

Committee Name:
Senate Committee – Education
(SC–Ed)

Appointments

99hr_SC–Ed_Appt_pt00

Clearinghouse Rules

99hr_SC–Ed_CRule_99–

Committee Hearings

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Committee Reports

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Executive Sessions

99hr_SC–Ed_ES_pt00

Hearing Records

99hr_ab0000

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Misc.

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Record of Committee Proceedings

99hr_SC–Ed_RCP_pt00

School District of Menomonee Falls

MENOMONEE FALLS, WISCONSIN 53051



CENTRAL OFFICE
N84 W16579 MENOMONEE AVENUE
(414) 255-8440 FAX (414) 255-8461

December 22, 1998

Alberta Darling
State Senate
P. O. Box 7882
Madison, WI 53707

Dear Alberta:

I want to thank you for your continued efforts to communicate with me. As you move into session following the holidays, I want to remind you of the concerns we continue to have with the 4th and 8th grade student retention legislation. At recent DPI meetings on the new Graduation Test, we were reminded that the legislation continues to exist and that we may want to notify parents of the possibility of retention at 4th and 8th grades in 2000-2001. I personally don't want to frighten parents and young people over what I believe you realize is a poor piece of legislation.

Please feel free to contact me if I can be of assistance to you as debate resumes on the retention bill. In fact, I'd like to be kept abreast as to when the legislature may take up and act on the retention issue.

Many of us have growing concerns over the regulations coming forth on the Graduation Test. Specifically, I have the following concerns:

- The fast track we are on. The current 8th graders will face a graduation test that as of now has not been developed.
- We will not have a vendor for the test until the fall of 1999.
- The DPI wants to pilot the test the following fall (2000). We also will be still administering the current 10th grade test that spring. (I have a current 8th grader who could be tested three times as a sophomore – 2000-2001).
- The tremendous dollar amount of administering the test, including a major security budget. It is my opinion that state monies could be used more productively in other areas than testing.
- Once again, as with the current retention law, a state test will determine whether a student should graduate, when for years a high school such as Menomonee Falls has maintained high standards and criteria for graduation at the local level.

02/09/99

To Members of the Assembly and Senate Hearings:

As a representative of a school district attempting to implement the legislation in good faith, I appreciate the opportunity to speak to you regarding our concerns. With feedback from our business community, parents, teachers, administrators and legal staff, I wish to address concerns regarding the 4th and 8th grade retention law, and the design of the high school exit exam.

Retention Law:

- Research on retention is weak. It references that retention decisions are best made considering a child's age, instructional needs, using multiple indicators of progress, with the design of a specific remediation plan for the child with input from parents and teachers.
- The 4th and 8th grade assessments are timed, standardized achievement tests. The district and parents are not provided with individual item analysis to plan specific remediation. It would be unacceptable to base grade retention on a measure designed to rank performance, not inform individual instruction.
- Districts are operating under spending caps at a time that curricular alignment, staff development, specific remediation and intervention planning have never been greater. The financial obligations rest with each district and the legal risks to the individual districts are extensive because of the parameters of high-stakes testing.

Parent Concerns:

- Parents are asking for specific information regarding the skills students will need to have in order to "pass" the 4th and 8th grade tests. The language within the standards documents is too broad, and parents are asking for specific skills.
- Parents are asking why the cut scores for the different content areas vary so greatly.
- Parents want to know how to get remediation for their child when it is unclear what the child did poorly on within a content area.
- Parents are asking how the law will impact handicapped children, or children who are not strong in testing situations.
- The early signs from other states show that student performance has improved with alignment to testing expectations, but dropout rates have also significantly increased. Ohio experienced attrition to private schools not under the testing requirements. Parents want to know how we will keep struggling students engaged, and what impact it would have on students should they switch to private or parochial schools.

Parent Opt-Out:

- The parent concerns are very legitimate and our school system does not have the information needed to adequately inform. Our obligation for notification is now, yet we cannot answer the specific questions of the parents. To eliminate the opt-out provision without significant clarity and the requirement being made for all schools public and private, would be in error.

02/09/99

Business Community:

- In a joint project of the Chamber of Commerce and our school district, we invited our business leaders to examine a few items from each of the High School Exit Exam Blueprints released last July by WEAC. The business leaders spent 40 minutes attempting to do the items and then were asked to give feedback to the Governor and the Department of Public Instruction. Overwhelmingly, the business leaders support administration of an exit exam demonstrating reasonable expectations for all students. They responded that the blueprint items examined did not match their expectations for a high school exit exam. It resembled more closely a college entrance exam and would not predict success in life and work in the 21st century.

Legally:

- Legally we need to ensure curricular and instructional validity. We are obligated to demonstrate instructional alignment and to ensure "opportunity to learn." Experts recommend "opportunity to learn" be documented by benchmarking student performance overtime and surveying teachers to determine whether the skills required for the specific test items have been taught. The Department of Public Instruction has released a 22 page document on Testing Ethics that prohibits teaching to any paraphrase of a test item. Although we support the ethical administration of high-stakes tests, this document makes the design of district benchmark assessments aligned to testing expectations risky. At the same time, districts across the nation are being sued for failure to specifically notify parents on testing expectations and student performance in relationship to those specific skills.
- Experts recommend that early grade testing be specifically aligned to the requirements of the high school exit exam. Again, the 4th and 8th grade assessments will not provide individualized results, and districts are caught within the risks of ethical design during the time period that we are obligated to notice on opportunity to learn and remedial efforts.

The issues related to retention and high-stakes testing are extensive. The implementation timeline of the high school exit exam is too short, compromising each district's ability to ensure curricular and instructional validity before the first administration. In addition, the design of on-going assessments aligned to high-stakes testing is problematic at best.

We support basing retention decisions and awarding of diplomas on multiple criteria. We strongly encourage the legislature to consider support for districts in the design of effective remediation, staff development and assessment efforts overtime. We cannot support elimination of the parent opt-out provision until instructionally sound decisions can be made for individual students based on the testing results. These decisions are not possible with the current information and measures available. Finally, we believe all students should be held accountable for reasonable expectations.

Thank you for your time and consideration.

Respectfully,

Patricia Herdrich, Ph.D.

Administrator of Instruction of the West Bend School District

Youth Apprenticeship Program Impact on School District of Menomonee Falls

Keith A. Marty
Assistant Superintendent of Curriculum and Instruction
January 11, 1999

The School District of Menomonee Falls has been supportive of School-to-Work initiatives since the establishment of the twenty standards – Standard M in particular. The Education for Employment Council was established and a District Coordinator for Education for Employment was named.

In 1992 the school district went through a Strategic Planning Process that involved educational staff, parents, community leaders, and students. One of the major goals and strategies established focused on business partnerships and participation in School-to-Work efforts. We have been working hard to implement our action plans, including one of the focuses “Youth Apprenticeships.” For the past four years the school district has participated in several Youth Apprenticeship Programs – Banking and Finance, Manufacturing, Graphics and Printing, Auto Technicians, and Health Care professions. We have increased the number of participants each year that we have been in the program. Currently we have twenty students participating this year. We have had eight Youth Apprenticeship graduates.

