



Jeremy Thiesfeldt

STATE REPRESENTATIVE • 52nd ASSEMBLY DISTRICT

Testimony on Assembly Bill 304 & Assembly Bill 300

AB 304

Chairman Hutton and members of the committee, good morning and thank you for holding a hearing on Assembly Bill 304.

I have introduced this legislation, once again, to clear up the inconsistent application of the “opt out” provision in Wisconsin’s K-12 education testing program. This inconsistent application exists due to the state assessment statute having never been updated when the tested grades expanded.

When it becomes law, this bill will ensure the parents and guardians of students in all grades between 3-12 have equal ability to opt their child(ren) out of state mandated testing. A similar version of this bill passed Assembly and Senate Committees last session but fell short of being scheduled for the Senate floor.

Recently updated by the *Every Student Succeeds Act (ESSA)*, federal education law continues to generally require testing of all students in grades 3-8 and once in high school. Current state statute [118.30 (1m)] only dictates testing in grades 4, 8, 9, 10, and 11, with an opt-out provision [118.30 (2) (b) 3] for those same grades as well. The absence of grades 3, 5, 6, and 7 from state testing statute is a vestige left over from the time prior to the enactment of *No Child Left Behind* (2001) when federal law did match our statutes. In spite of the current gap in our state’s assessment statute, Wisconsin has been testing students in alignment with federal law, by generally testing all students in grades 3-11.

It seems most school districts have chosen to provide opt outs to students at parental request. Regardless of grade levels. However, some school districts have erroneously claimed they are required by law to refuse opt outs for grades 3, 5, 6, and 7, and some have also claimed those grades to be at their discretion. The Wisconsin Department of Public Instruction (DPI) website agrees with the latter, and has posted advice on its website indicating that opt outs for grades 3, 5, 6, and 7 are at the discretion of the school board. Consequently, parents requesting opt-outs for the other grades (3, 5, 6, and 7) are sometimes being compelled to take the tests.

I have personally made calls to superintendents to explain that the law does not preclude them from opting out grades 3, 5, 6, and 7. Nevertheless, this statutory inconsistency should be fixed so no district feels they are in violation of the law, and families across the state are treated equally under K-12 assessment law.

Serving the communities of Fond du Lac, Oakfield, Byron, Empire, Taycheedah, and the western half of Calumet township

The two differences in this legislation from last session, is that I separated out AB 300 and also removed the section of the bill that restricted the DPI from placing a penalty on school and school district report cards. In a 'good faith' agreement, DPI is voluntarily no longer enforcing the test participation deduction that had been applied to district and school report cards falling below 95% participation rate. Future deductions will only be applied for chronic situations amongst subsets of students.

(Notes: Nothing in ESSA expressly requires students to participate in the state test—there is no federal preemption of state or local law. This bill does not allow an opt out for the civics test which is required for graduation. This bill only applies to required state and federal tests and not any district selected tests.)

AB 300

AB 300 will create additional transparency regarding standardized testing that is administered to students in our schools. It will require a school district to provide a clear informational inventory of all standardized assessments required by 1) the federal government, 2) the State of Wisconsin, and 3) the local school district. Also required would be further information related to the assessments, such as specific grade levels, expected date of administration, purpose, duration, and the process to obtain an opt-out. This would also be required of all charter schools as well as those schools participating in any of the state's school choice programs.

As those who testify today will likely tell you, tests keep popping up like weeds in the spring and it would be nice to have a larger overview for the year versus an email from the school district stating there is a test coming up in a few days.

In the last few days as I prepared for this hearing, the DPI informed me that the new federal ESSA legislation includes testing transparency for our state's schools along the lines of this bill. I will be submitting a simple amendment to this bill to, at minimum, align with the federal law. DPI will soon be in the process of informing districts and schools of the new federal requirements.

As an example of what AB 300 would look like in application, I refer you to the School District of Sun Prairie's information sheet. This information is provided parents at the beginning of each school year. I'm sure Sun Prairie is not alone in currently providing such a form, but I believe this is information that all districts in the state should annually provide to the families they serve. It provides a minimum statewide standard and would help parents and guardians take more ownership as districts work to assist them in navigating their children's education. It also offers the districts an opportunity to answer legitimate questions that families may have related to varying tests.

Thank you for your consideration and feel free to ask any questions you may have.



MEMORANDUM

TO: **Chiefs, Deputies, Federal Liaisons, and Communications Directors**
FROM: **CCSSO**
DATE: **January 11, 2016**
SUBJECT: **Testing and Opt-Out Provisions in ESSA**

The following document describes the interaction of testing and opt-out provisions in the new Every Student Succeeds Act, which reauthorizes the Elementary and Secondary Education Act, replacing No Child Left Behind.

Statutory Language

ESSA Maintains Annual Testing Requirement – Section 1111(b)(2)(B) of Title I of the Every Student Succeeds Act (ESSA) maintains the federal requirement that states administer statewide assessments in math and English language arts – annually in grades 3 through 8 and at least once in high school – and science – at least once in grades 3 through 5, 6 through 9, and 10 through 12.

ESSA Maintains 95% Testing Participation Requirement – While not specifically named as an indicator in the accountability system, Section 1111(c)(4)(E)(i) requires states to annually measure the achievement of not less than 95% of all students and subgroups of students in public schools using Title I State assessments. States are permitted to and must provide a clear and understandable explanation of how the 95% assessment requirement will factor into the accountability system.

State and Local Laws re: Testing Participation – Section 1111(b)(2)(K) of Title I states that nothing in the assessment section (which is different from the section that requires 95% participation) of Title I preempts state or local law with respect to a parental decision on assessment participation.

States Determine How 95% Participation Factors into Accountability System – Section 1111(c)(4)(E)(iii) requires that states “provide a clear and understandable explanation of how the State will factor the [95%] requirement ... into the statewide accountability system.”

Analysis

The statutory provisions of the Every Student Succeeds Act (ESSA) maintain annual testing requirements and the 95% assessment participation requirement. (However, unlike No Child Left Behind, ESSA leaves it up to states to determine how the 95% participation requirement will factor into state accountability systems and what consequences or interventions there will be for schools that fail to meet the 95% threshold.) In addition, the provision clarifying that Federal law does not supercede state and local law, as described above, does not relieve states of the responsibility to require 95% testing participation. Nothing in federal law, therefore, expressly requires individual students to participate in state tests; ESSA does, however, make 95% participation a mandatory element of state accountability systems. What remains to be seen over the coming months is how the U.S. Department of Education will regulate on this matter; ultimately regulations and Department guidance on this issue could impact how states, school districts, and schools will implement its requirements.

Assessment	Grades Tested	Test Window(s)	Domain	Purpose for Administration and Resulting Data
Standardized Assessments				
STAR	1-10 (required) 11-12 (if desired)	9/6-23 12/12-1/6 5/1 - 5/19	Local	STAR assessment data is a universal screener that can be used for instructional planning, standards benchmarking and some progress monitoring. Educators have immediate access to skill-specific, actionable data to target instruction and practice, select students for intervention, and predict state-test performance.
Fountas and Pinnell	K-5	8/15 - 9/30 (Mandatory) 12/1 - 1/6 (optional) 5/8 - 6/2 (Mandatory)	Local	F&P is used to screen all students to determine independent and instructional levels in literacy. Resources in the classroom are aligned to each individual student's readiness.
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	9-11	10/19	Local - Student choice	The PSAT/NMSQT is a standardized test that provides firsthand practice for the SAT. It also provides juniors an opportunity to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.
Phonological Awareness Literacy Screening (PALS)	4K-2	9/22-10/6 (1,2) 10/10- 10/21 (4K-K) 1/17-1/31* 4/24-5/5	State	PALS is an early literacy screening tool that provides valuable information necessary to improve the reading skills of students. PALS is designed to ensure students who are in need of additional support are identified early on. *Students K - 2 below benchmark during fall assessment take the Winter assessment.
WI Forward Exam	3-8, 10	3/20-5/5	State	The WI Forward Exam will be given in the spring of the 2015-16 school year. Students in grades 3-8 will be assessed in English Language Arts and Math. Students in grades 4 and 8 will also be assessed in Science and Social Studies. Students in grade 10 will be tested in Social Studie ONLY.
Dynamic Learning Maps (DLM)	3-11 Select Students	3/20-5/5	State	The DLM assessment system is designed for students with severe cognitive disabilities who are determined unable to participate in other assessments established in the state assessment system (<i>Smarter Balanced, Aspire, ACT</i>). This determination is made by the IEP Team annually.
ACT Aspire	9-10	4/24-5/26	State	ACT Aspire is a vertically-articulated, benchmarked, standards-based system of assessments that can be used to highlight progress towards ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science, and writing.
ACT	11	2/28	State	The ACT Plus Writing consists of four multiple-choice tests: English, Mathematics, Reading, and Science; and a 30-minute essay test that measures writing skills.

