

**LWVIN Study of Mandated Standardized Testing
2016-2017 Interview Reportⁱ**

Aim: to learn about the costs (in time and money), the utility (for schools and individuals students), and the effects (on curriculum and attitudes) of local high-stakes standardized testing, such as *ISTEP+*.

Acknowledgement: Laura Campbell of Bloomington, who is not (yet) a LWV member, donated a great deal of time to helping the committee to compile these results (as well as the “comments” file) into easy-to-read tables. We extend our thanks for that important contribution!

Legend of School Corporations (and associated LWV groups) interviewed:

BrnCo	Brown County School Corp	LWV-BrownCo
Elkhart	Elkhart Community Schools	LWV-ElkhartCo
EVSC	Evansville Vanderburgh Schl Corp	LWV-SouthwesternIndiana
LCSC	Logansport Community Schl Corp	LWV-CassCo
LSC	Lafayette School Corp	LWV-GreaterLafayette
IPS	Indianapolis Public Schools	LWV-Indianapolis
MCCSC	Monroe County School Corp	LWV-BloomingtonMonroeCo
MCS	Muncie Community Schools	LWV-MuncieDelawareCo
Mishawaka	City Schools of Mishawaka	LWV-SouthBendArea
MSD-Law	Metropol Schl Dist Lawrence Twp	LWV-Indianapolis
MSD-Pike	Metropol Schl Dist Pike Twp	LWV-Indianapolis
MSD-Wash	Metropol Schl Dist Washington Twp	LWV-Indianapolis
NM	North Montgomery Co Schl Corp	LWV-MontgomeryCo
RBB	Richland Bean Blossom Schl Corp	LWV-BloomingtonMonroeCo
SBCSC	South Bend Community Schls	LWV-SouthBendArea
TSC	Tippecanoe Co School Corp	LWV-GreaterLafayette
WLCSC	West Lafayette Community Schl C	LWV-GreaterLafayette

Questions and results

1. Number- How many standardized tests are given in K-12 each year?

School Corp	Local League	Number of Yearly Tests
Monroe County School Corp (MCCSC)	LWV-BloomingtonMonroeCounty	ISTEP, IREAD, ECA, ISTAR, WIDA, ACCUPLACER (does not include voluntary/individual school tests such as ACUITY) Total=6
Brown County School Corp	LWV-BrownCounty	K-7, 1 st -5, 2 nd -6, 3 rd -8, 4 th -4, 5 th -7, 6 th -6, 7 th - 4, 8 th - 3, 9 th -4, 10 th -5, 11 th -5, 12 th -1 Total= 65
Tippecanoe County School Corp (TSC)	LWV-GreaterLafayette	TRC BOY, TRC MOY, TRC EOY, WIDA, ISTAR (3 parts), Acuity (3 xs during year), ISTEP (3 parts), IREAD, Star Reading (3 xs during year), ECA (winter, spring), Accuplacer Total= 20
Richland-Bean Blossom School Corp (RBB)	LWV-BloomingtonMonroeCo	Acuity 3x, ISTEP+, in-house testing STAR reading and math, AIMS web, teacher created formative assessments
Indianapolis Public Schools (IPS) info from Dr. Yvonne Stokes, Director of Research, Evaluation and Assessment	LWV-Indianapolis	Summative: ISTEP+ - grades 3 through 8, 2 sessions per year, IREAD -3, ISTAR, ECA (End of Course Assessment)– grade 10 Formative: NWEA, Dibbles, Acuity, Accuplacer – grade 11
Indianapolis Public Schools (IPS) info from Dr. Lewis Ferebee, Superintendent of Schools	LWV-Indianapolis	
West Lafayette Community School Corp (WLCSC)	LWV-GreaterLafayette	ISTEP+ Grades 3-10, End of Course Assessments Grade 10, WIDA (Limited English Proficiency), PSAT, ISTAR, and ACCUPLACER, The PSAT is required for all grade 10 students as preparation for the SAT, which students take during their 11th and 12th grade years. ISTAR is the alternate assessment for ISTEP for Special Education students

Materials for Local Leagues' Consideration
LWVIN Education Study 2015-17

Metropolitan School District of Lawrence Township (MSD-Law)	LWV-Indianapolis	<p>WIDA (for English Language Learners) – a multi-day test for students of all ages</p> <p>ISTEP – given in 2 parts: application of skills (March), a paper & pencil test this year; rest of ISTEP (April and May), using all three weeks allowed; by law, students take online; it contains tech-enhanced items for which the children practice functions in advance in order to be computer literate for the test</p> <p>IREAD – given in 3 parts (mid-March), covers vocabulary, fiction, and nonfiction</p> <p>ECA & ISTEP – given first in 10th grade; passing is a graduation requirement</p>
*Pike Township Metropolitan School District (MSD-Pike)	LWV-Indianapolis	K-2, 3-5, 6-7 NWEA (3 times a year), IREAD-3 (once yearly), NWEA K-8, (3 times a year), ISTEP+ (2 parts), Accuplacer, PSAT, ECA, ISTAR, WIDA, high ability assessments, AP/IB Exams
MSD of Washington Township (MSD-Wash)	LWV-Indianapolis	16 (for full report see interview)
Muncie Community Schools (MCS)	LWV-MuncieDelawareCo	21 (K-5 th) total instruction time used 18-21 hours, 19 school days affected (for full report see interviews)
Indianapolis, MSD-Pike	LWV-Indianapolis	K-2, 3-5, 6-7 NWEA (3 times a year), IREAD-3 (once yearly), NWEA K-8, (3 times a year), ISTEP+ (2 parts), Accuplacer, PSAT, ECA, ISTAR, WIDA, high ability assessments, AP/IB Exams
Elkhart Community Schools (Elkhart)	LWV-ElkhartCo	<p>Grades 4-7 – ISTEP – approximately 6 hours, NWEA three times a year, Grade 8 – varies as some students do Algebra ECA + NWEA High School – ECA, AP, PSAT, SAT, ACT, Grade 10 ISTEP</p> <p>Grade 3 – IREAD – 3 hours (on top of ISTEP which also has LA)</p> <p>Students with accommodations (IEP, ILP) get 1 ½ times the administration time and must be separately administered in other parts of the building which may limit time for other students in the library or computer rooms. ILP is language proficiency.</p>

