



## **Ohio Senate Education Committee SB89 Proponent Testimony (Testing Reduction Provisions)**

### **Testimony of William DiMascio, Educational Coordinator West Shore Career-Technical District**

Chair Lehner, Vice Chair Terhar, Ranking Member Fedor, and members of the Ohio Senate Education Committee, thank you for the opportunity to present proponent testimony today on SB89. My name is William DiMascio, and I am the Educational Coordinator for the West Shore Career-Technical District in Lakewood, Ohio. West Shore Career Tech is a Compact Career-Technical Planning District which includes the districts of Lakewood, Bay Village, Rocky River, and Westlake City School Districts--Lakewood being the lead district. Compacts share delivery and costs through service agreements between multiple school districts. Additionally, I am the current President of the Ohio Association of Comprehensive and Compact Career-Technical Schools (Ohio CCS). Ohio CCS represents Ohio's 41 Compact and Comprehensive career-technical planning districts in the State of Ohio. Once again, I appreciate the opportunity to speak with you today about the testing provisions contained in SB89, which directly impacts students participating in Ohio's career-technical education programs no matter the delivery system.

Career-technical education (CTE) students must demonstrate proficiency and are subjected to a significantly greater number and an array of tests than non-CTE students. As you are aware, for all students, the state mandates participation and passage of seven end of course (EOC) AIR Exams with at least 18 points (4 points the following subjects: English Language Arts 1, English Language Arts 2, Algebra 1, Geometry, Biology--now Physical Science, Government and American History). However, you may not be aware that all students are subjected to the additional following assessments: (SLO's) Student Learning Objective assessments in all other courses that are in non-tested subjects, mid-term and final exams through their high schools, any AP or Advanced Placement tests, PSAT and ACT (or SAT) testing and perhaps the (ASVAB) Armed Forces Vocational Aptitude Battery if they have chosen to explore the military as an option after high school and/or Accuplacer testing to gain admittance to some post-secondary options if they have not performed well on the ACT/SAT. Additionally, ELL or English Language Learners are required to take OELPA (Ohio English Language Proficiency Assessment). With that said, CTE students, due to their choice to participate in Career-Technical Education are subjected to yet another layer of testing beyond the traditional non-CTE student in the following areas: WebXams are essentially "end-of-course exams" associated with each CTE courses they complete, a minimum of 4 exams per program. WebXams measure technical knowledge and skill. Industry Credential tests are yet another layer. An extreme example is West Shore's Auto Technology students who take 10 ASE (Automotive Service Excellence) student industry credential tests. Other other West Shore programs (with the exception of 2 that have no aligned credential) take in the range of 2-3 industry credential assessments. Finally,

students may be asked to take the WorkKeys as an additional assessment. The WorkKeys involves three additional assessments in mathematics, graphic literacy and workplace documents.

This graphic may help understand this barrage of testing. Please note the last three assessments are for CTE students only and add to an already onerous testing schedule throughout high school.

Assessment	General Ed. Students	CTE Students	# of exams	Approximate Hours/Mins.
AIR EOC ELA 1	x	x	1 test	3.5 hours
Air EOC ELA 2	x	x	1 test	3.5 hours
Air EOC Alg 1	x	x	1 test	3 hours
Air EOC Geom	x	x	1 test	3 hours
Air EOC Phys. Sci	x	x	1 test	3 hours
Air EOC Am. Hist.	x	x	1 test	3 hours
Air EOC Govt	x	x	1 test	3 hours
SLO's in non AIR subjects	x	x	Multiple tests	80 mins.
PSAT	x	x	1 test	2.5 hours.
SAT	x	x	1 test	3 hours
OELPA	ELL Only*	ELL Only*	4 domains	3.5 hours
ACT	x*	x	1 test	4 hours
ASVAB	x*	x	1 test	2.5 hours.
Accuplacer	x*	x	1 test	1.5 hours
Advanced Placement	x*	x	Varies	Most 3 hours each
Mid-term exams	x	x	Multiple tests	1.5 hours each
Final Exams	x	x	Multiple tests	1.5 hours. each
Industry Credential testing		x	Varies 0-10	varies--hours
WebXams		x	Minimum 4 tests	40-80 minutes
WorkKeys		x	3 tests	1 hour each
Total tests over HS career**				

\*Not all students take these tests

\*\*Assuming passing score on 1st attempt

Sadly, it is the very students that do not perform well on standardized tests--students with disabilities or ELL (English Language Learners)--that often are subjected to the highest concentration of assessments as they must take more and more assessments under extended amounts of time (and in some cases take them multiple times) to find a path that demonstrates they are ready for post-secondary options. With that said, the number of assessments has an impact on students advanced students too.

I would hope that we can all agree, the goal should be to identify a reasonable number of tests that demonstrate a student's readiness for post-secondary success--whatever that path may be. Just as we have worked to give value to choice in measuring a students readiness for graduation we need to allow for choice for students choosing which of these multiple assessments will count as their measure for continued education and/or workforce training. As it currently stands students are held as testing hostages due to our accountability systems. Clearly, a battery of 45-56 assessments is excessive and has costs in regards to lost and disrupted instructional time, time spent on logistics, allocation of resources, as well as, student plus staff morale.

As you review the proposed legislation, on pages 30-33, lines 848-930, we propose in order to qualify for a high school diploma, to allow a student to either attain a score that demonstrates workforce readiness and employability on a nationally recognized job skills assessment selected by the state board of education or obtain either an industry-recognized credential included in the inventory under division (B) of section 3333.94 of the Revised Code, or a license issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license. Additionally, we also suggest providing career-technical planning districts local authority to require the passage of additional assessments if they so choose.

Thank you for the opportunity to testify in support of SB89, and I'm willing to answer any questions you may have.