ACT WorkKeys	11	3/1	State	ACT WorkKeys is an applied skills assessment system that helps students compare their skills to the skills real jobs require. Wisconsin students will take three WorkKeys assessments: Locating Information, Reading for Information, and Applied Mathematics.
Assessing Comprehension & Communication in English State-to-State for ELLs (ACCESS for ELLs)	K-12 Select Students	12/6-2/10	State	ACCESS for ELLs® is designed to measure English language proficiency. It is a large-scale test that addresses the World-Class Instructional Design and Assessment (WIDA) Consortium English Language Proficiency Standards that form the core of Wisconsin's approach to instructing and testing English language learners.
National Assessment of Educational Progress (NAEP)	Varies	2/7 Cardinals Hts 2/8 Creekside <i>Math and Reading</i>	National	The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and Technology and Engineering Literacy. Selected schools are notified of participation the prior spring. District receiving Title I funds are <i>required</i> to participate. Schools do not receive student results for this assessment.
Student Survey				
Student Engagement Survey	K-12	May, 2017	Local	This survey is designed to gauge student engagement and satisfaction with their overall experience in the district.
Parent Engagement Survey	K-12	May, 2017	Local	This survey is designed to gauge parent satisfaction with programming and services with the school and district.
BrightBytes Survey - Student	3-11	September May	Local	This survey is geared specifically to measure the roll, impact and level of engagement with our technology. Results from the survey will be used determine in-part the return on investment of the Digital Media and Technology Plan.
Progress Monitoring				
AIMSweb	K-12 Select Students	As determined by site level instructional teams for students receiving targeted and intensive intervention.	Local	AIMSweb is a curriculum based measurement system used to frequently monitor student progress in the areas of reading, math, and writing.

grade level and subject area in which the teacher has been assigned.

(2) TESTING TRANSPARENCY.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—

- (i) the subject matter assessed;
- (ii) the purpose for which the assessment is designed and used;
- (iii) the source of the requirement for the assessment; and
- (iv) where such information is available—
 - (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - (II) the time and format for disseminating results.

(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

(3) LANGUAGE INSTRUCTION.—

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—

Wisconsin Education Landscape



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Growing Poverty & Changing Enrollment

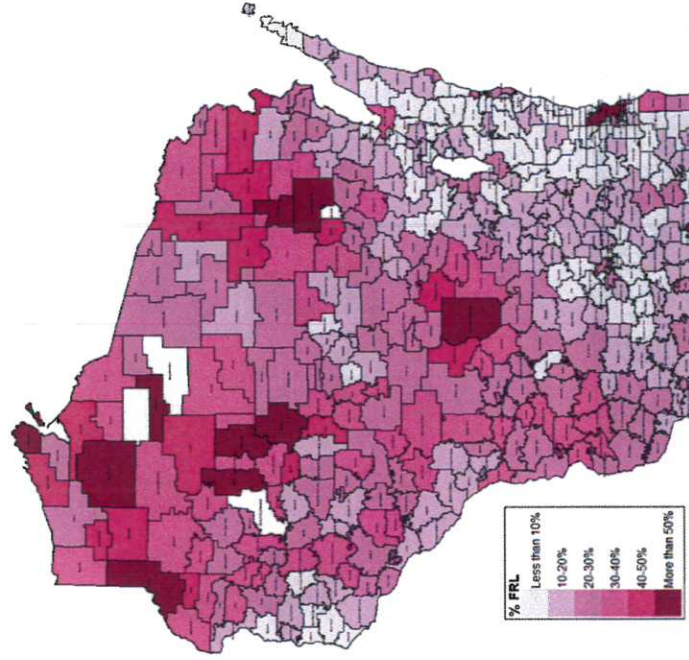


WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Poverty is Growing in Wisconsin

Change in Free & Reduced Lunch (2001-2012)

**Wisconsin
FRL Rate
Doubles
2001: 21%
2012: 43%**



In many rural districts, more than half the students are eligible for free-and-reduced lunch.

Source: Wisconsin Department of Public Instruction. School Finance Maps.
<http://dpi.wi.gov/sfs/maps.html>

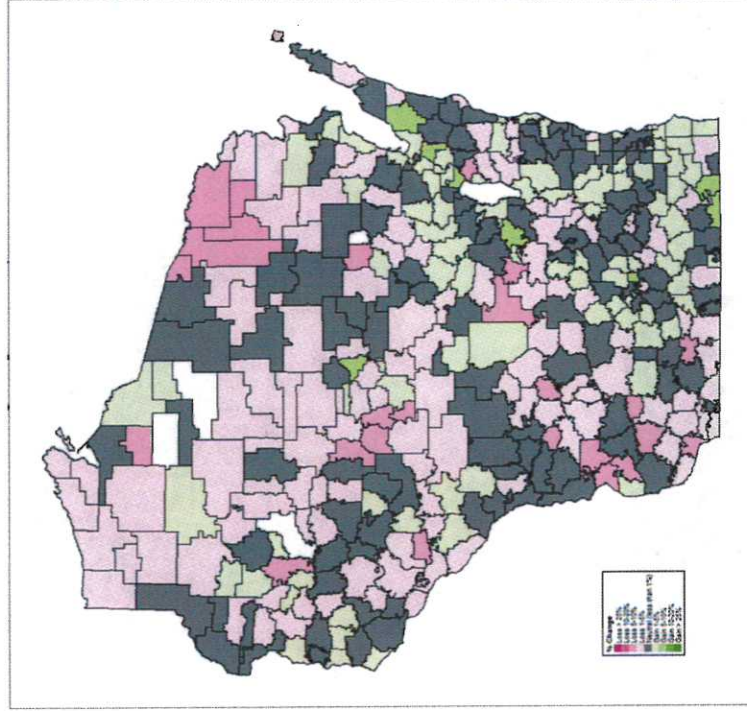
Students are in Fewer Districts

Change Student Membership (2001-2012)

In 2001, 1/3rd of districts were in declining enrollment.

By 2012, over 2/3rds districts were in declining enrollment.

Today, 75% of our students are located in just 30% of our districts.

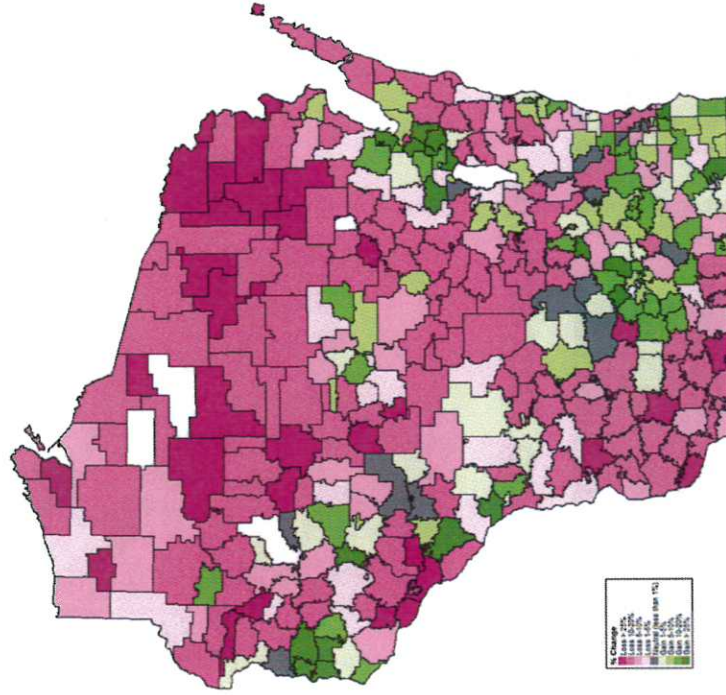


Cumulative Enrollment	Percentile	# of Districts	% of Districts
209,535	25%	8	2%
419,387	50%	41	11%
626,834	75%	114	30%
871,551	100%	424	100%