Materials for Local Leagues' Consideration
LWVIN Education Study 2015-17

		ACCESS is the English Language Proficiency (ESL, ENL, ILP etc.) test. About 2000 students took this test which is about 6 hours and covers 4 domains
Mishawaka -- City Schools of Mishawaka	LWV-SouthBendArea	Up to 17 per pupil in the course of a K – 12 education Note: Pre-School/Kindergarten placement test is given on the first day of School by the teacher on a test iPod
Mishawaka -- High School interview with John Ross Assistant Principal-testing specialist	LWV-SouthBendArea	9th Grade—Science ISTEP and EC Accuplacer (a college placement exam) 10th Grade—English, Math & Science ISTEP 11th Grade—PSAT test and Accuplacer 12th Grade—English, Math & Science ISTEP
South Bend Community School Corporation (SBCSC)	LWV-SouthBendArea	3rd Grade through 8th Grade—ISTEP annually 3rd Grade only—I-Read 9th Grade—Science ISTEP and EC Accuplacer (a college placement exam) 10th Grade—English, Math & Science ISTEP 11th Grade—PSAT test and Accuplacer 12th Grade—English, Math & Science ISTEP In kindergarten through 2nd grade, the non-mandated, but State funded M.Class on-line test is administered to identify early literacy and early numeracy skills. It is a pre-ISTEP type exam and provides helpful feedback to student and teacher. In high school, if the student population includes a certain percent of students with English proficiency challenges arising from English as a second language, a WIDA test is administered to those students annually. For students identified with special education needs, an ISTAR test must be taken annually
Evansville Vanderburgh School Corp. (EVSC)	LWV-SouthwesternIndiana	There are six required assessment tests: ISTEP; I-Read 3; End-of-course assessment tests for 10th grade; Accuplacer (not sure of spelling) for 11th and 12th grades to assess college and career readiness; PSAT, ACT, and SAT for college-bound students (paid for by state gov't); and I-STAR for students not able to take the ISTEP. There are also WIBA tests for English language

Materials for Local Leagues' Consideration
 LWVIN Education Study 2015-17

		<p>learners to determine where they are developmentally.</p> <p>My notes: this doesn't seem to add up to six required tests. The PSAT, ACT, and SAT are all optional.</p> <p>There are 6 required tests: ISTEP; IRead 3 (3rd grade); EOCA/ECA (End of Course Assessment -10th grade) all required by state and federal governments. Also required are Accu-placer (11th -12th grade) added in last 1-2 years to assess college readiness; ISTAR for students with disabilities grades 3-8; and WIDA a skills based test for English Language learners to help placement and wrap around services</p>
LCSC	LWV-CassCounty	<p>Too many tests are given – ISTEP, IREAD, ECA, Wida, PSAT, Accuplacer. Sophomores especially spend a great deal of time testing (more than any other grade-level).</p>
Lafayette School Corporation (LSC)	League of Women Voters of Greater Lafayette	<p>Dibles (LSC) K-1; WIDA Access (IN) K-12; ISTAR Pt 1,2,3 (IN) K, 1, 2, 3; Acuity ELZ/Math (LSC) 2,3,4,5,6; ISTEP Pt1&2& pilot(IN)3rd-8th & 10th; IREAD (IN) 3rd; NE=WEA-3X per year (LSC) 7th-10th; ECA (IN) Winter & Spring 9th-12th/ Accuplacer 12th.</p>

2. Cost how much do school districts pay for standardized test services, materials, results dissemination, etc.?

School Corp	Total cost	additional
MCCSC	\$6,450	Testing cost/materials listed as \$0
BC	\$ 34,326	Reported as cost of testing materials and storage only
TSC	No data	Indiana State budget line item "remediation testing" \$12.3 Million (no funds allocated for actual remediation) Line item "testing" \$26.3 Million (to testing vendors)
RBB	No data- See additional	Cost rolled into textbook/ technology/testing /cpf funding
IPS	Hard to estimate	State funds pay for the ISTEP+ cost to Pearson, but local monies must cover many other areas ie, extra manpower to administer the test, training educators when new platforms are implemented, cost in personnel time, mailing of results, etc.
IPS	millions	Too much money is being spent on testing. Outside companies make money on the testing while this money could be better served back in the classrooms.
WLCSC	\$20K just for personnel and instructional supplies to help monitor and implement testing.	That cost does not include the amount time and other personnel it takes to monitor. The State spends over \$100 million on testing. The U.S. spends approximately \$67 billion on testing.
MSD-Law	\$30 million+ (by the state)	State of Indiana pay about \$30 million to CBT alone and the cost has risen since the change to Pearson Education
MSD-Pike	\$60,000	Majority is covered by the state. The district pays for NWEA K-2 (which was the \$60,000) majority of this will be covered by State in the future
MSD-Wash	\$400,000 (by school corp)	2015-2016 Pearson contract (for entire state) was about \$20 million for ISTEP alone. Such cost estimates as this do not include the personal time necessary for staff to train for administration of the test, substitutes needed on test days while regular staff are giving tests, computer equipment needed for testing, etc.
MCS	It's really hard to follow the money, probably by design. All money allocated by the state for testing MUST be used for testing	
Mishawaka	So many variables make local dollar amounts difficult to determine. Costs to the District for testing.	Cost of test instrument for each test and practice tests. ScanTron for each student to use to indicate answers. \$17 per child Grading is outsourced. Cost of training teachers to give the test.

		<p>Substitute teacher is hired while teacher is testing, \$75 per day</p> <p>Security measures are set up for tests and administering</p> <p>Administrators certify that teachers look at the instructions for each test under secure conditions and certify who did it when.</p> <p>Janitor is trained to guard test trash.</p> <p>Salaries of school administrative staff specialized in testing, secretaries, and testing coordinators.</p> <p>Publication of the full 16-page section in the Tribune. (also see additional information in other comments)</p>
Mishawaka JR	Mr. Ross did not address dollar costs. That information was provided at the superintendent level	
SBCSC	<p>The cost of State mandated tests (including non-mandated M.Class test) is assumed by the State, and not the local school corporations.</p> <p>However, money used for mandated testing (roughly Forty Four million dollars annually state-wide) is not available for other school priority needs</p>	<p>SBCSC incurs incidental costs. These include the cost of assigning all technology personnel solely to monitor ISTEP computer usage during the three weeks of ISTEP testing within each school, and the cost of distributing test results by mail to parents and guardians, which is around \$10,000.00 annually. In prior years, newspaper publication was required at \$4,600, but the publication requirement has been eliminated. Individual schools will hire substitute teachers as needed on days that standardized tests are given. That cost varies and has not been quantified</p>
EVSC	<p>The EVSC orders the tests from the vendors, who are under contracts with the state. Mr. Tanner wasn't sure of the exact cost. Funding comes from various sources. Last year, there were 13,000 ISTEP tests administered. The vendor sends reports to the students' homes. There was good response to summer school option which is offered when a student performs poorly on an assessment test. The Academic assessment office maintains communication with the students and parents. The vendor trains the trainers, which means that the vendor offers two all-day training sessions to administrators. The administrators turn around and train the teachers and counselors, but it's a much more streamlined process. At the final level of training, it's condensed into just a few hours.</p> <p>The state orders ISTEP from the vendor and it is paid for by the state. It is in the state budget for 3rd-8th grade students. Fourth and sixth grade students take an extra science test and 5th and 7th graders take an extra social studies test. The number of tests taken depends on grade level.</p>	

