



Toledo Public Schools
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Proponent Testimony for House Bill 67 to Waive State Testing requirements in 2020-2021 School Year

Chairwoman Manning, Vice Chair Bird, Ranking Member Robinson and members of the House Primary and Secondary Education Committee thank you for considering my testimony day.

I strongly encourage you to support House Bill 67. For our Toledo Public Schools and many other Ohio districts, in-person instructional time is premium time with our students that we do not want to see disrupted by the arduous process of state testing. Even districts and schools with fewer at-risk populations have been forced to spend time remote due to lack of substitutes or due to quarantines of instructors and large portions of their student body this year. In a year with so many interruptions, we at TPS are ramping up to see our students in person next week, and we are thrilled to begin live instruction again.

Each year, but especially this year, I prefer to see our staff focused on personal interactions with students and not on administering a test for our students. Our science labs should be busy, our band and choir rooms full, and our career tech sections should be active in hands on learning. In our core subjects, students should be using the Spring to present projects to one another in person. State testing is never just a few hours, the logistics of scheduling classrooms with the right resources and environment for testing generally disrupts several weeks of school, and we simply don't have time this year.

While I understand the desire to measure where students are at and to know if this strange year means a student requires intervention, state tests are not helpful for that. Districts can use tests that inform quickly, such as the Measure of Academic Progress tests, to make decisions about targeting interventions such as extended summer learning and providing additional supports going into the 2021-2022 school year.

I am acutely aware that the State Report cards will look blank for the second year running, however I would suggest that this is simply an indicator that the state report cards are woefully inadequate and in serious need of reform. Something we have learned over this past year is that our communities count on schools for far more than academic learning. If we were to look at not just testing data, but also the wrap around services and community partner programs offered to students, the curricular variety offered to students and for high school look at how many students who go on to employment, enrollment or enlistment, I think we would be providing parents and community stakeholders with important data about our schools. Let's not waste time testing to make the report card relevant, but instead make the report card more relevant by redesigning it.

I close by pleading with you, let's pass HB 67 so schools can spend in person time with our students this spring actively teaching and learning, rather than proctoring tests.