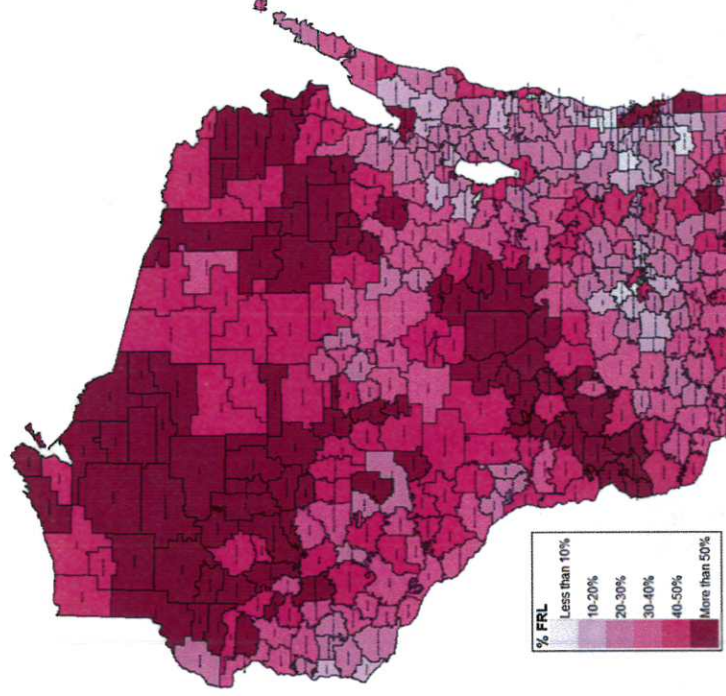
District Enrollment	% of Districts
Under 1,000	55%
Under 3,000	83%
Under 10,000	98%

Rural Districts: Fewer Kids & Greater Poverty

Change in Enrollment

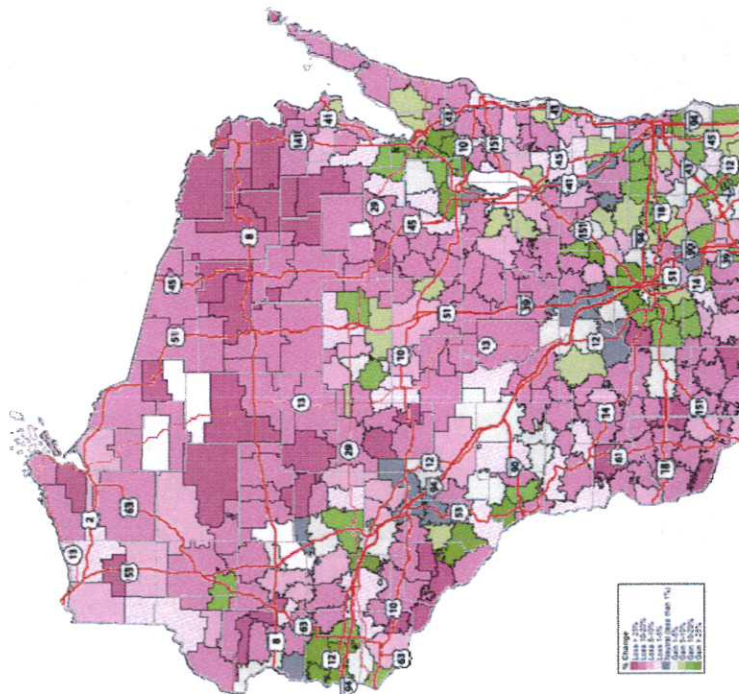


Change in Poverty

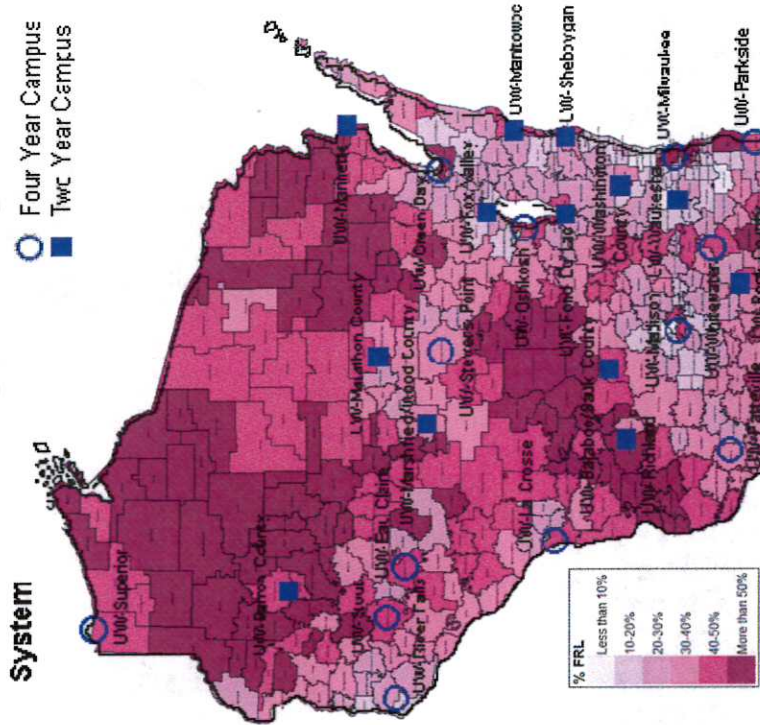


Rural Districts: Fewer Kids & Greater Poverty

Shifting Enrollment



Growing Poverty



The Changing Faces of Wisconsin



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Schools are leading indicators...

12%



of Wisconsin's overall population
identified as a person of color.
(2013 U.S. Census)

*Nationally, 38% of the population
identify as people of color



...and schools are much more diverse

28% 

of Wisconsin's public school population
identified as students of color.
(2013 U.S. Census)

*Nationally, 49% of the population
identify as students of color



25 Districts with the Most Students of Color

These districts enroll 27% of all Wisconsin students.

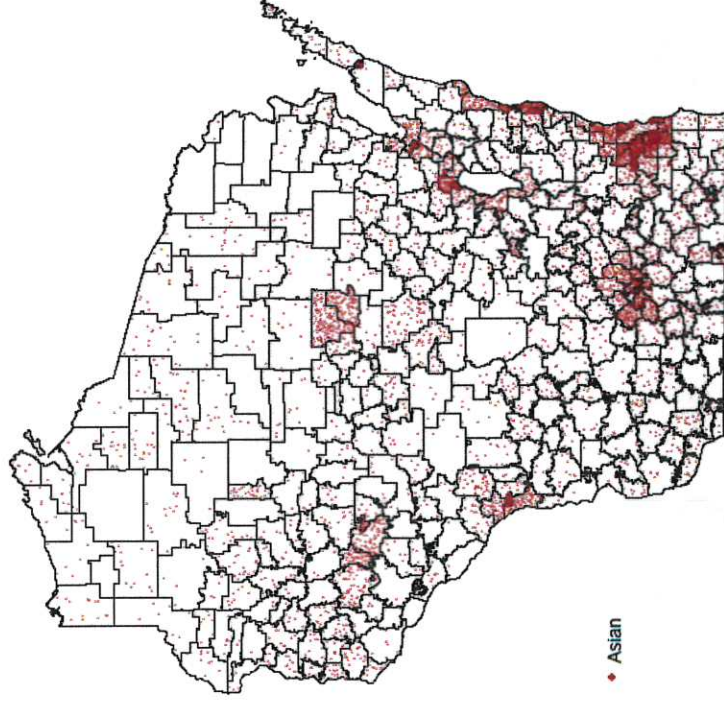
Nine are majority students of color.

