



AFT 340 AFL-CIO
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Baltimore Teachers Union Recommendations

1. The tests should be data driven for students first. The data should be available immediately for the students, parents and teachers. It should not take weeks for students to get the results of the test. This way students can find out exactly what their needs are as well as the teachers. This should be the purpose of the test. The results should be available to plan around instruction.
2. The test should be tied to the curriculum. This way you know what has been taught and what needs to be adjusted for the students to improve. Students should not be tested on material that has not been taught. Often students are tested on information that has not been taught because of the timeline for testing.
3. Assessment should be for Career Ready students as well as College Bound. Currently assessments are for college bound students.
4. The school district should pilot tests before they are given system wide. This way the district can be given feedback as to how to give the test and if the test is testing what needs to be tested.

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5. Kindergarten students should be tested before they enter school in August. Currently the results are not available until later in the year and time is wasted testing students during class time and the results are late. Teachers need these results before the students come into the classroom.
6. There needs to be an OP-Out provision for parents of special needs and parents who want to op-out of the assessment.
7. Support of the 2% cap on testing.

BALTIMORE CITY PUBLIC SCHOOLS

2015-2016 Testing Dates

Date(s)	Name of Test	Grade(s) and/or Course(s)
September 12, 2015	ACT Assessment	Grades 11 and 12
September 8-30, 2015	iReady® Reading and Math Administration 1	Grades 3-12
October 3, 2015	SAT	Grades 11 and 12
October 5 - 14, 2015	HSA Online Administration	Grades 9-12 High School students who have passed the course and have not taken the HSA yet, or High School students who previously failed the HSA Biology and/or HSA Government
October 14, 2015	PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)	Grades 9, 10, and 11
October 24, 2015	ACT Assessment	Grades 11 and 12
October 30 – November 5, 2015	Middle of Course Exams (Semester-long Courses)	Grades 9-12
November 7, 2015	SAT	Grades 11 and 12
November 30 -December 18, 2015	<i>For Fall Block Scheduled Schools Only</i> PARCC PBA English Language Arts/Literacy & Math (End of Course Assessments)	<i>For Fall Block Scheduled Schools Only</i> Grades 9-12: Students enrolled in semester or trimester offerings in the following courses: Algebra I, English 10 (Determination forthcoming on Algebra II and English 11)
December 1-23, 2015	iReady® Reading and Math Administration 2	Grades 3-12
December 5, 2015	SAT	Grades 11 and 12
December 12, 2015	ACT Assessment	Grades 11 and 12
December 14 – January 15, 2016	<i>For Fall Block Scheduled Schools Only</i> PARCC EOY English Language Arts/Literacy & Math (End of Course Assessments)	<i>For Fall Block Scheduled Schools Only</i> Grades 9-12: Students enrolled in semester or trimester offerings in the following courses: Algebra I, English 10 (Determination forthcoming on Algebra II and English 11)
January 6 - February 29, 2016	<i>English Language Proficiency Assessment ELPA (ACCESS for ELLs ®)</i>	<i>All grades</i> <i>English Language Learners (ELL)</i>
January 11 - 22, 2016	HSA Online Administration	Grades 9-12 High School students who have passed the course and/or are currently enrolled in the semester-

