Education, INC	K-3	ELA
CAP	CAP Foundation	3-4, 6-7 3-5, 7-8	Science Soc. St.
Terra Nova	CTB/McGraw Hill	2-3 2-3	ELA Math

		2-12 2-12	Science Soc. St.
I-Ready	Curriculum Associates	K-3 K-3, 9-12	Reading Math
Inspect Formatives	Key Data	2, 3, 10-12 2,3	ELA Math
Career Tech	OSU CETE	9-12	Vocational Technical
aimsweb	Pearson	K-3, 10-12 K-3, 9-12	ELA Math (No Algebra 1 or Integrated Math 1)
Pro-Core	Pro-Core	2, 3,10-12 2-3, HS 2-4, 6-7, HS 2-5, 7-12	ELA Math, (No Algebra 1 or Integrated Math 1) Science Soc. St.
STAR Early Literacy	Renaissance Learning	K-3	ELA
STAR Math	Renaissance Learning	1-3, 9-12	Math (No Algebra 1 or Integrated Math 1)
STAR Reading	Renaissance Learning	1-3, 10-12	Reading
Iowa	Riverside	K-3, 10-12 K-3, 9-12 K-4, 6, 7, 12 K-5, 7-12	ELA Math (No Algebra 1 or Integrated Math 1) Science Soc. St.
Riverside Interim	Riverside	2-3, 10-11 2-3, 9-11	ELA Math (No Algebra 1 or Integrated Math 1)
MAP for Primary Grades	NWEA	K-2 K-2	Reading Math
MAP	NWEA	2-3 2-3	ELA Math