#	District Name	% Native	% API	% Black	% Hispanic	% White	Enrollment
1	Menominee Indian	94%	0%	1%	5%	0%	796
2	Milwaukee	1%	6%	56%	24%	14%	78,363
3	Bayfield	74%	1%	2%	3%	21%	413
4	Brown Deer	1%	12%	52%	6%	30%	1,622
5	Beloit	1%	1%	28%	30%	41%	6,985
6	Racine Unified	1%	2%	29%	25%	44%	20,577
7	Madison Metropolitan	1%	11%	25%	19%	45%	27,112
8	Bowler	44%	1%	2%	4%	49%	394
9	Delavan-Darien	0%	2%	3%	44%	50%	2,438
10	Green Bay Area Public	5%	7%	10%	25%	53%	20,685
11	Gresham	42%	0%	1%	3%	53%	294
12	Kenosha	0%	2%	18%	25%	55%	22,570
13	Glendale-River Hills	1%	6%	33%	6%	55%	1,024
14	West Allis-West Milw.	2%	4%	13%	21%	61%	9,390
15	Sheboygan Area	1%	16%	5%	17%	61%	10,374
16	Greenfield	2%	8%	7%	21%	61%	3,890
17	Abbotsford	0%	1%	1%	36%	62%	736
18	Arcadia	0%	0%	1%	36%	62%	1,171
19	Crandon	31%	1%	1%	3%	64%	932
20	Shorewood	1%	10%	17%	6%	67%	2,059
21	Whitewater Unified	1%	3%	3%	26%	67%	1,948
22	Wauwatosa	1%	6%	20%	6%	67%	7,204
23	Hayward Community	27%	1%	1%	2%	68%	1,977
24	Menasha Joint	2%	6%	6%	18%	68%	3,714
25	Cudahy	2%	1%	9%	19%	69%	2,623

Students of Color Across Wisconsin

(Sparsity Districts Highlighted)

Asian



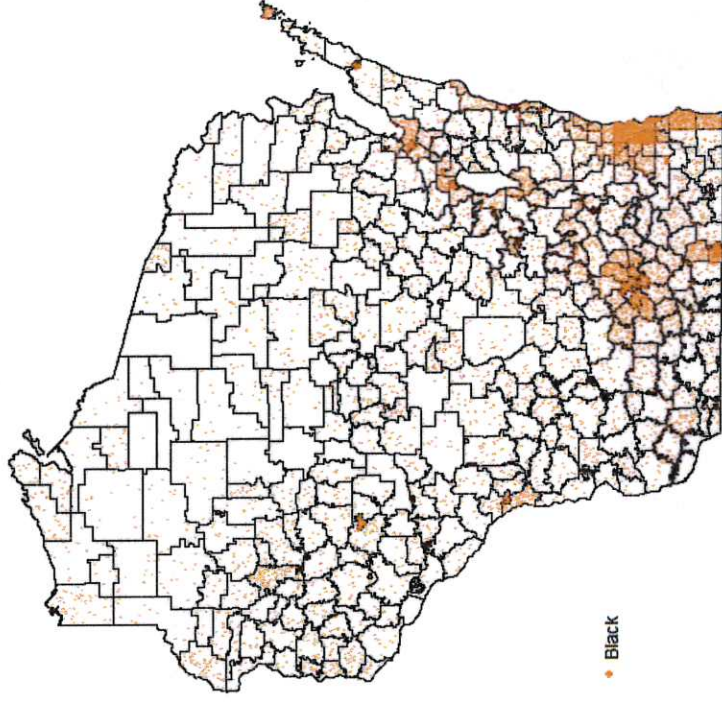
Source: ISES CD, 2015-16. Each dot represents 0.1%. Rural (=sparsity) districts outlined in black

Students of Color Across Wisconsin

(Sparsity Districts Highlighted)

Nearly 90% of African Americans live in 6 counties (Milwaukee, Dane, Racine, Kenosha, Rock, and Waukesha).

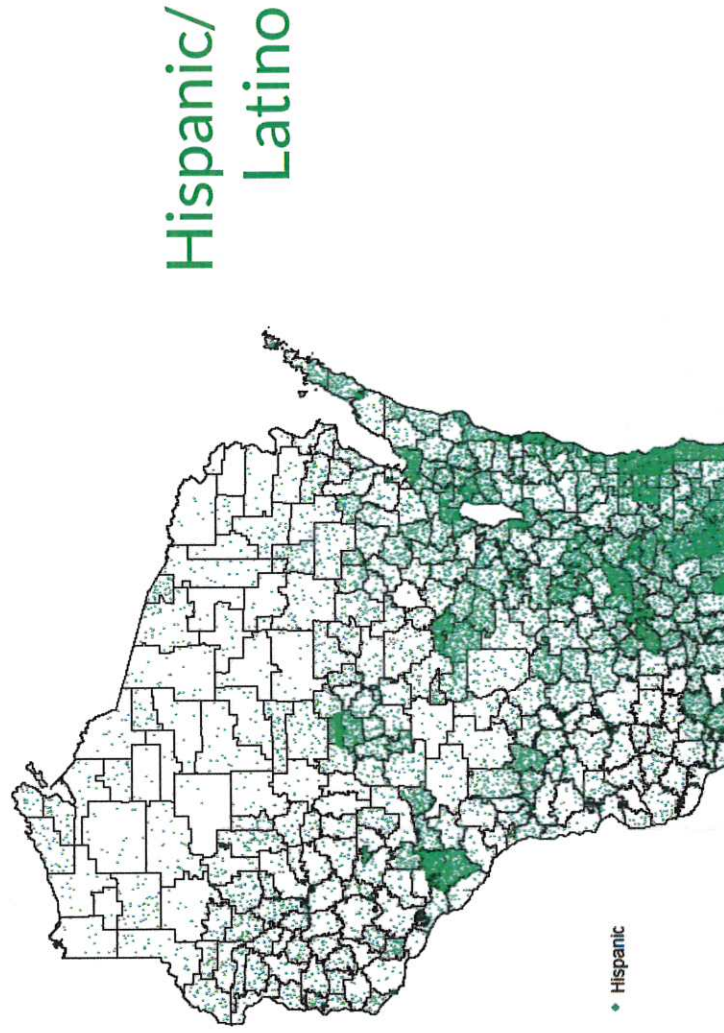
Black



Source: ISES CD, 2015-16. Each dot represents 0.1%. Rural (=sparsity) districts outlined in black

Students of Color Across Wisconsin

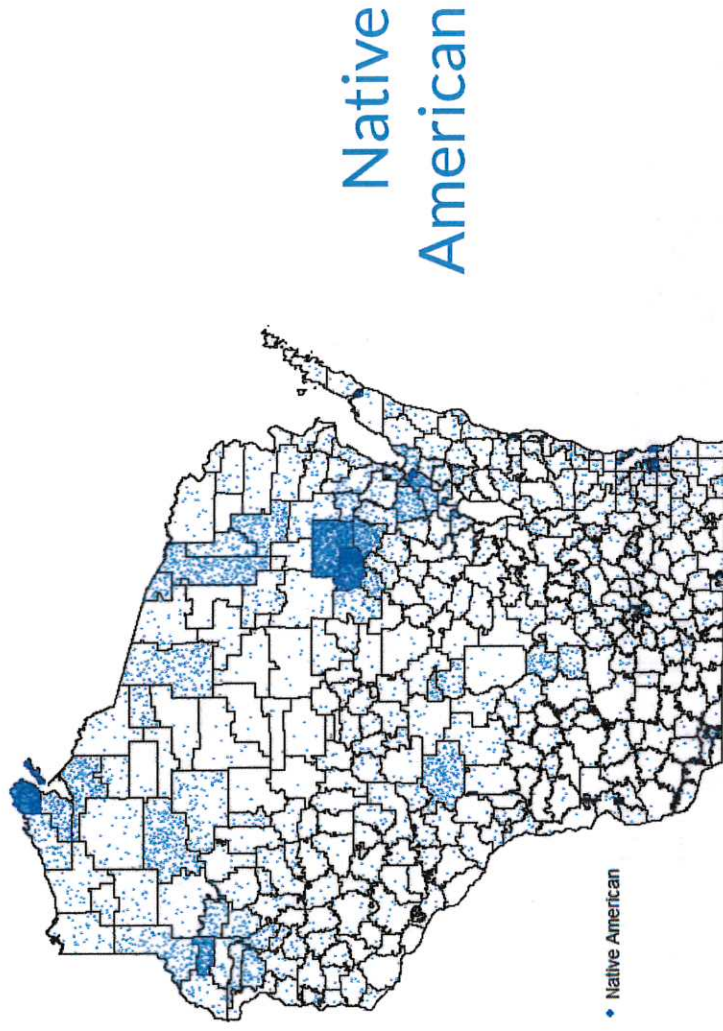
(Sparsity Districts Highlighted)



Source: ISES CD, 2015-16. Each dot represents 0.1%. Rural (=sparsity) districts outlined in black

Students of Color Across Wisconsin

(Sparsity Districts Highlighted)



Source: ISES CD, 2015-16. Each dot represents 0.1%. Rural (=sparsity) districts outlined in black

Assembly Committee on Government Accountability & Oversight
June 7, 2017

APPENDIX 1



Tony Evers, PhD, State Superintendent

March 17, 2017

Dear Colleague:

I want to make you aware of a change we are making regarding test participation and the state report card. To ensure school and district report cards ratings are as transparent as possible, the test participation deduction will be removed from the 2016-17 School Report Cards. **The 2016-17 state accountability report cards, which will be released in fall 2017, will not have deductions for test participation for districts or schools.**

Ensuring all students participate in state assessment remains a high priority. Although there will no longer be deductions, we will continue to report test participation rates in the School and District Report Cards. Assessing student performance to measure the progress each subgroup of students is making, and to clearly identify achievement gaps in our state remains a critical focus of the department.