		<i>long course and have not taken the HSA yet, or High School students who previously failed the HSA Biology and/or HSA Government</i>
January 18 - 22, 2016	Middle of Course Exams (Year-long Courses) End of Course Exams (Semester-long Courses)	Grades 9-12
January 23, 2016	SAT	Grades 11 and 12
February 6 2016	ACT Assessment	Grades 11 and 12
March 1-24, 2016	iReady® Reading and Math Administration 3	Grades 3-12
March 5, 2016	SAT	Grades 11 and 12
March 18-24	Middle of Course Exams (Semester-long Courses)	Grades 9-12
April 9, 2016	ACT Assessment	Grades 11 and 12
April 20 – June 3, 2016	PARCC English Language Arts/Literacy & Math (Online Administration)	Grades 3-8 Grades 9-12: Students enrolled in year-long year, semester-long, or trimester offerings in the following courses: Algebra I, English 10 (Determination forthcoming on Algebra II and English 11)
May 2 - 13, 2016	Advanced Placement Examinations (AP)	<i>Only students enrolled in AP courses</i> Grades 9-12
May 7, 2016	SAT	Grades 11 and 12
May 23 – June 10, 2016	HSA Online Administration	Grades 9-12 High School students who have passed the course and/or are currently enrolled in the semester-long or year-long course and have not taken the HSA yet, or High School students who previously failed the HSA Biology and/or HSA Government
June 4, 2016	SAT	Grades 11 and 12
June 11, 2016	ACT Assessment	Grades 11 and 12
June 6-13, 2016	End of Course Exams (Semester and Year-long Courses)	Grades 9-12

Approximate Time Students Spend Taking Mandatory Tests at Digital Harbor High School

K. Hewitt

Seniors		Juniors	
iReady	12 Periods	iReady	12 Periods
End of Course Exams	4 Periods	End of Course Exams	4 Periods
HSA	0 – 8 Periods	HSA	0 – 12 Periods
Total	16 – 24 Periods	PARCC	3 Periods
	4 to 6 Days	PSAT	3 Periods
	Approximately 24 -36 hours of testing	Total	22 – 34 Periods
	1.9 -2.9% Class time		5.5 to 8.5 Days
			33- 51 hours of testing
			2.6 -4.1% of Class time
Sophomores		Freshmen	
iReady	12 Periods	iReady	12 Periods
End of Course Exams	4 Periods	End of Course Exams	4 Periods
HSA	4 Periods	PARCC	3 Periods
PARCC	3 Periods	Total	19 Periods
PSAT	3 Periods		4.75 Days
Total	28 Periods		2.3% of Class time
	7 Days		
	3.4% Class Time		

Notes: *Class periods at DHHS are 90 minutes (four periods per day) – We have 180 Days which is approximately 1,230 hours required for secondary schools

***** All times are conservative estimates – many teachers and staff experience testing time well beyond these numbers**

Media Center / Library is scheduled to be used for testing (and is otherwise closed to students and staff) at least 130 days this school year.

ELL teachers are removed from class to administer tests approx. 20 days a school year. ** ELL students and students with IEPs are often given extra time to complete exams

Financial Cost of Standardized Testing

T. Somers

Annual Costs: Maryland State-wide Mandated Assessments

Year	PARCC, MSA, HSA ¹	MD Public Schools Enrollment ²	Maryland Cost/Student	Baltimore City Enrollment ²	Baltimore City Cost	XYZ High School Enrollment	XYZ High School Cost
2015	\$ 44,828 MM	851,800	\$ 52.62	80,530	\$ 4,237 MM	1,400	\$ 73,668
2016	\$ 43,578 MM	858,600	\$ 50.75	81,200	\$ 4,120 MM	1,400	\$ 71,050

¹ Maryland State Department of Education, Exhibit 8 Assessment Cost Estimates, pg. 20.
<http://mgaleg.maryland.gov/Pubs/BudgetFiscal/2016fy-budget-docs-operating-R00A01-MSDE-Headquarters.pdf>, downloaded 11/4/15.

² Total Public School Enrollment By Jurisdiction, Actual (2014) & Projected (2015-2024).
http://planning.maryland.gov/msdc/School_Enrollment/Table3.pdf, downloaded 11/5/15.