	<p>Dissemination of results; the vendor sends student reports to the home (occasionally to the BD of Ed. Office <i>en mass</i> for them to send home with the student or to the home via mail.) Results of I READ, if received in time, are used to determine advisability of summer school followed by a re-test.</p> <p>The EVSC Office of Academic Affairs handles questions from parents.</p>
LCSC	The state spends a great deal of money on testing that very easily could be spent on more valuable programs such as early education. The cost for the district is not significant.
LSC	No data

3. Preparation (planned) What is the recommended preparation for administrating a standardized test? (estimated)

School Corp	Reported recommended preparation
MCCSC	<p>Corporation Test Coordinator = 76 hours (average tests average 10 hours each) Corporation IT Coordinator = 97 hours</p> <p>School Test Coordinator = 22 hours (additional tests average 5-6 hours each)</p> <p>Teacher/Proctor 5 hours per teacher (additional tests average 3 hours each)</p> <p>*Student time not reported</p> <p>200 hours (for one test) total does not include multiple tests, student time, teacher time indicated is for one teacher</p>
BC	state provides recommendations of the time for preparation
TSC	no data
RBB	15-16 hours for one test in one building (per event not figuring man hours)
IPS	Administrators and teachers must take time to learn security issues, new test formats, supervising practice tests. Students have practice tests to take and a stress test
WLCSC	well over 40 hours of administrative and personnel time to prepare, not including the technology staff's time. The IDOE does not provide a recommended amount of preparation time.
MSD-Law	
MSD-Pike	Depends on assessment, majority of preparation is when a test is new or in a new format, ISTEP online requires lab time for practice
MSD-Wash	Virtually all tests are administered on computers, not as paper-and-pencil experiences. About half of Dr. Micalek's job entails preparation for the various tests, including both his own attendance at company-provided instruction and also his subsequent training of other staff. In individual buildings of this township, the assistant principal is the testing coordinator for elementary schools and the head of the guidance department is the coordinator for middle or elementary school. ISTEP in particular requires secure lock-up of materials upon delivery to a campus. Probably 20 hours at each building are spent preparing for ISTEP alone. At year's end, the impact on the computer labs becomes a problem. Just when students need

	computers to complete term papers and projects, the computer labs have to be closed for use in standardized testing.
MCS	See "Countdown Calendar-2016, Longfellow Third Grade" for breakdown of pre-test activities—36 days of preparatory work prior to testing (January-March). Planned activities must be submitted to upper administration (Anthony Administrative Building); essentially, we must reteach every standard to be tested
Mishawaka	20 hours per elementary pupil as described in testing materials. Less preparation time for students at the mid-level and high school. Changes in tests require more time to prepare students
Mishawaka JR	Planned preparation time is insignificant per Mr. Ross. It includes a meeting with teachers to review the test protocols—perhaps 1-2 hours maximum per test. (Technically, a student is being prepared for the ISTEP test by and through the regular high school course curriculum with its emphasis on math and English, so no additional "planned" time is deemed necessary.)
SBCSC	Planned preparation for teacher orientation and explanation of the rules and procedures probably takes 1-1 ½ hours per test. (Technically, a student is being prepared to take the ISTEP test by and through the regular school course curriculum with its focus on math and English, so no additional "planned" time is deemed necessary.)
EVSC	Since the tests are now on-line, there is less time assembling materials. The teachers really don't have to do a lot, as the counselors are responsible for testing. Recently, there have been fewer computer glitches, but now there are different issues. In one day, students may complete only a couple of sections of a test. A counselor may spend anywhere from 2-3 hours to 10-14 hours getting test materials prepared for the classroom. Don't have an estimate for review of content or test taking technique. However, each building does a "dry run" with ISTEP type questions in the on-line format so students have had 20-50 minutes to preview the format
LCSC	The majority of teachers in testing grade levels spend the majority of the year prepping for the test; however, since the test has been constantly changing, effective preparation has become difficult.
LSC	No data

4. Preparation (actual)

School Corp	Reported actual time spent
MCCSC	CTC and CITC 223 hours School Test Coordinator 26 hours Teacher/Proctor 6 hours per teacher (with additional Tests at 3 hrs per test) 255 hours (for one test) total does not include multiple tests, student time, teacher time indicated is for one teacher

Materials for Local Leagues' Consideration
 LWVIN Education Study 2015-17

BC	“Schools report it always take longer than recommended time, but don’t have and actual total time”
TSC	No data
RBB	“absolutely unreal” teachers and admin sit through multiple trainings for guidelines and assessment administration, Teachers use personal time to read test instruction manuals, admin must be trained on Pearson website and create building schedule to accommodate all testing requirements, teachers “spend countless hours” prepping students with practicing using technology, practice tests, reviewing test taking strategies
IPS	Every school and teacher is different, but most teachers begin teaching the State Standards on which students will be tested on day one. For teachers, there are many extra hours with meetings, learning new test formats, administering practice tests, etc.
IPS	
WLCSC	The DOE does not factor into school test preparation the amount of logistical time that is necessary to prepare for standardized tests. Prior to, during, and after the testing window, our corporation test coordinator and school test coordinators spend the majority of their workdays preparing for testing. Tasks associated with test preparation include the following: generating lists of students to be tested and cross-checking student database to ensure all demographic and accommodation information is accurately reported to IDOE, setting up technology requirements in each building and for each testing computer, managing testing portal, printing student test tickets, sorting and cataloguing test materials, creating student testing schedules, etc. For our teachers, administrators, technology staff, and others, the number of hours spent in preparation for standardized test such as ISTEP is incalculable. For many staff members, standardized test preparation has become the primary aspect of the daily task list.
MSD-Law	
MSD-Pike	In most cases, the planned preparation and actual prep end up being the same
MSD-Wash	The testing process is fraught with unforeseen preliminary decisions. For example, most students are unable to keyboard by touch. Would it improve their chance of doing well if each station had a mouse, rather than just a touch-pad? Another issue recently emerged when a testing company sent last-minute instructions for the manner in which answers had to be recorded on a math section. Less than one week before the test, administrators, supervising teachers, and students had to be taught that new format.
MCS	Our entire year is based on getting ready for a test. We aren’t just teaching skills, we are spending much of our year teaching students HOW to take a test. We are teaching students to use technology, including essential internet safety basics. We are sacrificing project-based learning and fun learning activities. Because so much time is directed to testing, it is difficult to teach the underlying framework of skills