For federal accountability, ESSA requires that schools annually test at least 95 percent of their students in Grades 3-8 and once in high school in ELA and mathematics. In addition, federal law requires that all non-tested students are included in the denominators when determining achievement. **Non-tested students will still count against schools in the federal calculation of participation and proficiency, but not in our state report cards.**

The department will continue to monitor test participation rates going forward. Further information on ESSA as well as Wisconsin's draft plan, which we anticipate will be available for public review in May, can be found online. Please visit our transition page: <https://dpi.wi.gov/esea/transition>.

If you have questions about accountability, please contact the Office of Educational Accountability or your district/CESA Accountability Trainer.

Sincerely,

Mike Thompson, PhD Deputy State Superintendent
MT/mjc

APENDIX 2

Effective with Assessments Administered in the 2016-17 School Year

	PUBLIC SCHOOL DISTRICTS (INCLUDING DISTRICT CHARTER SCHOOLS) AND INDEPENDENT CHARTER SCHOOLS		PRIVATE PARENTAL CHOICE (VOUCHER) SCHOOLS
Grade	Federal Requirements	State Requirements	State Requirements*
4k-2	N/A		Literacy Screener
3	ELA & Math	Science (once in the elementary grades)	Reading
4	ELA & Math		ELA, Math, Science & Social Studies
5	ELA & Math		ELA & Math
6	ELA & Math	Science (once in the middle school grades)	ELA & Math
7	ELA & Math		ELA & Math
8	ELA & Math		ELA, Math, Science & Social Studies
9	ELA & Math (once in grades 9 to 11)	Science (once in the high school grades)	<u>ACT ASPIRE</u> (covers English, Reading, Math, Science & Writing)
10			a) <u>ACT-ASPIRE</u> : ELA, Math, Science; b) <u>WFE (DRC)</u> for Social Studies
11			<u>ACT and WorkKeys</u> : includes Science (ACT with writing for FED accountability)
			<u>ACT and WorkKeys</u> : includes Science (ACT with writing for FED accountability)

**State law requires private schools participating as a parental choice school to administer the assessments required under state and federal law for ELA, math and science in grades 3 to 8 and at least once in grades 9 to 11.*

- Grades 4k through 2, literacy screener: PALS for 2015-16; district choice beginning 2016-17
- Grade 3 reading:
- Grades 3 through 8, all subjects: Wisconsin Forward Exam [Data Recognition Corporation (DRC)]
- Grade 9: ACT Aspire
- Grade 10: ACT Aspire, except for Social Studies (Forward Exam - DRC)
- Grade 11: ACT with writing and ACT WorkKeys

FEDERAL REQUIREMENTS [USC 6311 (b) (3)]:

1. ELA & Math in grades 3 to 8 (Wisconsin Forward Exam) and once in HS (Wisconsin 11th grade ACT).
2. Science once in grades 3 to 5 (4th grade Wisconsin Forward Exam), 6 to 8 (8th grade Wisconsin Forward Exam) and grades 9 to 11 (Wisconsin **11th grade** exam [ACT]).

WISCONSIN LAW REQUIREMENTS:

1. Under s. **118.016 (1)(a) [2016-17] and (1)(b) [2017-18 & thereafter]**:
 - a. Literacy/reading readiness screener in grades 4k through 2 (PALS for FY16)
 - b. *Not a federal requirement; does not apply to private voucher schools*
2. Under s. **121.02 (r)**:
 - a. Reading assessment in grade 3
 - b. *Not a federal requirement; does not apply to private voucher schools*
3. Under s. **118.30 – knowledge and concepts exams**:
 - a. ELA, Math, Science & Social Studies in grades 4, 8, and **10**
 - b. Grades 9 through 11 – Math, ELA & Science and measures of college & career readiness
 - i. Grade 9: ACT Aspire Early High School
 - ii. Grade 10: ACT Aspire Early High School Social Studies assessment by DRC)
 - iii. Grade 11: ACT with writing (*meets federal accountability requirement for ELA, Math, & Science*)
 - iv. Grade 11: ACT Work Keys (career-ready assessments)

APPENDIX 3

Forward Exam Parent Opt-Outs by District (2015-16)
Districts exceeding 5% opt-out rate are highlighted in yellow

<i>District Name</i>	Enrolled 3-8	Opt-out 3-8	%Opt-Out 3-8
<i>State of Wisconsin Grade 3-8</i>	369529	2986	0.8%
<i>Abbotsford</i>	309		
<i>Adams-Friendship Area</i>	660		
<i>Albany</i>	147	4	2.7%
<i>Algoma</i>	264		
<i>Alma</i>	106		
<i>Alma Center-Humbird-Merrillan</i>	268		
<i>Almond-Bancroft</i>	172	2	1.2%
<i>Altoona</i>	681	7	1.0%
<i>Amery</i>	690	1	0.1%
Tomorrow River	488	28	5.7%
<i>Antigo</i>	1007	3	0.3%
<i>Appleton Area</i>	6872	175	2.5%
<i>Arcadia</i>	553	1	0.2%
<i>Argyle</i>	129	1	0.8%
<i>Ashland</i>	966	5	0.5%
<i>Ashwaubenon</i>	1386	15	1.1%
<i>Athens</i>	124		
<i>Auburndale</i>	377	1	0.3%
<i>Augusta</i>	297	1	0.3%
<i>Baldwin-Woodville Area</i>	710	4	0.6%
<i>Unity</i>	443	2	0.5%
<i>Bangor</i>	241		
<i>Baraboo</i>	1271	1	0.1%
<i>Barneveld</i>	199		
<i>Barron Area</i>	598	14	2.3%
<i>Bayfield</i>	164		
<i>Beaver Dam Unified</i>	1510	4	0.3%
<i>Belleville</i>	429	3	0.7%
<i>Belmont Community</i>	176		
<i>Beloit</i>	3026	4	0.1%
<i>Beloit Turner</i>	682	1	0.1%
<i>Benton</i>	93		
<i>Berlin Area</i>	637		
<i>Birchwood</i>	149	2	1.3%
<i>Wisconsin Heights</i>	305	3	1.0%