The School District Board of Education, administrators, staff, and parents have been supportive of our Youth Apprenticeship involvement. One of the reasons for the support was the early success by our first graduates in Banking and Finance. One of the graduates was an “At-risk” student whose participation changed the students academic performance, attendance, attitude, behavior, and focus on a career. After graduation from the Youth Apprenticeship Program and gaining a high school diploma, the student was hired by the same bank and remains as a very valuable employee. We currently have a graphic arts student who has also gained more confidence and will likely follow a career in graphics.

We have established nearly one hundred business and community partnerships in Menomonee Falls. The Youth Apprentice Program has provided a student learning focus in our partnerships, which was needed. The work of individuals like Marianne White and our School-to-Work Coordinator, Sandy Swanson, has helped to create cooperation among the student, parent, W.C.T.C., and school district.

Youth Apprenticeships as a whole helped create unique partnerships among all parties involved. The biggest challenge is to maintain communication among all involved, including updating progress of the student in school and in the work force and helping any employer needs.

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January 25, 1999

Honorable Governor Tommy Thompson
State Capitol
Madison, WI 53702

Dear Governor Thompson:

I attended your presentation to the Wisconsin Association of School Boards last Thursday in Milwaukee. I agree with the review of Wisconsin educational successes that you outlined that your administration has been so actively involved in. There is no doubt that public education in Wisconsin is stronger today than in 1986. I believe our public schools in Menomonee Falls are better for students and parents than they were in 1986. Many of the initiatives of your administration have benefited all districts – funding, school-to-work, state academic standards, testing (beginning with the 3rd grade tests in 1988), and charter schools.

I was also impressed with your strong advocacy of local control and parental choice. In Menomonee Falls we have used the theme of choice to develop alternatives in full and half-day kindergarten, student career portfolios, school-to-work options, summer school, and curricular and content choices.

It was with these backgrounds in your speech that led me to be extremely disappointed and saddened when you indicated that you were about to recommend a “no opt-out” provision for the graduation test, which impacts our existing 8th graders. Quite frankly Governor, your message of local control and parental rights immediately just became words with no supportive action.

Many students in Menomonee Falls could take and pass the graduation test. Over 70% of our students take the ACT test, and about the same number of students attend four-year schools. But the content of the graduation test is not for all students. In fact, requiring the graduation test in its present format – 12-14 hours of testing – will harm one of the programs you and I are most proud of – the School-to-Work Program and initiatives. It also conflicts with federal legislation on special education, which indicates that the Individual Education Plan (IEP) will indicate what tests or portions of tests students should be exempted from. There is no doubt parents of special education students will challenge your recommendation.

On January 11th I participated on a youth apprenticeship forum at Waukesha County Technical College. I passed out the enclosed review of Youth Apprenticeships in Menomonee Falls, a very traditional, college – prep high school. We are proud of our participation in youth apprenticeships. However, as I indicated to Scott Fromader and Linda Stewart, the mandated graduation test, especially in your “no opt-out” format will move us in the opposite direction of your goal to have 5,000 apprenticeships. Some school districts such as Waukesha are already looking at increasing graduation credit requirements in math and science, which will negatively impact what student alternate time there is now for participating in programs like school

Page Two
Governor Thompson
January 25, 1999

sponsored work and apprenticeship programs. The business representatives present were disturbed by my comments, but I believe we must look at more than statistics and numbers. We must look at what our actions will do to individual students who need alternate programs to find their niche in a career or the workforce.

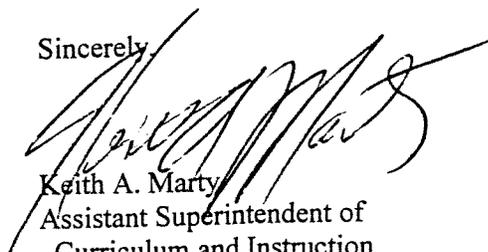
Don't get me wrong, I am for high standards. In fact, our district, I believe is developing academic standards that will exceed the state's 4th, 8th, and 12th grade standards, but we must allow and trust the local schools and our special relationships with our parents and students to do what's right for many of our students. We can find the right alternatives for students. A state law that requires no options is a bad idea, as are most laws and rules that begin with the words All or No. Not all students learn at the same rate or learn in the same way.

Last summer I met with Representatives Jeskewitz and Luther and Senator Darling in Madison concerning the "no social promotion" law, another example of a well-intended law that went bad on the idea that we should not promote a student based on a single assessment. Once again the authority of the local district and parents is being stripped away. I am so pleased to see that Representative Luther is introducing legislation to give the local districts additional criteria to be considered when making decisions on promotion. In Menomonee Falls the decision to retain a student is an issue that will be considered over time, involving parents, teachers, and administrators. Never should a single test be used in such an important decision.

Governor, I believe your educational record speaks for itself as being progressive and good for the citizens and students in our state. However, as it comes to your recommendation on "no opt-out" for the graduation test, I find little support among legislators, parents, and business leaders when I take the time (as I have in this letter) to explain its implications and failings. I hope that you will review your recommendation and that you consider and trust the local district and parents in carrying out the details of implementing the test with individual student needs in mind.

I would always be available to discuss my concerns with you or a member of your staff.

Sincerely,



Keith A. Marty
Assistant Superintendent of
Curriculum and Instruction

KAM/cr
Enclosures

Committee Meeting Attendance Sheet

Senate Committee on Education

Date: _____ Meeting Type: _____

Location: _____

<u>Committee Member</u>	<u>Present</u>	<u>Absent</u>	<u>Excused</u>
Sen. Richard Grobschmidt, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Robert Jauch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Kevin Shibilski	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Jim Baumgart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Judy Robson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Jon Erpenbach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Alberta Darling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Carol Roessler	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Joanne Huelsman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Mary Lazich	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Margaret Farrow	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Totals: _____

Lisa Moen, Committee Clerk

DPI

- conducting workshops re: 4-8-10 grade Tests
- Current Test is "Terra Nova"
- Sample Grad. Test not ready for 1/98.
- 4-8th grade - No Social promotion
DPI opposes the support Olson bill & Darling's Bill.

Current law puts a lot of

- Custom Developed Test needed for 4th & 8th for it to be a "certification Test"

Dodd - changes to 4-8

& Graduation Test

Teacher's ASSES met on daily basis ✓

CBT → SRA.

McGraw Hill

Risk of District not
being being protected
from legal liability.

Text book series & success
on WSAs test correlated

What are the textbooks that
were used?

Alas Brand — wants Suburban Schools
to use MPS Graduation Test.

Senate Education Committee-February 10, 1999

Nancy S. Le Grand
6316 N. Berkeley Blvd.
Whitefish Bay, WI 53217
414-332-3999

My name is Nancy Le Grand. In 1994, I was elected a member of the Whitefish Bay School Board. Believe it or not, I can still say I don't ever do anything that isn't fun! But then, I'm the type to seek challenges. Today, may be one of those challenges. It is a privilege to sit before you to represent my constituents...and yours! My neighbors are eager to have details of this hearing relayed, so, just in case I've prepared a list of your phone numbers for them!