	and guidelines necessary for students to profit from small group work, even though collaborative projects are proven to enrich and deepen students' knowledge. These are young children—we still need to teach life skills. Time devoted to testing and its ancillary activities = time not available for more effective teaching and learning
Mishawaka	At least 20 hours. Many more hours are dedicated to preparing students to take tests, making them comfortable with the concept of tests, and practice tests. Not all practice questions offered are required. The new Computer Competence test adds to preparation in grades 1 – 3
Mishawaka JR	Unplanned time occurs but is difficult to quantify and varies according to student and teacher. Math and English teachers with students who have had difficulty with ISTEP are likely to allocate more time for problems and concepts covered by ISTEP which the teachers know may be particularly difficult for a specific student or a classroom of students. The High School has also added a math class solely for students identified as having difficulty with the math portion of ISTEP or who previously failed ISTEP-math. This class is called “Daily Algebra I.” Many of these students (up to 50%) will never pass the math portion of ISTEP for various reasons (unrelated to teaching quality) despite the Daily Algebra I class
SBCSC	Unplanned time is spent but is difficult to quantify and varies according to student and teacher. Math and English teachers with students who have had difficulty with ISTEP are likely to allocate more time for problems and concepts covered by ISTEP which the teachers know may be particularly difficult for a specific student or a classroom of students. All SBCSC schools have implemented math and reading lab programs for students identified as having difficulty passing ISTEP
EVSC	The ISTEP instructions and procedure are very scripted so the times are the same unless there is a technology glitch. A glitch may last from several seconds to several minutes. If this occurs the student/class/grade is “given back” the time so “test time” is the same
LCSC	Actually, teachers have a “standards map” to follow and they follow that more than test prep, since the test has not been had the same format over the last several years.

5. Testing time- class hours spent taking tests

School Corp	variables	Testing time
MCCSC	Depends on grade level and type of test	ECA Algebra 1- 155 min ECA English 10- 140 min ISTEP part 1 160-195 min (avg 184 min) ISTEP part 2 249-337 min (avg 313 min) IREAD-3 156 min WIDA 180 min ISTAR not timed **

Materials for Local Leagues' Consideration
LWVIN Education Study 2015-17

		ACCUPLACER Reading 45 min, Math 45-90 min (avg 67 min) Total= 1240 min
BC	tests are spread over multiple days	elem is allowed 1 test per day (50-75 min per test) Intermediate is allowed 2 hours a day. ISTEP and IREAD take between 12-14 hours
	Districts may be “randomly” selected to pilot test questions designed for following year, all districts got at least one pilot test. Students with IEPs are allowed extra time...this means students with the greatest need for class time lose the most time from class. Actual test hours do not represent total class hours lost as teachers cannot resume instruction until all students have completed ISTEP testing	“One estimate- 4 weeks lost in the schedule for ISTEP”
TSC	Calculated from ISTEP coordinator’s Manual for Part 1,2 and pilot= 113.75 hours Or Estimated total testing time for 1 elementary school (Cole) 38.8 hrs (for 11 elem schools 426.8 hours) Out of a 36 week year 3-4 weeks of instruction time lost	
RBB	Counting only ISTEP and IREAD-# (includes practice testing)	13-16 hours
IPS	For ISTEP alone	13-18 hours
WLCSC	This does not include the time spent on required practice assessments for ISTEP, which total approximately 240 minutes per student over the course of each testing window. Additionally, teachers spend hours outside of required assessment time over the course of the school year to prepare students for the test including the following: reviewing test-taking techniques, preparing students for the types/formats of questions on the test, timed testing practice, etc. All test preparation and test administration occurs during class hours and replaces instructional time.	between 100 and 195 minutes, depending on grade level and pilot assessments. (per test)
MSD-Pike	K-2 NWEA 6 hours, IREAD-3 2hours, ISTEP+ (2 parts) 6 hours and 7 hours, Accuplacer 1.5 hours, PSAT 2.75 hours, ECA 2 hours, ISTAR,WIDA, AP, IB all vary, high ability assessment 3 hours	

Materials for Local Leagues' Consideration
 LWVIN Education Study 2015-17

MSD-Wash	This varies a lot. A testing session may require 10 hours, or it may take five or six times that long (depending, for example, on students' Individual Education Plans [aka IEPs]).	
MCS	See testing chart in Muncie materials	
Mishawaka	<p>Grades 3 – 10, 9 hours testing minimum per student which occupies around 3 class days for each test required.</p> <p>Grades 10 – 12 up to 9 hours with SAT and ACT administered on Saturdays</p> <p>Add new elementary computer competence testing in 2016 in grades 1 – 3. Teachers will likely add computer training in all content areas. It should be noted that low income students do not have computers at home or if they do, may not have internet access without finding public sites in the public library or fast food restaurants.</p> <p>In addition to the timed hours of taking the tests, there is the training of how to take the test. Some of this is covered in Preparation. The test also has embedded practice questions to demonstrate how to take the test</p>	
Mishawaka JR	Each student probably spends a total of three full days out of four years of high school taking the standardized tests identified above in No.1. These individual tests each take from between one fourth day of school up to one full day of school. However, the institutional time is greater because segments of these tests are administered electronically, and they require closure of the School's computer labs for all other purposes during the days the test is administered to all students	
SBCSC	<p>Students in grades 3 through 8 probably spend about one half day per year taking standardized tests, and high school students spend about three full days out of four years of high school taking their required standardized tests.</p> <p>Institutional time is greater because these tests take about five weeks to schedule and administer school-wide. During the three weeks of school-wide actual test taking, computer labs are used solely for testing, and technology staff are used almost exclusively to assist with the test process and problems</p>	
EVSC	For the ISTEP, including practice, and Part I and II, it's 9 hours, 25 minutes to 12 hours, 20 minutes. For the I-Read 3, it's 1 hour, 51 minutes, to 2 hours and 8 minutes. The ECA (English and Algebra) is 4 hours 55 minutes. The ISTAR students are not timed and a student may have extended time	
LCSC	Too many hours (especially sophomores)! They spend most of second semester testing.	
LSC	On test day ENTIRE Tech Group is working ONLY test issues. Scheduling a tech professional at every school. Administration time ON Test day is at least 3 individuals. Also Make-up test involve additional professional and administrators to administer tests. This can involve several days to get all absent students tested.	