<i>Black River Falls</i>	760	1	0.1%
<i>Blair-Taylor</i>	284		
<i>Pecatonica Area</i>	179		
<i>Bloomer</i>	505		
<i>Bonduel</i>	343	1	0.3%
<i>Boscobel Area</i>	334		
<i>North Lakeland</i>	83		
<i>Bowler</i>	167		
<i>Boyceville Community</i>	307	4	1.3%
<i>Brighton #1</i>	132	1	0.8%
<i>Brillion</i>	416	2	0.5%
<i>Bristol #1</i>	459	9	2.0%
<i>Brodhead</i>	452		
<i>Elmbrook</i>	3056	22	0.7%
<i>Brown Deer</i>	673	6	0.9%
<i>Bruce</i>	203		
<i>Burlington Area</i>	1247	9	0.7%
<i>Butternut</i>	83		
<i>Cadott Community</i>	373	6	1.6%
<i>Cambria-Friesland</i>	182	2	1.1%
<i>Cambridge</i>	370	1	0.3%
<i>Cameron</i>	477		
<i>Campbellsport</i>	576	4	0.7%
<i>Cashton</i>	281		
<i>Cassville</i>	81	1	1.2%
<i>Cedarburg</i>	1249	42	3.4%
<i>Cedar Grove-Belgium</i>	473	2	0.4%
<i>Chequamegon</i>	318	2	0.6%
<i>Chetek-Weyerhaeuser</i>	408	3	0.7%
<i>Chilton</i>	531		
<i>Chippewa Falls Area Unified</i>	2152		
<i>Clayton</i>	171		
<i>Clear Lake</i>	265		
<i>Clinton Community</i>	515	1	0.2%
<i>Clintonville</i>	544		
<i>Cochrane-Fountain City</i>	297	1	0.3%
<i>Colby</i>	392		
<i>Coleman</i>	301		
<i>Colfax</i>	363		
<i>Columbus</i>	551	2	0.4%
<i>Cornell</i>	179	5	2.8%

<i>Crandon</i>	387	2	0.5%
<i>Crivitz</i>	347		
<i>Cuba City</i>	260	1	0.4%
<i>Cudahy</i>	1135	12	1.1%
<i>Cumberland</i>	410	2	0.5%
<i>Darlington Community</i>	342		
<i>Deerfield Community</i>	347	3	0.9%
<i>De Forest</i>	1536	13	0.8%
<i>Kettle Moraine</i>	1644		
<i>Delavan-Darien</i>	927	5	0.5%
<i>Denmark</i>	653	2	0.3%
<i>De Pere</i>	1777	7	0.4%
<i>De Soto Area</i>	218		
<i>Dodgeville</i>	514	3	0.6%
<i>Dover #1</i>	49	1	2.0%
<i>Drummond Area</i>	161	1	0.6%
<i>Durand</i>	383		
<i>Northland Pines</i>	569	6	1.1%
<i>East Troy Community</i>	716	16	2.2%
<i>Eau Claire Area</i>	4721	8	0.2%
<i>Edgar</i>	256		
<i>Edgerton</i>	779	5	0.6%
<i>Elcho</i>	157		
<i>Eleva-Strum</i>	265		
<i>Elkhart Lake-Glenbeulah</i>	185	1	0.5%
<i>Elkhorn Area</i>	1556	19	1.2%
<i>Elk Mound Area</i>	550	9	1.6%
<i>Ellsworth Community</i>	727	1	0.1%
<i>Elmwood</i>	152	1	0.7%
<i>Royall</i>	258		
<i>Erin</i>	218		
<i>Evansville Community</i>	833	3	0.4%
<i>Fall Creek</i>	364	1	0.3%
<i>Fall River</i>	223		
<i>Fennimore Community</i>	353		
<i>Lac du Flambeau #1</i>	272		
<i>Florence County</i>	158		
<i>Fond du Lac</i>	3130	4	0.1%
<i>Fontana J8</i>	176		
<i>Fort Atkinson</i>	1249	6	0.5%
<i>Fox Point -Bayside</i>	563	3	0.5%

Maple Dale-Indian Hill	323	17	5.3%
Franklin Public	1998	32	1.6%
Frederic	192		
Northern Ozaukee	448	22	4.9%
Freedom Area	692		
Galesville-Ettrick-Trempealeau	602	5	0.8%
North Crawford	197	4	2.0%
Geneva J4	130		
Genoa City J2	341	1	0.3%
Germantown	1728	28	1.6%
Gibraltar Area	253	2	0.8%
Gillett	251	2	0.8%
Gilman	164		
Gilmanton	68		
Nicolet Union High School	0		
Glendale-River Hills	661	12	1.8%
Glenwood City	318		
Goodman-Armstrong Creek	56		
Grafton	913	4	0.4%
Granton Area	97	1	1.0%
Grantsburg	462	1	0.2%
Black Hawk	145		
Green Bay Area	8993	23	0.3%
Greendale	1154	6	0.5%
Greenfield	1502	2	0.1%
Green Lake	116		
Greenwood	152		
Gresham	138		
Hamilton	2023	12	0.6%
Saint Croix Central	693	5	0.7%
Hartford Union High School	0		
Hartford J1	1081	43	4.0%
Arrowhead Union High School	0		
Hartland-Lakeside J3	721	11	1.5%
Hayward Community	930	3	0.3%
Southwestern Wisconsin	223		
Herman #22	45		
Highland	148		
Hilbert	184		
Hillsboro	226	2	0.9%
Holmen	1699	4	0.2%

<i>Horicon</i>	322	3	0.9%
<i>Hortonville</i>	1590	2	0.1%
<i>Howard-Suamico</i>	2643	5	0.2%
<i>Howards Grove</i>	362		
<i>Hudson</i>	2585	8	0.3%
<i>Hurley</i>	263		
<i>Hustisford</i>	194		
<i>Independence</i>	136		
<i>Iola-Scandinavia</i>	302	2	0.7%
<i>Iowa-Grant</i>	311	1	0.3%
<i>Ithaca</i>	192		
<i>Janesville</i>	4265	16	0.4%
<i>Jefferson</i>	787	4	0.5%
<i>Johnson Creek</i>	303	2	0.7%
<i>Juda</i>	144		
<i>Dodgeland</i>	328	3	0.9%
<i>Kaukauna Area</i>	1707	1	0.1%
<i>Kenosha Unified #1</i>	9158	20	0.2%
<i>Kewaskum</i>	776	11	1.4%
<i>Kewaunee</i>	423	1	0.2%
<i>Kiel Area</i>	541		
<i>Kimberly Area</i>	2270	2	0.1%
<i>Kohler</i>	358	6	1.7%
<i>La Crosse</i>	2839	23	0.8%
<i>Ladysmith</i>	332		
<i>La Farge</i>	112	1	0.9%
<i>Lake Geneva-Genoa City Union High School</i>	0		
<i>Lake Geneva J1</i>	1307	1	0.1%
<i>Lake Holcombe</i>	137		
<i>Lake Mills Area</i>	699	24	3.4%
<i>Lancaster Community</i>	395	3	0.8%
<i>Laona</i>	90		
<i>Lena</i>	188	1	0.5%
<i>Linn J4</i>	63		
<i>Linn J6</i>	75		
<i>Richmond</i>	320	1	0.3%
<i>Little Chute Area</i>	638		
<i>Lodi</i>	645	3	0.5%
<i>Lomira</i>	466		
<i>Loyal</i>	217		
<i>Luck</i>	215	2	0.9%

<i>Luxemburg-Casco</i>	806		
<i>Madison Metropolitan</i>	11270	471	4.2%
<i>Manawa</i>	293	1	0.3%
<i>Manitowoc</i>	2134	6	0.3%
<i>Maple</i>	582	2	0.3%
<i>Marathon</i>	268		
<i>Marinette</i>	900	1	0.1%
<i>Marion</i>	191	3	1.6%
<i>Markesan</i>	354		
<i>Marshall</i>	469		
<i>Marshfield</i>	1723	13	0.8%
<i>Mauston</i>	609	1	0.2%
<i>Mayville</i>	498	11	2.2%
<i>McFarland</i>	1785	67	3.8%
<i>Medford Area</i>	1121	31	2.8%
<i>Mellen</i>	119	1	0.8%
<i>Melrose-Mindoro</i>	348		
<i>Menasha Joint</i>	1472		
<i>Menominee Indian</i>	338		
<i>Menomonee Falls</i>	1701	19	1.1%
<i>Menomonie Area</i>	1391	7	0.5%
<i>Mequon-Thiensville</i>	1659	42	2.5%
<i>Mercer</i>	72		
<i>Merrill Area</i>	1406	98	7.0%
<i>Swallow</i>	409		
<i>North Lake</i>	250		
<i>Merton Community</i>	629	10	1.6%
<i>Stone Bank</i>	230	5	2.2%
<i>Middleton-Cross Plains</i>	3099	26	0.8%
<i>Milton</i>	1534	4	0.3%
<i>Milwaukee</i>	31567	94	0.3%
<i>Mineral Point Unified</i>	307	2	0.7%
<i>Minocqua J1</i>	357	1	0.3%
<i>Lakeland Union High School</i>	0		
<i>Northwood</i>	149		
<i>Mishicot</i>	355		
<i>Mondovi</i>	417		
<i>Monona Grove</i>	1398		
<i>Monroe</i>	1078		
<i>Montello</i>	310	2	0.6%
<i>Monticello</i>	158		