Baltimore City-wide Mandated iReady Diagnostic & Instruction for Math and Reading

Annual Seat License/Student ³	Baltimore City Enrollment ²	Baltimore City Annual Cost	XYZ High School Enrollment	XYZ High School Annual Cost
\$ 60.00	80,530	\$ 4,831 MM	1,400	\$ 84,000
\$ 68.00	80,530	\$ 5,476 MM	1,400	\$ 95,200

Combined, these standardized tests take \$2,477.64 out of every classroom every year.⁴

Lost Opportunity Costs

- **Alternative investments:** Ask any teacher or administrator and there is always a legitimate need for materials and equipment.
- **Initiative fatigue:** A very real impediment to organizational success, the continuous piling on of initiatives, that may or may not, be summarily discontinued erodes the enthusiasm and dedication of teachers, administrators, and students.
- **Instructional exploration:** One successful management technique is called “managing by walking around.” This implies that good managers discover opportunities and obstacles by taking unexpected turns. The same can apply to classroom instruction. Those ‘teachable moments’ often occur because the teacher had the freedom, and the time, to take the students on a different path.
- **Student engagement:** Often students conclude that “all that matters is the standardized test score to graduate.” They disengage from classroom learning activities, become bored and disruptive, and dropout.
- **Teacher-student relationships:** By serving as administrators for standardized testing, teachers assume a different role with their students, often forced to being ‘enforcers’ of testing policies which can dismantle productive teacher-student relationships.

³ Curriculum Associates. iReady K-12 Adaptive Diagnostic. <http://www.curriculumassociates.com/products/iready/diagnostic-instruction.aspx#ordernow>, downloaded 11/3/15.

⁴ Based on average classroom size of 22 students as reported in the 2011-2012 Maryland Class Size Report (pg. 7). [http://marylandpublicschools.org/MSDE/newsroom/special reports/docs/2011 2012 MD Class Size Report.pdf](http://marylandpublicschools.org/MSDE/newsroom/special%20reports/docs/2011%202012%20MD%20Class%20Size%20Report.pdf), downloaded 11/5/15.

2/8/2016

Caroline Schmidt

Regular Secondary Educator - #416 Digital Harbor High School

Recommendations

- 1) Embrace the philosophy that if the data is not immediately understood and accessible to a student, then it most likely obsolete or too convoluted to be used or interpreted by any other educational professional. A student should be the first one to know how they performed on a test
- 2) – Endorse the HB141 – which caps testing at 2% , or approx. 23 hours out of 1230 hours of school time, I personally think it should be 1 to 1.5%, but this is a good start
- 3) Whatever tests we do settle on, they should not just be college ready – **but career ready as well** – thousands of great kids do not find the college route conducive to them and often lost and ignored when forced down the college track rather than a trade route, we should meet those needs not just for them but for a society as a whole and prepare assessments that will help and guide them as well.
- 4) Have clear and accessible opt-out options for not just SPED or ESOL students but all students and families
- 5) Consider the Council of Chief State School Officers report
<http://www.ccsso.org/Documents/Comprehensive%20Statewide%20Assessment%20Systems%20-%20A%20Framework%20Final%206-24.pdf>
- 6) **The only caveat I have to the CCSSO report is that whatever data we're looking to collect should be first and foremost accessible and understandable to the student** – not someone sitting in an office 10, 20, 100 miles away –
 - a. Minimize number of test, no more than one or two a year, they should be high quality and highly vetted tests by a number of educators in that particular field.
 - b. Have open windows for testing – Example: Students can come in at anytime in a 48 or 64 hour period to complete test –
 - c. Results should be immediate, especially to the student – the first benchmark that an assessment should have is that the student can readily and immediately understand how they perform this is the first step toward truly authentic, useful data. The technology is out there to allow this.
- 7) Testing of any kind should **not** be tied to any teacher's evaluation – it' corrupts the process, it diverts a teachers attention from focusing on student test performance rather than the student themselves – It degrades the nuanced, complicated and beautiful dynamic of a teacher educating the *whole* child rather than a small segment of the child – Further, test scores should be a minimal part of any school improvement plan or school evaluation, if at all (20% or less) with the same reasoning that the process can become corrupt and the divert energy and attention from much more important issues in the day-to-day operation of a school.