6. Communication- how are test results shared with students and their families?

School Corp	communication
MCCSC	Mail then phone calls/conferences for non-passing students
BC	Parents are given log-in code for online results, problems reported have been: log-ins do not work, lack of computer access, results are not easy to understand
TCS	"ISTEP is the worst test for getting information back to the educators. It takes a year before results are provided back to the school... results are inconsistent year to year because pass/fail changes from year to year.... Indiana offers a portal for parents to retrieve data however, parent rarely visit the site because the information does not provide them an assessment that is easy to read/understand."
RBB	"communication from the IDOE has not been timely in any fashion" ISTEP results released to parents through secure site
IPS	This is handled differently in each of the schools. Some schools set up parent/teacher appointments, some send home results with a written explanation of the test scores, and some parents are given a secure login site to view children's test scores.
IPS	Each school choses how it will communicate test results with students and their families, but certain dates are specified as to when the data should be shared. Some send results home with report cards, others set up parent/teacher conferences, and some have group meetings. It all depends on the culture of the school community.
WLCSC	Test results are sent to school corporations by the testing vendor several weeks and sometimes months after testing has been completed. The results typically arrive as a sheet of paper showing the student's overall score, score breakdown, and other performance indicators. These sheets are mailed home to parents by each school, and labels with student score information are affixed to the student's cumulative record file, which follows the student from school to school throughout their entire K-12 education.
MSD-Pike	Mail/Skyward/in person meetings
MSD-Wash	Most of the time, no paper is sent home with students, except that the NWEA results go home with report cards. Results from ISTEP are slow to very slow in coming, and the district has no control over that timing. The Indiana DoE (Department of Education) is trying to move ISTEP to a Parent Portal, so that families can electronically view results as quickly as they are available. However, since some families lack computer equipment at home, the township schools open computer labs for parent use on scheduled evenings. Parents who know their assigned passwords also can use computers at Indianapolis Public Libraries
Elkhart	When test results are received the district must print scores, a cover letter, an envelope with address, and pay postage to mail information to parents.

MCS	<p>Grades 4-5: Principal pulls students out of class individually to discuss the test results. Parents receive results in the mail, and can request additional meetings. Any parent meetings occur before or after school, as scheduled conference days have been eliminated.</p> <p>Grade 3 (IREAD): Teacher talks to each student individually; parents are free to request additional meeting. Teachers meet with parents of all students who fail IREAD; IREAD team is comprised of 3rd grade teachers, principal, Resource/Intervention teacher, and Speech Pathologist. Remediation is offered during school time, while students are in school mode</p>
Mishawaka	<p>Note that ISTEP results were 9 months late in arriving in 2015. The test scores are made available to families through a website established by the Indiana Department of Education and each parent is provided a password. Many families do not have computers or internet access. Teachers explain results individually when requested</p>
Mishawaka JR	Per State protocol, communication of a student's test result to parent or legal guardian is by computer
SBCSC	Although the State provides that communication of a student's test result to parent or legal guardian is to be done through a State website, the SBCSC, to better assure actual receipt of results, sends a paper copy by first class mail to parents and guardians of its approximate 10,000 students
EVSC	<p>The vending company (ISTEP and I-READ) sends a report to the families. There is an online portal, and the family gets a code to access it. The administration office gets preliminary scores, which are then shared with each building. The buildings have log-ins to the online portal as well. ISTEP and I-Read are both administered by Pearson, but other vendors have a similar process.</p> <p>ECA: letters are sent home; EVSC gets results from the website at the school</p>
LCSC	Letters are mailed home, but the results are too late to do any good. Parents of students who fail IREAD are asked to come to school for a conference to discuss options.
LSC	<p>Superintendent Huddle believes testing company provides data and analysis to the IN Dept of Education. DOE makes recommendations to IN Legislators. Tests are supposed to be Reliable, Valid and non-discriminatory. Last 3-4 years, ISTEP has not been consistent. Choosing between taking the test on the computer or with pencil and paper is enough to skew the results.</p>

7. Student Progress- What can a student's family learn about how a student has progressed from the previous year?

School Corp	Progress
MCCSC	...comparison between the last two years is not as clear. Best case scenario would be that parents can have a measure of how well students are progressing...
BC	ISTEP results are not useful because the results are not timely