<i>Mosinee</i>	907	6	0.7%
<i>Mount Horeb Area</i>	1127	13	1.2%
<i>Mukwonago</i>	2180	34	1.6%
<i>Riverdale</i>	280	1	0.4%
<i>Muskego-Norway</i>	2121	4	0.2%
<i>Lake Country</i>	359	1	0.3%
<i>Necedah Area</i>	302	2	0.7%
<i>Neenah Joint</i>	2822	16	0.6%
<i>Neillsville</i>	408		
<i>Nekoosa</i>	503	3	0.6%
<i>Neosho J3</i>	127		
<i>New Auburn</i>	133		
<i>New Berlin</i>	2009	11	0.5%
<i>New Glarus</i>	452		
<i>New Holstein</i>	440		
<i>New Lisbon</i>	272		
<i>New London</i>	1030	4	0.4%
<i>New Richmond</i>	1436	5	0.3%
<i>Niagara</i>	194		
Norris	12	1	8.3%
<i>North Fond du Lac</i>	556	2	0.4%
<i>Norwalk-Ontario-Wilton</i>	305	5	1.6%
<i>Norway J7</i>	56		
<i>Oak Creek-Franklin Joint</i>	2828	7	0.2%
<i>Oakfield</i>	243	8	3.3%
<i>Oconomowoc Area</i>	2329	29	1.2%
<i>Oconto Unified</i>	459		
<i>Oconto Falls</i>	741	4	0.5%
<i>Omro</i>	540	2	0.4%
<i>Onalaska</i>	1356		
<i>Oostburg</i>	432	14	3.2%
<i>Oregon</i>	1671	62	3.7%
<i>Parkview</i>	321	3	0.9%
<i>Osceola</i>	740	4	0.5%
<i>Oshkosh Area</i>	4223	4	0.1%
<i>Osseo-Fairchild</i>	405		
<i>Owen-Withee</i>	228		
<i>Palmyra-Eagle Area</i>	367		
<i>Pardeeville Area</i>	354	1	0.3%
<i>Paris J1</i>	188		
<i>Beecher-Dunbar-Pembine</i>	114	1	0.9%

<i>Pepin Area</i>	92		
<i>Peshtigo</i>	506		
<i>Pewaukee</i>	1288	25	1.9%
<i>Phelps</i>	63		
<i>Phillips</i>	329	2	0.6%
<i>Pittsville</i>	245		
<i>Tri-County Area</i>	261		
<i>Platteville</i>	662		
<i>Plum City</i>	123		
<i>Plymouth</i>	923	16	1.7%
<i>Portage Community</i>	1058	2	0.2%
<i>Port Edwards</i>	139		
<i>Port Washington-Saukville</i>	1051	4	0.4%
<i>South Shore</i>	68		
<i>Potosi</i>	132		
<i>Poynette</i>	498	3	0.6%
<i>Prairie du Chien Area</i>	448	3	0.7%
<i>Prairie Farm</i>	165		
<i>Prentice</i>	188		
<i>Prescott</i>	607	2	0.3%
<i>Princeton</i>	172	2	1.2%
<i>Pulaski Community</i>	1639	3	0.2%
<i>Racine Unified</i>	8035	38	0.5%
<i>Randall Consolidated J1</i>	411	2	0.5%
<i>Randolph</i>	239		
<i>Random Lake</i>	387	1	0.3%
<i>Raymond #14</i>	267		
<i>North Cape</i>	104	4	3.8%
<i>Reedsburg</i>	1154	13	1.1%
<i>Reedsville</i>	224		
<i>Rhineland</i>	979	1	0.1%
<i>Rib Lake</i>	195		
<i>Rice Lake Area</i>	945	1	0.1%
<i>Richfield J1</i>	276	11	4.0%
<i>Friess Lake</i>	129	1	0.8%
<i>Richland</i>	604	2	0.3%
<i>Rio Community</i>	193		
<i>Ripon Area</i>	740	9	1.2%
<i>River Falls</i>	1448	5	0.3%
<i>River Ridge</i>	242		
<i>Rosendale-Brandon</i>	470	1	0.2%

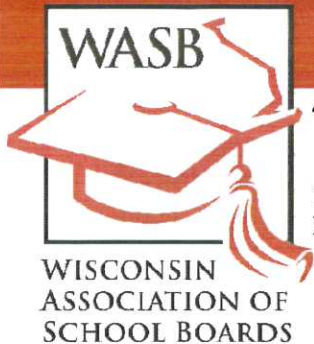
Rosholt	244		
D C Everest	2578	3	0.1%
Rubicon J6	48		
Saint Croix Falls	519		
Saint Francis	416	1	0.2%
Central/Westosha Union High School	0		
Salem	588	10	1.7%
Sauk Prairie	1230	18	1.5%
Seneca	134		
Sevastopol	247		
Seymour Community	1064		
Sharon J11	183		
Shawano	1073		
Sheboygan Area	4355	12	0.3%
Sheboygan Falls	739	1	0.1%
Shell Lake	300	4	1.3%
Shiocton	309	1	0.3%
Shorewood	922	76	8.2%
Shullsburg	173		
Silver Lake J1	324	4	1.2%
Siren	202	2	1.0%
Slinger	1311	7	0.5%
Solon Springs	104	2	1.9%
Somerset	667	6	0.9%
South Milwaukee	1361	4	0.3%
Southern Door County	468		
Sparta Area	1218		
Spencer	315	1	0.3%
Spooner	547		
River Valley	535	9	1.7%
Spring Valley	344		
Stanley-Boyd Area	446		
Stevens Point Area	3013	7	0.2%
Stockbridge	104		
Stoughton Area	1333	9	0.7%
Stratford	412		
Sturgeon Bay	505	1	0.2%
Sun Prairie Area	3482	53	1.5%
Superior	1928	1	0.1%
Suring	184	2	1.1%
Thorp	255		

<i>Three Lakes</i>	215	1	0.5%
<i>Tigerton</i>	86		
<i>Tomah Area</i>	1246	6	0.5%
<i>Tomahawk</i>	560	7	1.3%
<i>Flambeau</i>	258		
<i>Trevor-Wilmot Consolidated</i>	340	5	1.5%
<i>Turtle Lake</i>	174		
<i>Twin Lakes #4</i>	218	2	0.9%
<i>Two Rivers</i>	763	5	0.7%
<i>Union Grove Union High School</i>	0		
<i>Union Grove J1</i>	565	3	0.5%
<i>Valders Area</i>	386		
<i>Verona Area</i>	2356	64	2.7%
<i>Kickapoo Area</i>	213		
<i>Viroqua Area</i>	469	1	0.2%
<i>Wabeno Area</i>	175		
<i>Big Foot Union High School</i>	0		
<i>Walworth J1</i>	306	1	0.3%
<i>Washburn</i>	241	6	2.5%
<i>Washington Island</i>	32		
<i>Waterford Union High School</i>	0		
<i>Washington Caldwell</i>	117		
<i>Waterford Graded J1</i>	1039	11	1.1%
<i>Waterloo</i>	307	1	0.3%
<i>Watertown Unified</i>	1537	6	0.4%
<i>Waukesha</i>	5479	102	1.9%
<i>Waunakee Community</i>	1816	55	3.0%
<i>Waupaca</i>	941	2	0.2%
<i>Waupun Area</i>	803		
<i>Wausau</i>	3472	19	0.5%
<i>Wausaukee</i>	200		
<i>Wautoma Area</i>	604		
<i>Wauwatosa</i>	3128	39	1.2%
<i>Wauzeka-Steuben</i>	137	3	2.2%
<i>Webster</i>	300		
<i>West Allis-West Milwaukee</i>	3849	5	0.1%
<i>West Bend</i>	2923	24	0.8%
<i>Westby Area</i>	496		
<i>West De Pere</i>	1473	13	0.9%
<i>Westfield</i>	423		
<i>Weston</i>	126		