School Board tenure has been a rewarding, educational experience. With an extensive and active volunteer history in our community, nothing could compare in importance, excluding the most important priority...my family. When my husband is not working at Channel 4 in Milwaukee, he has developed an extensive list of volunteer accomplishments. Our oldest son is 23, diligently completed his studies at UW, and has carved a career, actually being employed in Chicago. Our other two sons are 12 and in 7th grade and 10 in the 5th grade.

Sharing this with you demonstrates we've been at the "parenting thing" a long time, and will be at it for longer than I could figure on a high stakes test. Though times have dramatically changed through the years, one common truth remains: Children's basic needs haven't changed. They have the same framework with a little different upholstery. It is important to remember who we teach must be considered before what we teach.

Children still come in 31 Flavors, with their own learning style as unique as their fingerprints. There is no one test for all, just as not all trees blossom at the same time.

As a product of the school district myself, I have accumulated over 35 years experience. Please don't misunderstand. I was not grade-level retained. It reflects my children's experiences also. While I could have, and should have, repeated second grade after arriving from Illinois, a tremendous dedicated teacher, Miss Evelyn Fefer, told my Mother, "Leave the driving to me. I will give her Vitamin E", (commonly interpreted Encouragement). Nobody argued with Miss Fefer, so Mother complied, and understood her meaning about the time I graduated from UW in 1970. There are many coined "Feferisms" that you will hear throughout this testimony, for I consulted with her 43 years later to continue teaching me. Worried about verbalizing to you my passion for the needs of children, she submitted that second grade reminder, "I am an American, and that ends with I CAN!"

The Whitefish Bay School District has a rich history of tradition and accomplishment. We are dedicated to setting locally defined standards, analyzing benchmarks of student performance, verbalizing expectations, and communicate student progress to parents. The state imposed standards were analyzed against our locally developed curriculum. We agreed to it being a healthy exercise. Minor adjustments were made without losing local demands and desires. Our system works. Our locally developed curriculum works. Our statistics testify to our success.

1. ACT scores with a 25.5 average.
2. Our dropout rate is less than 1/2%.
3. 96% seek post secondary training.

One single test is not the master of reality, however. It is a matter of depreciation. The imposition of high stakes state assessments, without a parent opt out provision, could require us to abandon some of our successful curriculum in order to teach to a single state assessment test in 4th, 8th, and 12th grade. *We* rely on *many* differing assessment criteria as a check and balance on student learning, as well as review need for curricular adjustments. The purpose of our testing individual performance seeks the individual needs for remediation or advanced training, not to promote a struggle. In our effort, we do not label a child by their performance on a single high stakes test measure. This would be like asking a 4th grader to drive a car when they can't reach the pedal. It is strength Vs struggle, and that is high stakes.

High stake, state standards assessments, of which there is no local citizen involvement in determining what is to be taught, with parent approval, eliminates our right, responsibility, and accountability to our youth by eliminating our local control and our success. A high stakes test should not be a quick fix for political strife and political accountability.

As is obvious, we do not disagree with high standards. We live in a climate of high expectations for success. What is disagreeable, is a state dictated, high stakes, one-size-fits-all mentality of how we are to maintain our high standards. Alternative assessments at the local level, mastering local standards is cost-effective and will not further drain our resources with yet additional unfunded state mandates. Inherent problems of state standard, high stake assessments, without parent approval, and no social promotion, is a toxic move in education for many reasons:

1. The child's individual needs are not being considered.
2. Our curriculum was designed by our educational professionals, with educational priorities of our community. A tried and proven commodity will become a test preparation center where creativity and critical thinking skills won't be developed because it can't be tested. And, there are prices to pay to hire substitute teachers so our staff can experience rigorous staff development assessment training outside the classroom and away from our students.
3. The state opens itself, and each district, to litigation if a test and the curriculum don't match.
4. The dropout rate will escalate...at the child's expense, and whose cost?

This kind of testing places children on trial, without defense or representation of caring parents. It does, however, magnify political power. It should not be a punitive measure against children's needs.

School Boards must remain accountable to their local constituents. They must be stewards of their communities. Local assessments assure school boards remain accountable, *for the best decisions are as close to the classroom as possible.*

My name is Connie Gavin. My husband and I have three young daughters in the Whitefish Bay public schools. I am past president of Advocates for Education of Whitefish Bay, a grassroots organization working to promote high quality public education.

I am here because I am very concerned about Wisconsin's new testing requirements.

First, as a parent, I believe that a student's score on the 4th and 8th grade WSAS should be only one factor for consideration in a local school district's promotion policy. A fourth or eighth grader's score on the WSAS is only a snapshot of that student's performance. There is extensive research demonstrating that retention is rarely the right solution for a struggling child. Why pour millions of dollars into the WSAS to make it a high stakes test at 4th and 8th grade, for a result that will not help kids? This statute was adopted as part of the budget adjustment bill last year without adequate discussion and should be corrected in this legislative session.

Second, the high school graduation test requirement should be reconsidered. **A one size fits all test to determine whether every single student is Wisconsin should receive a diploma is neither fair nor sensible.** The governor's proposal to eliminate the parent option to excuse their child from the exam should be rejected.

The DPI and the governor's office both insist that the graduation test will not be a minimum competency test. Widespread failure in the first year of the test is likely. Even Superintendent Benson admits that his office won't know what the passing rate will be until the test is administered. Why would we use our students as guinea pigs in an unpiloted program? Why should their high school careers be disrupted while the bugs are worked out of this test? Where has a reform initiative so sweeping ever been undertaken without a pilot program?

Yes, students will have more than one chance to pass the test. But what will this mean in real life? When children fail this test, their parents won't call the DPI or the legislators who passed this law. They will be in the office of the principal, and calling their friends on the school board. No matter how successful a school district's current programs and emphasis are, it will be the school districts that take the heat when children fail the test and face denial of a diploma.

I fear that this pressure will cause school districts to stop teaching content and concentrate on test taking strategies, emphasizing information needed to pass the test, rather than providing a true education. Then, politicians will be able to point to rising test scores as evidence of the success of the reform initiative. In reality, students will merely be better test takers, not better educated people.

I know first hand the doors in life that can be opened through meaningful education. I grew up on a farm in western Illinois. My dad attended a one room school house. My parents wanted me to have the educational opportunities that they did not. I graduated from the University of Michigan Law School. In my courses there I learned to analyze, read critically, formulate positions and write. Those courses prepared me to practice law; and they made me who I am. Interestingly, not a thought was given during law school to whatever bar exam we all would eventually take.

When I came to Wisconsin after law school I took the three month bar review class and crammed into my head by rote memorization what I needed to know to pass the Wisconsin bar exam. Instructors from a company who had studied the test taught the tricks to answering the multiple choice questions. All of that information was very handy for the bar exam, and then was immediately forgotten. When the test was over, the test preparation course was meaningless to my life and my work.