Materials for Local Leagues' Consideration
 LWVIN Education Study 2015-17

TCS	“Data is not consistently gathered therefore progress cannot be assessed” also no comparison with other parts of the US or world
RBB	“Families can use data/information to determine how their child is doing... Families can track progress from year to year”
IPS	Parents can use the information to track how their child is performing from year to year. All scores are secured in the child’s school cumulative records and can be viewed upon request.
IPS	Parents can download results from State tests but there is no trend data available. Teachers can read past performances in the students’ cumulative record folders.
WLCSC	Typically, test results are provided along with growth indicators provided by the testing vendor. However, when new test vendors are used and/or testing standards are altered, it becomes very difficult for a student’s results to be compared to previous years. When situations like this occur, our administrators do not rely solely on standardized test results to determine student growth from year-to-year. Other measures such as acuity testing (which occurs within the school), grades, etc. are used to determine student growth. Over the past year, results have been delayed almost a year.
MSD-Law	
MSD-Pike	Depends on assessment, NWEA is designed to measure growth, other assessments can show progress but rely on parents keeping previous reports
MSD-Wash	It is especially challenging for parents to understand anything about student progress from ISTEP results. The test – and its metrics for competence – changed this year, and the coming school year will be its last. In general, everyone did poorly this year. For the public or the parents to understand results requires intensive education. By 2017-2018, schools will be administering a yet-unidentified, -unnamed, and perhaps –unconstructed exam instead of ISTEP. That test is to be nominated by the recently appointed statewide committee
Elkhart	The information is not very parent friendly as it gives pass, did not pass, and a score. There is no progress report to show improvement over the prior year. We print a copy for the student’s file, but the same test information in a data base for the district to use is very late. Schools are held accountable for students enrolled over a certain number of days, so schools then check to see if any scores were incorrectly reported.
MCS	Data is available to parents and teachers, including that from previous year(s). STAR math and reading tests offer growth assessment, so parents and teachers can see individual student growth. We are available to meet with parents any time they ask; data chart/letter is sent home with progress report three times per year (beginning, middle, end). To facilitate communication, parents can request a meeting by checking a box on the child’s progress report.
Mishawaka	Little. Report cards and teacher conference conversations are better than tests in advising children and families about progress in terms of skills acquired, material covered in subject areas, maturity, social and cultural achievements in the school setting.

	<p>Faculty report that students who perceive that they are inadequate “disengage” with curriculum that is obviously test oriented. It is noticed that susceptible students begin to lose interest in late elementary school, seriously disengage in junior high, and then drop out.</p> <p>The South Bend Tribune published a story on a drop in County ISTEP scores January 8, 2016 with the full list of schools score on-line. (Approximately 25% of the area population subscribes to the Tribune.) The Tribune published the 2015 Annual School Performance Report as Classified Legal Advertising on March 31, 2016, S 1 - 14. Test data was a year old. At the same time alternative schools air TV commercials promising a better education including South Bend Career Academy.</p> <p>Alternative schools do not have to answer to the same standards as public schools. The South Bend Career Academy had its four -year long “F” status recently erased by The Board of Education, State Superintendent Glenda Ritz abstaining. “South Bend charter school gets reset on 4 years of ‘F’ grades. Career Academy lost earlier appeal to state board”, South Bend Tribune March 17, 2016</p>
Mishawaka JR	The Accuplacer does not really test progress. Because of the delay (4-5 months) in receiving ISTEP results, the ISTEP does not really provide a useful gauge of student progress during the year the test is taken
SBCSC	ISTEP is designed to measure whether a student is at grade level in math and English, and it provides that basic information. What it does not do is measure a student’s proficiency in other subject matters, nor does it measure progress from year to year. For students well above or below the standard score, it does not provide information useful to that student’s academic coursework planning
EVSC	The State has a DOE-created website, “Learning Connection,” which houses historical data for ISTEP and I-Read. The EVSC has a digital data warehouse, and they are constantly accessing data to put into reports. Building administrators, counselors, teachers, and students can get data; however, parents don’t have access to the data warehouse but can get the information in a Parent-Teacher conference. Students can look at data from different perspectives.
LCSC	“It does not tell us what our kids know now.” The current tests are not an accurate description of what a student knows. The district just started administering the NWEA test, and it gives a truer picture of student knowledge.
LSC	Data is not consistently gathered; therefore, progress cannot be determined.

8. Local Uses- for what district purposes are the test results used?

School Corp	Local Use
MCCSC	identifies where students are struggling (test results are not immediate and not specific to standards), determines remediation plans, next year placement (if test results are in on time)
BC	Results of tests are required to be used as part of teacher evaluations...for those teachers who teach subjects covered on the ISTEP

Materials for Local Leagues' Consideration
LWVIN Education Study 2015-17

TCS	Inconsistency and time delays impede usefulness
RBB	...used to establish goals for out school improvement plans...used top measure "success"... as determined by IDOE...allow measuring stick for growth
IPS	Because the final scores have been so late in receiving, the data has served hardly any purpose. If they could arrive by mid-July, teachers and parents could plan appropriately for the coming year ie extra supports in the classroom for those in need.
IPS	
WLCSC	... to look at longitudinal information of cohort groups to see how students are doing over time. Unfortunately this is not a very reliable way of measuring student progress over time because the test keeps changing from year to year.
MSD-Pike	Helps guide instruction, uses it to identify areas of strength and where improvement is needed, to identify high ability, language support needs, special education service and remediation opportunities
MSD-Wash	The ISTEP is used for evaluation of students, teachers, and schools, and districts. The NWEA is used in some teacher evaluations
Elkhart	ISTEP test results do not provide information on students' need for more instruction in a specific area. Students were more than half-way through the next year before information on test results was received. Both of these limit usefulness in student remediation. Even the ACCESS test of language proficiency given in February had only partial test results by May as the written portion was not included. Any useful student instruction could not happen before next school year. Indiana's step into and then out of Common Core had an effect on curriculum and testing currently done does not align with the standards currently in place. End of Course Assessments at the High School done online in the spring were available 2 days after completed and submitted. Paper tests (for those with accommodations were 7 days after receipt by the company (Questar).
MCS	Tests are used to evaluate teachers and schools.
Mishawaka	Results are used by each school in the district for curriculum alignment and design and remediation when the results arrive in time and the test is not compromised by computer problems and faulty questions. In conjunction with grades, teacher evaluations and other tests, students with low scores are assigned remedial classes in English and Math to help them advance. Late score reports make scheduling extremely difficult as it affects student schedules and hiring of staff to cover extra courses. Scores for a student's school may be up to 9 months late in arriving, too late for the school to react to curriculum needs in individual student scheduling and classes offered.
Mishawaka JR	Accuplacer is helpful in planning a college-bound student's course selection. ISTEP is used locally for comparison of schools. The ISTEP results contribute about 40% of the total grade of a high school for state and local comparative purposes. Under the current rating system, to receive an "A" on this portion of a high school's grade (i.e., the school's rating) requires that 90% of all its students pass the ISTEP. The School's grade, thus, correlates with its ISTEP pass rates, although how that information is interpreted may be problematic.