<i>West Salem</i>	785	3	0.4%
<i>Weyauwega-Fremont</i>	349		
<i>Wheatland Center School J1</i>	331	1	0.3%
<i>Whitefish Bay</i>	1312	13	1.0%
<i>Whitehall</i>	326		
<i>White Lake</i>	63		
<i>Whitewater Unified</i>	825	21	2.5%
<i>Whitnall</i>	1078	7	0.6%
<i>Wild Rose</i>	249	3	1.2%
<i>Williams Bay</i>	320	1	0.3%
<i>Wilmot Union High School</i>	0		
<i>Winneconne Community</i>	703	2	0.3%
<i>Winter</i>	110		
<i>Wisconsin Dells</i>	805		
<i>Wisconsin Rapids</i>	2143	61	2.8%
<i>Wittenberg-Birnamwood</i>	509	2	0.4%
<i>Wonewoc-Union Center</i>	149	1	0.7%
<i>Woodruff J1</i>	332	2	0.6%
<i>Wrightstown Community</i>	545		
<i>Yorkville J2</i>	347		
<i>Wisconsin School for the Deaf</i>	35		
<i>Wisconsin Center for the Blind and Visually Impair</i>	8		
<i>Downtown Montessori Academy</i>	94	2	2.1%
<i>Milwaukee College Prep. School-36th Street</i>	301	1	0.3%
<i>Central City Cyberschool</i>	267		
<i>Milwaukee Academy of Science</i>	441		
<i>DLH Adademy</i>	167		
<i>21st Century Preparatory School</i>	241		
<i>Woodlands School</i>	208	3	1.4%
<i>Capitol West Academy</i>	163		
<i>Tenor High School</i>	0		
<i>Seeds of Health Elementary School</i>	264		
<i>Bruce Guadalupe Community School</i>	631		
<i>Veritas High School</i>	0		
<i>Urban Day School</i>	180		
<i>King's Academy</i>	113		
<i>Milwaukee Collegiate Academy</i>	0		
<i>Milwaukee Math & Science Academy</i>	187		
<i>Milwaukee Scholars Charter Academy</i>	321		
<i>Northpoint Lighthouse Academies</i>	52		

Escuela Verde/TrasCenter for Youth Inc.
Woodlands School East (WSE)
Rocketship Southside Community Prep
Milwaukee College Prep-North

9		
68		
120		
254		



"Leadership in Public School Governance"

JOHN H. ASHLEY, EXECUTIVE DIRECTOR

122 W. WASHINGTON AVENUE, MADISON, WI 53703
PHONE: 608-257-2622 FAX: 608-257-8386

TO: Members, Assembly Committee on Government Accountability & Oversight
FROM: Dan Rossmiller, WASB Government Relations Director
DATE: June 7, 2017
RE: OPPOSITION to ASSEMBLY BILL 300, providing information about mandatory pupil examinations.

The Wisconsin Association of School Boards (WASB) **opposes** Assembly Bill 300 in its current form because it is a potentially burdensome unfunded state mandate that appears to duplicate certain existing requirements in federal law (under the Every Student Succeeds Act).

Wisconsin school districts are already required by [section 118.30\(1m\)\(d\)](#) of the state statutes to annually publish information on the district's website about the **state-required** 4th, 8th, 9th, 10th and 11th grade examinations administered to students enrolled in the district. The information to be published is not specified.

AB 300 would augment this requirement to provide that annually, using the best available information, each school board must prepare a summary written in commonly understood language that includes all of the following:

1. Each examination **required under state or federal law** that will be administered to pupils enrolled in the school district, as well as:
 - The grade level to which each of these examination swill be administered;
 - The expected date(s) on which each of these examination will be administered;
 - The duration of each examination;
 - The process the school board uses to determine an appropriate alternative in-school activity for pupils who have been excused from taking each of these examinations;
 - The school board's policies and procedures regarding parents or guardians opting a pupil out of any of these examinations; and
 - The purpose of administering each of these examinations and a description of how the school board will use data derived from each of these examinations.
2. Each examination required by the school board to assess pupil, school, or school district performance that will be administered to pupils enrolled in the school district except an examination that counts toward a grade or score for a class or that is required for high school graduation (i.e., the Civics test).

AB 300 would also require school boards to post this summary on the district's website and would require that annually, before a school board administers an examination required to be included in the summary, the school board must provide the parent or guardian of each pupil enrolled in the district a copy of the summary the board prepared for that school year or instructions on how to access or obtain the summary.

These provisions would first apply to examinations administered during the 2017-18 school year.

Congress imposed requirements on school districts that are very similar when it enacted the Every Student Succeeds Act (ESSA). AB 300 would duplicate these requirements to a substantial degree, although it uses different language.

School districts receiving federal Title I program funds are also newly required by the Every Student Succeeds Act (ESSA) ([20 U.S.C. § 6312\(e\)2](#)) to make widely available through public means (including posting on the district's website) information on each state and district-required assessment for each grade served by the district, including:

- (1) the subject matter assessed;
- (2) the purpose for which the assessment is designed and used;
- (3) the source of the requirement for the assessment; and
- (4) where such information is available;
- (5) the amount of time students will spend taking the assessment and the schedule for the assessment, and
- (6) the time and format for disseminating results.

Public schools receive federal Title I aid when they have significant numbers of students from low-income families. (All but a handful of the smallest K-8 districts in the state receive allocations under Title I, Part A.)

A close examination of the requirements above reveals there is considerable overlap between the current provisions in federal law and the provisions proposed in the bill. For example, the requirements to provide information about the purpose for administering each state or federally required examination and the duration of these examinations are nearly identical as is the requirement to provide information about where the summary is available/can be accessed.

A very beneficial improvement in the bill would be to harmonize its language with the language of these federal requirements. This would make it easier for school districts to understand and comply with these similar yet different sets of requirements.

**Assembly Committee on Government Accountability & Oversight
June 7, 2017**

**Wisconsin Department of Public Instruction
Testimony in For Information Only on Assembly Bill 300**

Representative Hutton and members of the committee, thank you for holding a hearing on Assembly Bill (AB) 300. We appreciate Rep. Thiesfeldt's consultation on this bill, and the Department of Public Instruction (DPI) is here today to recommend a modification.

AB 300 would require every public, charter, and choice school to annually provide enrolled families with specified information about the pupil examinations administered in the school. This is similar to last session's 2015 AB 293/SB 193, which passed in committee, but were not adopted by either house of the legislature.

Subsequent to last session, Congress adopted the Every Student Succeeds Act (ESSA), which included expanding reporting requirements for districts around pupil assessments.

Recommendation: Modify AB 300 to align with revised federal assessment reporting requirements to ensure uniform reporting for all publicly-funded schools.

Background

Under current law s. 118.30 (1m) (d), schools must publish information about the examinations administered to pupils on their website. This requirement applies to those examinations required under s. 118.30, but it does not detail what specific information must be published.

Legislative Proposal

AB 300 will increase assessment reporting requirements, including providing a written summary containing the following information:

- Each examination required under state or federal law that will be administered to pupils, except an examination that is required for high school graduation.
- Each examination required by the school board, operator, governing body, or managing entity to assess pupil, school, or school district performance that will be administered to pupils, **except** an examination that counts toward a grade or score for a class or that is required for high school graduation.

Thus, the bill would exclude the state civics exam.

Other required information includes:

- The grade level to which each examination identified will be administered.
- The expected date on which each examination identified will be administered.
- The duration of each examination.
- The process used to determine an appropriate alternative in-school activity for pupils who have been excused from taking an examination.
- The school's policies and procedures regarding opting a pupil out of any examination.
- The purpose of administering each examination and a description of how the school will use data derived from each identified examination.

Federal ESSA Reporting (*emphasis added*)

<http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20of%201965.pdf> (see page 56)

From SEC. 1112, 20 U.S.C. 6312 (e)(2). LOCAL EDUCATIONAL AGENCY PLANS.

(2) TESTING TRANSPARENCY.— (A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the **parents may request**, and the local educational agency will provide the parents on request (and in a timely manner), **information regarding any State or local educational agency policy** regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, **which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.**

(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part **shall make widely available through public means** (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, **and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—**

- (i) the subject matter assessed;
- (ii) the purpose for which the assessment is designed and used;
- (iii) the source of the requirement for the assessment; and
- (iv) where such information is available—
 - (i) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - (ii) the time and format for disseminating results.

(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.