Don't allow our high schools to become test preparation centers. This is already happening in other states. I have read of high schools where literature books have been abandoned. Students just read short passages and answer multiple choice questions, to better prepare them for the high stakes test. This is useless preparation for any post high school career path. **It does however, boost that school's scores on the all important state test.**

Besides people with expertise in testing, I fear that the big winners with this initiative will be lawyers. Experience in other states shows that there will be a plethora of lawsuits from individuals and representatives of groups denied diplomas or tracked into test preparation programs rather than content classes in high school. **How much money will be spent on long court battles over an initiative that has not even been demonstrated to improve education? Will taxpayers pay for these lawsuits through our income taxes at the state level, or through our property taxes at the local level? Will school districts cut programs to pay for lawsuits? They can't increase revenues.**

There is widespread support for empowering and giving choices to parents. There is growing recognition of the importance of parental involvement in their children's education. How can parents have any ownership in their school district if Madison dictates, through the testing system, what every student in Wisconsin must know and be able to do? How can we allow local ownership to be taken away from public schools at the same time Wisconsin gives tax dollars to private schools to promote choices for families? What is the possible rationale for not requiring those schools to take the state tests?

You might be thinking that communities are free to adopt their own standards and write their own high school graduation test if they don't like the states. This is technically true under the statute, but not really meaningful.

None but the largest districts, like MPS, could afford to develop their own graduation test when it costs millions of dollars, and since a community's standards must be aligned with the test that it gives, nearly every district has been forced to adopt the state standards and will give the state test.

Where is the evidence that graduation tests improve student learning? Even proponents of this initiative admit that such evidence is thin at best. Why would Wisconsin follow the lead of low performing states with this initiative? Why would Wisconsin move towards a state run system that cannot possibly meet the needs of local educational priorities, whether they are college prep or agriculture or industry?

There are many creative ways to solve the problems with the high school graduation test. Recognize that no single standardized test can measure the skills we hope our children acquire in high school. Make the test one factor for graduation but allow local districts to establish other meaningful assessment criteria. Or instruct the DPI to design a test to determine whether a student is prepared for **that student's** post high school career path-- either college or work or technical school. Or change the statute make it a minimum competency test.

At the very least, **please preserve the option of parents to excuse their children from the test** and have the student examined under alternative criteria established by the school district. Some children are simply not good test takers, or have other extenuating circumstances. Evaluation under alternative criteria is not a free ticket, but rather simple fairness.

Thank you.

Thank you for the opportunity to speak with you today. My name is Meredith Scrivner. My husband and I have an eighth grader and a fifth grader in the Whitefish Bay public schools. I am the founder of Advocates For Education of Whitefish Bay, Inc., a community based advocacy group whose mission is to promote high quality public education. My husband is an elected member of our school board.

I spend much of my time working as a volunteer with children, both in Whitefish Bay and at a tutoring program in the heart of Milwaukee's inner city. My thoughts about state standards and assessments reflect not only what I think is best for my own children, but for the many children I work with who live in poverty and attend Milwaukee Public Schools.

I have followed the standards and assessments debate from its beginning. I attended many early hearings and briefings where the debate focused almost exclusively on the content of the standards. Those who pushed the standards locomotive out of the station chose not to perfect the assessment piece of the puzzle, insisting that if the standards were established satisfactorily, the rest would follow sensibly. I disagreed then and I disagree now.

Today, we are exactly where I feared we would be: with a one-size-fits-all program which really fits nobody, with political goals which conflict with what is right for children, and, I fear, with an initiative which has a better than even chance of punishing children instead of helping them, of lowering the quality of our workforce instead of raising it, and of doing little to provide true accountability for school districts in our state. Bad educational policy will never be good for children and it will never be good politics.

When all the rhetoric is put aside, I believe we must accept one very basic fact: **a single high stakes test without flexibility is not fair, sensible or productive for all the children of our state.**

As you struggle to identify the best mechanism to fix the imperfect laws which have been passed, I would like you to think first and foremost about children. Specifically, I would like you to think about three real children whom I work with, each of whom illustrates what is wrong with our current law.

Joey is a third grader who could not recognize every letter of the alphabet just one year ago. He tests at a level too high to be considered cognitively disabled and too low to be learning disabled. Joey has already repeated one grade, making him old for his class. During the past year, Joey has received enormous one-on-one help from both professionals and volunteers, and he has made more than a year's progress. When I read with him this week, he easily read words like "anthill" and "understand." A year ago, he could not recognize or write every numeral from 0 to 9. Last week, he finally clicked with the concept of addition. By all measures, Joey has made remarkable progress, but he still lags way behind the rest of his class, and his potential is clearly limited.

According to the current law, Joey must pass all 5 sections of the WSAS a year from now, or he will be retained in the fourth grade, making him 2 years older than his class. And to pass the WSAS, Joey must learn about volcanoes, the ocean floor and Helen Keller, none of which is crucial to his life.

For Joey, the one size fits all test will never fit. Should we keep him in the fourth grade forever, perhaps until he is a teenager? Or should we stop working on reading, writing and arithmetic and instead concentrate on volcanoes, oceans and Helen Keller? Because no matter what the law says, Joey and many others like him simply can't learn it all. So should we fail him, just to prove we have a high bar? Or should we take an individual look at Joey and his situation, and let his school and school board decide what is best for him?

My second young friend for whom a high stakes, one-size-fits-all test is counter productive is Rahima, a high school senior with a 3.88 grade point average at a highly competitive high school. Rahima is bilingual in English and Hindi. She has received many honors in her school. Unfortunately, Rahima is a diabetic, dependent on regular use of a blood glucose monitor and three shots of insulin a day. During big tests, Rahima's nervousness causes her to burn calories at a greatly accelerated but unpredictable rate, making her prone to severe and sudden hypoglycemia. During her SAT test, she almost passed out because of low blood sugar, and, not surprisingly, remains very nervous at the prospect of long, stressful tests. Would it make a lot of sense to force Rahima to take a high stakes graduation test and to deny her a diploma if her glucose-deprived brain did not work quite right?

My third young friend, Allison, is an eighth grader. She will be in the first class of students who must pass the high school graduation test in order to graduate. After years of frustration because her intelligence and motivation always exceeded her performance in school, it was discovered that Allison has a mild learning deficiency called retrieval. This deficiency is nowhere near severe enough to label her as learning disabled, but it is a distinctive issue for her in school. As described by neuropsychologists, retrieval problems mean that all the information in her brain is comparable to a file cabinet without folders, making it very hard to pull out the needed fact at a moment's notice. The task for Allison is to train herself to be able to find the facts, to be able to break down huge chunks of information into retrievable pieces, and to recognize that concepts and understanding will always be easier for her than details.

You can imagine what a long, standardized, fact oriented test in many subjects does to Allison. Her mind is a jumble when the test goes from oceans to weather to electricity to plate tectonics with every question. She is exhausted after a short time. She feels like a failure. Yet ironically, if you asked her to explain the pre-historic development of the ocean floor through plate tectonics, or the way a funnel cloud becomes a tornado and damages land, she would give you a verbal answer that would astonish you with its clarity.