SBCSC	SBCSC uses information from standardized tests to determine basic math and English proficiency of a student, but the value of this information is limited because it does not measure other subject matters, nor does it assist in planning other parts of the school curriculum.
EVSC	The EVSC wants to know how kids are doing at all times, so we can meet kids' needs before the end of the school year. I-Read 3 requires a passing grade before the student can continue to 4 th grade. During the year EVSC uses the data to adjust instruction through the teacher to meet student needs. The State uses benchmarks to evaluate schools, but we do think there's a better way.
LCSC	They are not a valuable tool, but they <u>have</u> to be used in teacher evaluations. We use them minimally for that purpose.
LSC	2015-16 was a good year for ISTEP information received in late June or early July 2016. 2014-15 was March before information was received, student has been promoted, divided and moved to other classes/teachers.

9. Local Value- how are the standardized test results currently proving valuable or helpful to the district

School Corp	Local Value
MCCSC	Identifies student needs, high ability students, students "on the bubble" in specific content areas, informs on curriculum, if rigorous enough to meet testing standards
BC	For the most part, standardized tests mandated at the Federal and State level simply do not provide the information needed by the local districts to assess where children are and what their instructional needs are.
TCS	Inconsistency and time delays impede usefulness
RBB	...allow the school to review data compared to schools/students across the state... able to use this data to establish goals for our school improvement plan in ELA and Math ... we are able to determine strategies...to attain these goals", "provide a baseline and benchmark to progress monitor
WLCSC	It is my perspective that ISTEP information is not valuable for a variety of reasons: <ul style="list-style-type: none"> ◆ Standardized test scores should not regulate student, teacher and school corporation effectiveness. ◆ There is no educational value in the scores because ISTEP assessments give no educational information as to how our children are doing compared with other states or nations. ◆ There is no educational value to ranking school corporations by ISTEP scores from year to year because school corporations are not testing the same number of students from the same socio-economic environments. ◆ We don't have a teacher, student or an instructional issue with our schools - we have a testing crisis ◆ We have a faulty accountability system that is legislatively mandated without much local control
MSD-Pike	Provide the district with information relative to overall strengths and needs, also provides guidance with identifying instruction and professional development needs

Materials for Local Leagues' Consideration
 LWVIN Education Study 2015-17

MSD-Wash	Beyond scholarships and student awards, the greatest value of assessment within the district is its formative uses. For example, tests can help teachers ascertain what to teach, what needs emphasis, what has been misunderstood
MCS	ISTEP is useless. IREAD, however, is at least accurate. While it doesn't tell us anything we don't already know, the test does accurately assess whether a student is reading at 3 rd grade level or not. Because the state mandates that students must pass IREAD to pass 3 rd grade, parents and students take the test quite seriously. This is important because few parents would follow a teacher's recommendation to hold a student back without this test to back up the recommendation. In a more equitable world, children would have equal access to quality early childhood education. Without that, kindergarten students have wildly disparate skill levels. Allowing an extra semester or year in kindergarten might address the problems we identify with IREAD, without the stigma of failing a grade. IREAD does have the advantage of giving us leverage with parents
Mishawaka	Given the variables, it appears hard to see what the individual and aggregate statistics tell staff that they do not already know about their students other than how students fare in a particular testing situation. School "Grades" effect public perception of school quality and may promote alternative school choice. Student and staff morale is effected by poor grades while higher grades tempt families to move to schools without regard to the actual quality of teachers the resources available to them at their present school
Mishawaka JR	If used with some discretion, ISTEP can be helpful to determine effectiveness of teachers of math and English, and can provide assistance to such teachers. For example, if two teachers teach the same course such as Daily Algebra I which by definition includes students who have extreme difficulty in math, and one teacher's students have a 75% math ISTEP pass rate, while the other teacher has a 50% student pass rate, the skills of the teacher with the higher pass rate can be observed and shared with the other teacher. It is of no help to teachers of other course work. ISTEP on a micro level can also identify students needing extra help in math and English and can focus school resources on those students
SBCSC	See above (questions 7& 8). Also, a test like ISTEP can identify students needing extra help in math and English and can direct more school resources to those students
EVSC	New technology causes reflection on what we are doing. Are we asking good questions of students? The process gets teachers to dig deeper in questioning strategies of learning. Instead of a teacher assuming that his students know a subject ("I think my students know this") the test enables us to determine if they really do. The focus is on whether or not a student understands the material vs a superficial reflecting back of what is presented
LCSC	Current standardized testing has no value.
LSC	Teacher's merit pay was also withheld until al the "very late" data was received and combined with the other teacher evaluations. Pay was then Retroactive...but teachers had been teaching almost a full year!

10. Local Drawbacks- How are the standardized tests currently harming or causing problems to the district?

School Corp	Local Drawbacks
MCCSC	Testing time takes away from instructional time, testing results neither timely nor specific
BC	Excessive time, stress “it takes all the fun out of learning”, loss of teaching flexibility, school days may be affected by weather, high ability students and enrichment act. Suffer due to excessive focus on pass/fail levels, assessing computer skills should not be co-mingled with assessing knowledge
TCS	A single “snapshot” in time of student knowledge does not make allowances for technology failure, incorrect directions, poorly worded test questions
RBB	Schools did not receive data back for 11 months, we went into spring testing virtually blind. We had no previous data before administering this year’s Spring assessment
IPS	For a few years, teacher’s raises in some corporations were factored into a rubrics using the students test scores as a factor, but the tardiness of the results no longer makes this possible. Also the A-F school scoring based on test results was deceiving because a school with an F rating could have had a tremendous amount of growth in a year yet not get a passing score. This can be very harmful.
IPS	State testing data is so tardy that it is generally not very helpful. However, tests such as Acuity and NWEA offer results immediately which informs students and teachers of where students are proficient and where instructional attention still needs to be given.
WLCSC	Results affect school grades and teacher evaluations (and thus, teacher pay) Results provide little help to teachers in accurately determining student growth and performance and providing remediation and/or enrichment, particularly when standards are changed year-to-year Results confuse parents and students in understanding to student growth and performance, particularly when standards are changed year-to-year
MSD- Law	The test changes continually, so it is useless to try to compare one year’s accomplishments with the next.
MSD-Pike	Over recent years, due to changes in bot state standards and assessment formats, the tests and test results have added increased stress to students and staff. Delayed instructional guidance and test results due to conflict at the state level has also added to the decreased value of the results both with regards to instruction and teach evaluations
MSD-Wash	Addressed in other interview sections
Elkhart	See prior Elkhart responses
MCS	Because we lose so much time to testing and ancillary activities, students lose time for science, social studies, art, music, physical education, health education, and field trips. Physical activity is as important for young minds as it is for young bodies; the experiential learning associated with hands-on activities and creative expression enhances and improves critical thinking, problem solving, collaboration, and other essential life skills