With these examples of very real children, I hope I have illustrated what I still think is the central issue before us at this time: **a single high stakes test without flexibility is not fair, sensible or productive for all the children of our state.** Although I have changed two of the names of the children, I promise you these stories are entirely true.

The third name I have not changed, because I do not need to protect her identity. Allison, the eighth grader, is my daughter. I know that a single test is not an accurate or fair reflection of her ability. I also know that she must not use her learning style issue as an excuse and that she must work all the harder to achieve what comes more easily to many children. But more than anything else, I know that I do not want her entire school career given over to one huge exercise in test preparation. I want her to think and explore and create and learn, not simply be trained to pass a test.

As you, the legislators, explore the best ways to fix the imperfect laws now before us, I ask you to think about my three friends, and the thousands of Wisconsin children just like them. If you want to raise the bar and hold school districts accountable, don't do it by punishing the children who don't fit a rigid mold. Do it by giving school districts a standards tool so outstanding that they will willingly adopt it and use it as the model it was intended to be. Trust school districts to make the best decisions possible for their students. The best decisions for children are made as close to the child as possible, not miles away in a state conference room.

As a parent and a passionate advocate for all children, I ask you to throw Wisconsin's kids a life preserver. First and foremost, I urge you to make the fourth grade, eighth grade and high school graduation tests low stakes tests. Do not allow them to be used as the single measure of a student's eligibility for promotion or graduation. Second, allow local school boards to determine criteria for promotion and graduation, since it is local school districts who will be held responsible by parents whose children fail to make the grade. Finally, I would urge you to retain the parent opt out as a recognition that parents know their children best and as protection for school districts who can ill afford to defend and perhaps lose law suits by disgruntled parents.

I urge you to do what is right for all children. It doesn't matter whether the life preserver you throw them is decorated with elephants or donkeys, whether it originates in the house or the senate, or who makes it happen. Those things don't matter one bit when kids are on the verge of drowning in the waters of well-intentioned but ill conceived tests. Together, Republicans and Democrats, senators and representatives, the governor and DPI must do what is right for all the children of our state.

Bad educational policy will never be good for children and it will never be good politics. **A single high stakes test without flexibility is not fair, sensible or productive for all the children of our state.** Please fix it. Thank you from Joey, Rahima, Allison, and myself.

Testimony by Teri and Dave Mills
Senate Education Committee
February 10, 1999

Thank you for giving me the opportunity to testify today on the proficiency testing and retention requirements contained in section 118.30 Wis. Stats., and soon to be implemented in Wisconsin public schools. My name is Teri Mills and I am testifying for both my husband, Dave, and me.

I am an educator by training, but first and foremost a mother to two boys, ages 11 and 13. I am here as a mother and not as a representative of any school district.

My husband and I have immense concerns with the provision in the new law that requires an eighth grade student to pass every subtest of the Wisconsin Knowledge and Concepts Test or be retained in eighth grade. We understand and accept the public and legislative interest in improving standards and ensuring that today's students who obtain diplomas are academically prepared for the challenges that will face them after high school. We understand the desire for greater uniformity in what a high school diploma stands for, irrespective of where one has attended school. And we understand the distaste conjured up by the phrase "social promotion".

What we disagree with is the overly simplistic approach taken in current law that has the potential to damage the self esteem, motivation and ultimate academic achievement of many students. The harm that we see being caused by the "lay it all on the line", one test approach far outweighs the gain that might result. Let me briefly explain why.

I want to talk about our two wonderful sons. Our oldest, the 13 year old, is active and athletic, a good student across a range of subjects, and a rather typical early teenager. We foresee no problems with his ability to pass the eighth grade test next year.

Our younger son is quite different. He excels in math and science... no, he **lives** for math and science, but cannot write or spell to save his soul. He has a learning disability. There is a significant possibility that he will not be able to pass the writing portions of the Knowledge and Concepts Test in eighth grade, thereby requiring him to be retained.

But there is more to tell. Our son is an exceptional learner. In an achievement test in third grade he demonstrated math logic ability at the **graduate** school level. He recently had a chance to take the SAT test given to high school juniors and seniors. His math score was well above the average score for college-bound high school seniors, and he was only 11 years old at the time. My husband has a Master's degree and is an executive manager in government. I have a Ph.D. degree. We both have very successful careers. But our 11 year old son scored better on his SAT math test than either of us did as high school seniors, yet he is at a significant risk of being retained if the law does not change!

This is a student who is gifted in math, receives "A's" in science, good grades in Social Studies, but cannot write at his grade level. To help him compensate for his learning

disability, he has received several years of help from our school district's outstanding special education and regular classroom teachers. The school district has gone to considerable expense to help our child and all the extra help has paid dividends - he is close to performing at a level that would no longer qualify him for special education. But therein lies a catch 22: even though he may not qualify for special education, he still needs much more special help if he is to pass the high stakes 8th grade subtest in written language. His only hope, it appears, will be if he continues to receive special education services.

Our son will not benefit from being retained. We anticipate that as an eighth grader, he will be taking junior level math in the high school as part of his accelerated math program. In the literature on retention, the most likely result from retention of an eighth grader is that he would drop out of high school. It would be a tragedy for our son and others like him to do that when they have so much potential.

Let me now turn to the problem with current law and what we see as the solution.

First of all, the law requires passage of a test that was never designed for use as a "high stakes" test. For the young person in school today to be retained in eighth grade or passed on to high school based on the results of this single test is a "high stakes" event. As a matter of fact, we understand the test designers have said that was not its purpose and have further said they will not stand behind its results if used for this purpose!

Like our son, many of the students who could fail one subtest and therefore be retained are fine students who are simply lagging in one area. In most of these cases, they continue to work on improving their proficiency while using coping skills to offset their weakness. Taken in aggregate, their academic achievement clearly warrants promotion to high school. It is hard to imagine but some of them will have SAT and ACT test scores that could qualify for college admission at the same time as they may be retained in eighth grade because of failing a particular portion of a high stakes test.

Second, the consequences of failure on this one test are far too great. If I were to ask for a show of hands on how many in this room have ever frozen during a test, odds are a very large number of hands would be in the air. It happens to everyone. Would you have wanted the decision to pass to the next grade to hinge upon the results of a single test? I think not.

Third, this requirement will force more students to remain in special education classes than would otherwise be necessary, at great cost to school districts and, in some cases, great harm to the self-esteem of the student. Despite every effort to change this, kids are labeled as "special ed kids" by others, and those labels often stick with them throughout their school careers. Parents will refuse to allow dismissal from special education because of the safeguards it provides. This is an injustice to students who could otherwise lose their "special ed" labels, as well as a drain on resources that could be devoted to those with even greater need.

Fourth, high standards have value if they can be used to help students perform at a higher level. The law as written only punishes children. It does nothing to support schools' efforts to help children who are not performing up to the standard. Many schools do not have the resources to provide the help needed.

There is a better approach, in our opinion:

- **First**, if the Knowledge and Concepts Test remains a determinant for retention, at a minimum continue to allow the option for students in special education to opt out of the test, based on their IEP (Individualized Education Plan). For some students, this is a necessity.
- **Also**, permit the school districts to use the Test as one important but not the only determinant of whether a student should be retained. I understand that Senator Darling may be considering introduction of a bill with this change, and it is incorporated into AB 94 as well. School districts have much more comprehensive data than a single test that they can and should consider in making a life-altering decision on retention. The test was not designed to be the only indicator of the need to retain and should not be used that way.
- **Finally**, change the focus from one of "punishment by retention" to "helping students to achieve high standards". Districts need to provide remedial opportunities for students to improve in deficit areas. This can take many forms: summer school, Saturday school, instruction targeted to reach students who learn differently than their peers, reading recovery, special education, etc. These programs are not free and many school districts will need additional financial assistance to implement them, but they will help our children reach the high standards we want.

In conclusion, I have described for you the problems that I foresee for our son if the current law is not changed. As an educator, I can tell you that there are many other equally compelling arguments to be made on behalf of other students.

Thank you for the opportunity to give you a perspective on this law and the importance of changes.

1997-98

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TO: Senator Rick Grobschmidt - Chair
Members of the Senate Committee on Education

FR: The Wisconsin State Reading Association

DATE: February 10, 1999

RE: Social Promotion Legislation

The Wisconsin State Reading Association, WSRA, representing over 4000 educators throughout the state, is committed to promoting excellence in reading. Therefore, WSRA would like to issue a "concerned party" statement regarding Section 118.30 (lm) Stats or informally called the "no social promotion" law.

WSRA recognizes the goal to have students master a sequence of essential skills during their K-12 education as worthwhile and productive. These skills are spelled out in the Wisconsin Model Academic Standards. We are concerned with issues of fairness, support for districts, retention research, effective accountability, affordability, and a balance of state and local control.

The legislation reflects on the curriculum and instruction beginning with Kindergarten and following throughout the K-12 experience. As a general principle, the setting of standards and benchmarks, assessing and setting appropriate instruction to meet the standards is unassailable. However, a number of factors or variables surface when applying this general principle. Questions remain to be answered.

1. Will effective accountability be supported? Comprehensive measures of student learning use a variety of measurement techniques to assess the scope of learning such as exhibitions, demonstrations, portfolios, work samples, and performance tests. Will a single, large-scale state test be the only indicator of an individual student's progress?

2. What happens to the students who for various reasons cannot comply with the standards and test? What responsibility does the state of Wisconsin have to these students? What type of accommodations will be made for students who are involved in Special Education or ESL programs?

3. How will districts be supported in the implementation of this plan? Will all of the financial investment be given to testing and test development? The improvement of learning and remediation necessary for individuals should be of paramount importance. Districts will need support for teacher training, remediation, and curriculum development.

4. How will remediation be addressed? A significant body of research exists on the value of retention which tells us that it is not very effective in helping children catch up. Remediation is not the same as merely repeating materials previously covered. Continuous help or intervention is necessary to prevent failure before it overwhelms the student.

5. How will students and parents be incorporated in the planning? If parents opt their child out of testing, who has responsibility for learning and progress? How will this legislation balance the rights of parents, students, school districts, and the state? Fairness demands a concern for the individual child. Will the plan be implemented in a series of steps? Will local districts remain as part of the decision-making body in determining retention?

The Wisconsin State Reading Association is committed to improving reading instruction at all levels for all children. The new law on social promotion has extensive ramifications for students, families, teachers, and school districts. Appropriate planning and support is necessary to meet this goal of academic achievement.

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THE "NO SOCIAL PROMOTION" LAW

CONTENTS:

- A. Points of discussion sheet on "No Social Promotion.
- B. Example One: Student who fails one subject, in one test.
- C. Example Two: Student who can not be measured by a single high stakes test.
- D. Can Retention Be Good For A Student?
- E. Grade Retention: A History of Failure.
- F. Point sheet regarding the Exit Exam.

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“NO SOCIAL PROMOTION” FOR 4TH AND 8TH GRADES

POINTS OF DISCUSSION

We are supportive of high standards for education, regular assessing and the implementation of remedial programs. However, we are not supportive of a single high stakes test as the sole determining factor for advancement or retention. For the following reasons:

One test is only part of a much bigger puzzle. Especially for young people who are in the midst of extreme physical and emotional growth. At these ages students learn at different levels, not all students are in the same plain of knowledge and concepts at the same time.

For many young children their test taking skills are not mastered and therefore would place them at a disadvantage and an inaccurate measurement of their knowledge would be the result, possibly even the cause for retention.

There is a multitude of research that documents the negative ramifications of retention. Many of our legislators have been forth right in admitting that little to no research had been done when this law was passed. We urge you to take the time and research information on retention. Most documentation warns of the negative effects. There is a small percentage of students who may benefit from retention, but only at a very early age. Certainly not by the forth or eighth grades.

There was an excellent write up by: Philip Bowser, NCSP of which some of you may have already received from us. However for those who have not, we will pass along a copy. He states in his article ***“that grade retention is a dangerous gamble. Too often, the held-back first grader with the reading problem becomes a middle school behavior problem and eventually the high school drop out.***

As recent as the past few months, we realized that not all Wisconsin Public school districts assess their students on a regular basis, let alone offer remedial programs. As with our school district regular assessing gives school administrators and teachers the opportunity to identify an at-risk student at a much earlier age, rather than waiting the 4 year intervals of the state exam.

By assessing, a responsible school district will offer the at risk student: summer school programs, reading, writing and math labs in addition to their regular school day.

An example of the benefits of these programs, is: **LAURA, IN EXAMPLE ONE.**
(Refer to packet)

Just one example of why a single high stakes test is not an accurate measure is: **KEVIN, IN EXAMPLE TWO.** **(Refer to packet)**

In reference to example two:

It has been professionally documented that this student is not a candidate for testing. Therefore to get a clear picture of his knowledge and ability one must consider his grade point average, port folio and teacher input. What justification would our state have by retaining an A-B student, simply because of one test.

Which leads me to comment on what I find is a misunderstanding amongst our legislators. Many legislators believe that a parent has the option to opt out their child from the state exam and the district will then be required to provide alternative criteria. Speaking for our district, they plan to offer another test as difficult if not more stringent than the state exam. The purpose behind this, is to make the state exam more desirable and limit the liability to our school district.

So for Kevin and many other student *we have no option*. Testing is simply not an option in his case and other criteria *must* be considered. To retain this student would be a crime. This is only one example of many, with similar situations.

If school districts would be allowed to use the current state test, the millions of dollars that would have been needed to create a new exam, could then be used to support school districts in their efforts to offer *quality* remedial programs.

On behalf of the Port Washington/Saukville School district, we are grateful for the opportunity to express our concerns through this hearing. Now that you have heard the concerns of many constituents, it is our hope that you'll go back to the drawing board. Take the time needed to research the effects of retention and the denial of a diploma and draft an amendment to both the "No Social Promotion Law" & the Exit Exam. By doing so, perhaps instead of having a law that is filled with flaws, we would then have a piece of legislation that would truly benefit our children and not leave the burden of school accountability squarely on the shoulders of our children.

We sincerely thank you for your time.

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EXAMPLE OF A STUDENT WHO FAILS ONE TEST, IN ONE SUBJECT

Enclosed please find a copy of Laura Reed's 5th Grade District Math Test Results from May 1997.

* As you can see, she failed with a 64%.

This student was a very shy student who was not participating in many extra-curricular activities. Our District has excellent remedial programs in place and she attended their summer school math course.

* As you can see, she passed the District Math test at the end of summer with a 88%.

* Enclosed also is a copy of her current report card (she is now a 7th grade student). As you can see she is an academic excellence student.

This student is now a thriving well-rounded student who not only achieves academic excellence, but is on Student Council, Yearbook Committee, Peer Mediation Group, and Pom Poms. Had the current law been in place, this student would have been retained (she failed ONE subject test). I believe if this student would have been retained, you could very possibly be looking a very different student. Perhaps one without any self-esteem, not at all active in her school activities. This is only one example of a student who could have been lost in the shuffle of our laws, who could "fall through the cracks" - But this is MY child and therefore I know this would not have been a student in danger of being "socially promoted". This could be your child too.

Thomas Jefferson Middle School has been selected as a BLUE RIBBON school. There are only 300 of these schools in the entire nation. After being assessed by a nationally recognized panel of experts in education, TJ was found to excel in such categories as: Challenging standards, curriculum, Active teaching and learning, remedial programs and mentoring programs, etc.

Congressman Sensenbrenner had this to say about this school: *"I applaud the example Thomas Jefferson Middle School has set for other schools and communities seeking to provide high quality education. I challenge your entire community to continue to strive for excellence in education and remain a model for the entire United States."*

Many parents in our community feel that if the current law stands as it is, you could be forcing "high quality" schools such as TJ to take steps backwards. Let's give our students the chance to excel, to be remediated when they fall short, to achieve academic excellence. Let us not be the ones to **punish** or **belittle** a student and **stunt** their potential!

If you are parent, as I am, we want to see our children achieve their goals and grow into stable, happy, productive adults. Lets make sure that the legislation we pass does that for all our children.

Grade 5 District Math Test Results

Date: *May 1997*

Student: *Laura Reed*

Number Sense:	7/10	<input type="radio"/> pass <input checked="" type="radio"/> fail
Estimating/Whole Numbers	4/5	<input type="radio"/> pass <input checked="" type="radio"/> fail
Estimating/Decimals:	3/5	<input type="radio"/> pass <input checked="" type="radio"/> fail
Whole Numbers:	3/8	pass <input checked="" type="radio"/> fail
Decimals:	3/8	pass <input checked="" type="radio"/> fail
Understanding Fractions:	4/6	<input type="radio"/> pass <input checked="" type="radio"/> fail
Adding & Subtracting Fractions:	2/8	pass <input checked="" type="radio"/> fail
Measurement:	4/4	<input type="radio"/> pass <input checked="" type="radio"/> fail
Geometry:	6/6	<input type="radio"/> pass <input checked="" type="radio"/> fail
Coordinates:	4/4	<input type="radio"/> pass <input checked="" type="radio"/> fail
Graphs:	4/6	<input type="radio"/> pass <input checked="" type="radio"/> fail
Problem Solving:	7/10	<input type="radio"/> pass <input checked="" type="radio"/> fail
Total Score:	<i>64%</i>	51/80 <input type="radio"/> pass <input checked="" type="radio"/> fail

68% required to pass

Grade 5 District Math Test Results

Date: July 1997 (Summer School)

Student: Laura Reed

Number Sense:	10/10	(pass) fail
Estimating/Whole Numbers	5/5	(pass) fail
Estimating/Decimals:	4/5	(pass) fail
Whole Numbers:	7/8	(pass) fail
Decimals:	7/8	(pass) fail
Understanding Fractions:	4/6	(pass) fail
Adding & Subtracting Fractions:	8/8	(pass) fail
Measurement:	3/4	(pass) fail
Geometry:	5/6	(pass) fail
Coordinates:	4/4	(pass) fail
Graphs:	5/6	(pass) fail
Problem Solving:	8/10	(pass) fail
Total Score:	88 %	70/80 (pass) fail

68% required to pass

Reed, Laura A

1415 Norview Circle

Port Washington, WI 53074

Thomas Jefferson Middle School

1/25/99

Grade:

07

Student #:

958

Homeroom Teacher:

St. Peter

Period	Course	Course Name	Teacher	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Final	2nd Quarter Comment
00	7200	Social Studies	St. Peter	C+	C+				1. Participates well in class
01	7916	Health (M, R)	Campbell	A	B				
01	7921	Phy Ed (T, W)	Coulson	B	B+				
02	7940	Tech Ed	Culliney		A-				
03	7400	Science	Kane	B	C				
04	7100	Math	Greisch	B-	B				1. Good effort
06	7060	Chorus	Ofedahl	A	A				
07	7300	Communications	St. Peter	B	B				1. Pleasure to have in class 2. Participates well in class

Congratulations, you have achieved Academic Excellence

EXAMPLE 2
FROM THE TESTIMONY OF:
Jean Boothby and Arlie Davel

By reviewing this 5th graders grades, you can see he was a solid A-B student. Likewise for his first quarter of 6th grade.

To earn those grades, this student had to work 2-3 times harder than the average student. On a normal day he will average 5 hours of homework a night. To keep up with this work load, this student has also given up soccer.

After reviewing this students CTBS test scores, you can see he has scored very low. The low scores are not the result of wrong answers, the scores are low because he was only able to complete 12 sections of the more than 32 sections on the test.

This past fall, out of concerned with the length of time for homework, CTBS test results and the students high anxiety level, his parents chose to have him tested outside of the school district. Through the testing it was confirmed that this child does have a glitch in his ability to retrieve information. He knows the material, but when it comes to sorting all the information at once, as it would be on a test, this task proves to be very difficult and a lengthy process for him. The parents were told that time tests would never be an option of measurement for their child. Other forms of criteria would be needed to demonstrate his abilities.

Had the CTBS test been the state exam, this A-B student would have been retained. What would our state have accomplished by retaining this student?

This is just one example of many, as to why our legislators must go back to the drawing board to establish a more equitable measurement of knowledge, skills and concepts for all the Wisconsin Public School children.

Thomas Jefferson Middle School

4th Quarter Report Card

6/16/98

Grade: 05

Student #: 12777

Homeroom Teacher: Wisotzke

Period	Course	Course Name	Teacher	Qtr 1		Qtr 2		Qtr 3		Qtr 4		Sem 1		Sem 2		Year		4th Quarter Comments
				1	2	1	2	1	2	1	2	1	2	Final	Final	Final	Final	
	5352	Comm. - Reading	Wisotzke, L.	B	A	A-	B	A-	B	B+								
01	5100	Math	Wisotzke, L.	B+	A	A	A-	A	A-	A								1. Outstanding effort
02	5200	Social Studies	Wisotzke, L.	B	A-	B	A-	B	A-	B+								1. Takes pride in work 2. Outstanding effort 3. Cooperative
03	5009	Band Lessons	O'Keefe, L.	A	A	A	A	A	A	A								1. Pleasure to have in class 2. Shows improvement 3. Good effort
04	5350	Comm. - English	Wisotzke, L.	C+	A-	B	B	B	B	B+								
05	5351	Comm. - Spelling	Wisotzke, L.	B+	A	B	B	B	B	B+								
07	5930	Art	Pemberton, R.	B	B	A	B	A	B	B								
07	5800	General Music	Oftedahl, K.	A-	A	A-	A	A-	A	A-								
08	5910	Health	Burke, E.	A-	A	B+	A	A-	A	A								
08	5920	Phy Ed	Burke, E.	A-	B+	A-	A	A	A	A								
09	5400	Science	Wisotzke, L.	B	A-	A	B+	A	B+	B+								1. Good effort 2. Pleasure to have in class

Congratulations, you have achieved Academic Excellence

Thomas Jefferson Middle School

1st Quarter Report Card

11/5/98

Grade: 06

Student #: 12777

Homeroom Teacher: Thiel

Period	Course	Course Name	Teacher	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Final	1st Quarter Comments
01	5351	Comm. - Spelling	Thiel	B					1. Good effort
02	6100	Math	Thiel	B					1. Good effort
03	6200	Social Studies	Geib	A-					1. Good effort
04	6400	Science	Thiel	A-					1. Good effort 2. Pleasure to have in class
05	6940	Tech Ed	Culliney	A-					
05	6913	Health (R, F)	Coulson	B					
07	6921	Phy Ed (M, T)	Coulson	B+					
07	6350	Comm. - Reading	Thiel	B					1. Good effort
08	6352	Comm. - English	Thiel	B					1. Good effort
09	6009	Lessons (T,R)	O'Keefe	A-					

Congratulations, you have achieved Academic Excellence



CTBS COMPLETE BATTERY

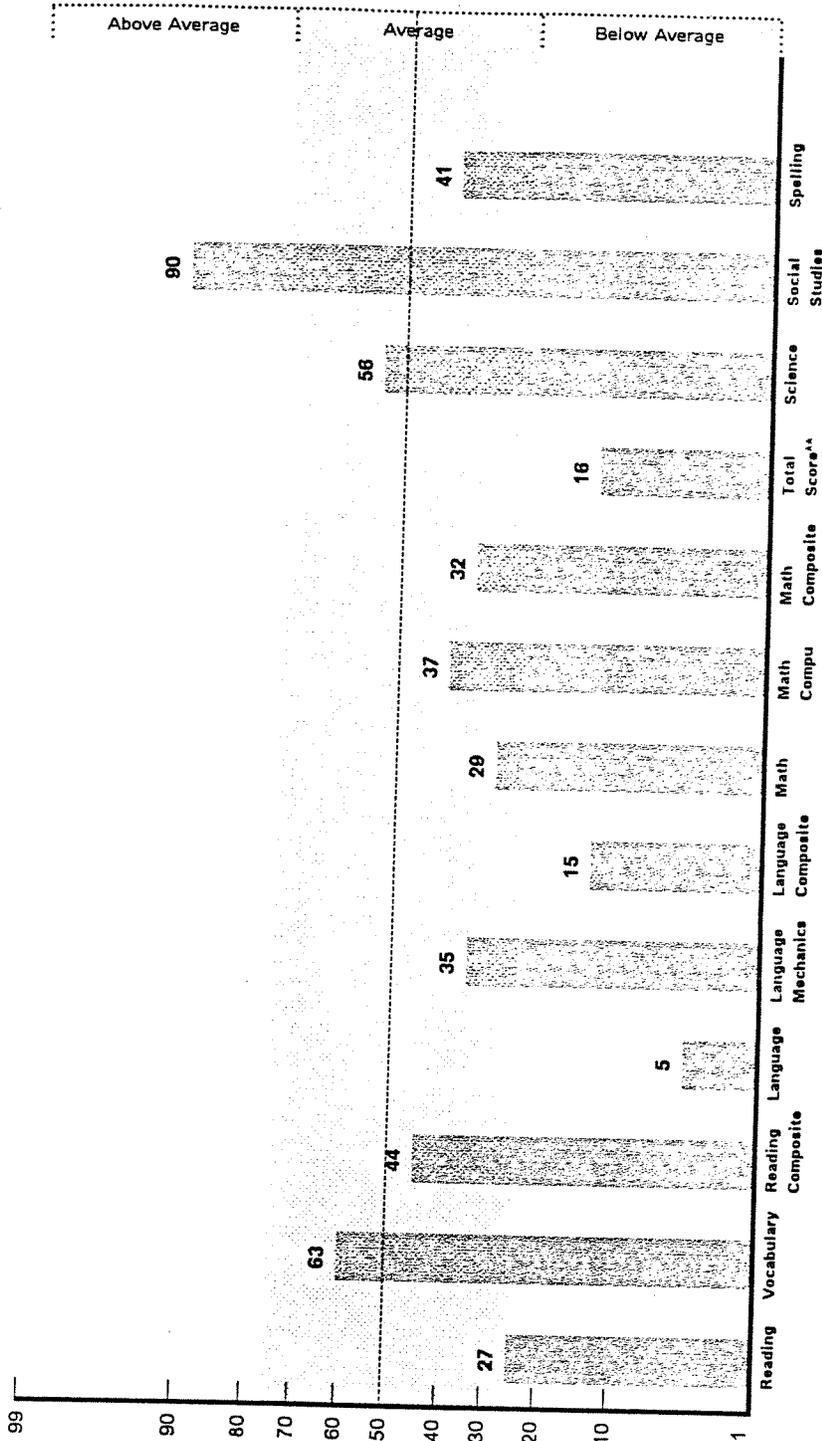
Home Report

Grade: 6

Purpose

The Home Report presents information about your child's performance on the TerraNova Assessment. It describes achievement in terms of National Percentiles, which compare your child with other students of the same grade nationally. The report may be used to determine areas of strength and need.

National Percentiles



** Total score consists of Reading, Language, Mathematics Cmpst: Composite

Observations

The height of each bar shows your child's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your child achieved a National Percentile of 27 in Reading. This means your child scored higher than approximately 27 percent of the students in the nation.

The scale on the right side of the graph shows score ranges that represent average, above average, and below average

in terms of National Percentiles. Average is defined as the middle 50 percent of the students nationally. Your child has nine out of thirteen National Percentile scores in the average range. One score is above the average range and three scores are below the average range.

See the reverse side for more detailed information about your child's strengths and needs.

Birthdate: 04/17/87

Special Codes:

ABCDEFGHIJKLMNQRST

.....

Form/Level: A-18

Test Date: 09/21/88

QM: 02

Scoring: PATTERN (IRT)

Norms Date: 1988

Class: THIEL JILL

School: T. JEFFERSON M

District: P W S S D

City/State: PT WASHINGTON, WI