Mishawaka	<p>Schools are ranked as if they were taking a test, A – F, and children, staff and teachers try to plan as if they had all the information they need, which is not likely. Parents are confused. Teachers are demoralized by newspaper interpretations. Non-public schools advertise on bill boards and TV to entice parents to leave the public schools using vouchers and enroll elsewhere in charter, private, and religious schools suggesting a child’s education would be enhanced by moving. Useful comparisons are not possible among schools given resources and curriculum differences</p>
Mishawaka JR	<p>Adverse effects can occur locally if a neighboring school district has a significantly higher “grade.” The better students will perceive the neighbor school to be better academically. With open enrollment and vouchers, the best students will move to the perceived better school. The “better” school may have few children with special needs, English as a second language, and/or economically disadvantaged children, so its overall ability to teach and generate academic progress for that group of students is not measured by its “grade.” It is unfair and a disadvantage to all students if the academically gifted students transfer to the better “grade” school, particularly because that “better” school’s grade may be the result of having a majority of students who will succeed wherever they attend school. Using a test such as ISTEP to grade teachers and schools can also result in a shift of the more talented teachers to the higher “grade” schools. A teacher perceives that their personal teaching “grade” is negatively affected if they teach in a lower “grade” school. ISTEP based grading also deters teachers of math and English at the high school level, resulting in fewer of those teachers who will select science, social science or other course specialties not measured by ISTEP or its equivalent</p>
SBCSC	<p>The normative standards inherent in the ISTEP are problematic and can cause adverse consequences to some schools. For example, ISTEP requires that students be able to solve quadratic equations in two different ways. Whether this skill is essential to a student’s career is debatable, and a certain segment of the high school population will never master this skill. Yet, a standard like this can cause a low grade both for math teachers and for schools having socio disadvantaged students, which in turn causes a drain of good students and teachers from that school to a higher rated school</p>
EVSC	<p>We ask ourselves if we’re spending too much time on a subject, and if we are assessing what students really need to know. For us, the large technical issues take a lot of time. We’re always trying to outrun the next issue. For schools, we gravitate toward labeling. We want to describe a student as “proficient”, rather than asking if they’ve made progress. The achievement model may preclude indicators of growth. The administration personnel know what’s happening in each building, but the test labels can be perceived negatively. Some buildings can take a label and head in a different direction, but a worst-case scenario would be a parent looking at a label and choosing another school for their child.</p> <p>Preparation time and length of time for administration of the tests takes away from class time learning. If something goes wrong with the technology, it takes time to fix it and that takes additional time away from classroom learning.</p> <p>“grading” schools (A-F) puts a label on the students which takes away from the progress that student may have made (the preferred emphasis.) The principals are</p>

	responsible for pointing out the positives and progress at the school and helping the schools turn around. Labeling may dissuade parents from sending a student to a particular school
LCSC	The tests are taking valuable time that could be better used to focus on more creative ways of learning. The tests test all kids the same way, so, again, they do not give an accurate picture of what the student knows.
LSC	Technology failures due to vendor problems were well documented but still happened the following years.

11. Effect on Curriculum- What if anything is being squeezed out of the annual curriculum by the need to spend time on testing?

School Corp	Effect on Curriculum
MCCSC	Difficult to answer, since testing focus on English and Math other subjects do not receive same attention they once did
BC	School counselors focus on testing rather than counseling from Nov- May, students needing support with college prep and guidance may not get the help they need. See drawbacks from question #10 as well
TCS	Loss of computer lab time, test scheduling that then disrupts other classes
RBB	The amount of time that we spend testing, period, takes away from everything
IPS	Often, the only subjects that are given attention during the school year are those subjects that will be tested.
IPS	Many hours of instructional time are lost to preparing students for testing and in the administrating of these tests. Each teacher is different but many complain that there is now limited instructional time for creative projects, cooperative learning and attention to the arts, physical education, and sciences.
WLCSC	Other subjects not tested by ISTEP are being squeezed including art, music, PE, advanced placement, electives, co- and extra-curricular programs, etc.
MSD-Law	In order to insert all the standardized tests, the worst thing we have done in the system is to make cuts in arts and music. The majority of our kids are literate, and we have to act like we expect every one of them to go to college.
MSD-Pike	There is an urgency now to squeeze all major grade level content in before the spring assessments, thus affecting the ability to spend adequate time on important grade level content. In addition, there is note of a focus on how students need to be able to demonstrate their learning on assessments, which is not always directly tied to what they know and are able to do
MSD-Wash	This is unfortunately the greatest difficulty with assessments. The test may <i>become</i> the curriculum because of its high-stakes uses. At the moment, all emphasis is on language arts and math. Other subjects get short shrift. Presumably, however, the high-stakes test should be so well coordinated with the adopted curriculum (read <i>grade-level teaching standards</i>) that its results would accurately reflect student mastery or lack of same
Elkhart	From Middle School Social Studies Teacher (7 th grade) – I have students come to me who have had NO Social Studies instruction. I'm teaching World History, but my students will be evaluated on mostly US History and that affects my evaluation

	as a teacher. They can't name the 50 states! They can't name more than 1 or 2 Presidents! Same for the Civil War, Revolutionary War, etc. I try to teach snippets of US History interspersed with my World History while trying to keep the students engaged. There has been so much focus on Language Arts and Math that instruction in other subjects has not happened
MCS	See answer 10
Mishawaka	In a curriculum where Language and Math are already a majority of the school day, content in science, music, art social studies, and history will be reduced or eliminated. This is already happening due to funding cuts for salary and facilities. In a curriculum designed to raise standardized commercial test scores, there is no opportunity for teachers to collaborate and "teach skills across the curriculum," a proven way to engage students and accomplish a significant amount of teaching and learning. There is neither time nor opportunity to present material with a variety of techniques so that several student aptitudes are met. Students who do not do well on standardized tests can still learn significantly and pass high school exit exams, if they are accommodated
Mishawaka JR	Technically standardized tests are intended to reflect the model curriculum focused on math and language arts, and the State directs schools to concentrate on the regular curriculum rather than test remediation. However, because of the math/English focus of standardized tests, students who consistently do poorly on the standardized tests either become demoralized and lose interest in the core curriculum, or they continue to try to perform in math and English, where they may never do well, and do not take courses which might better match their interest or gifts, such as social sciences, art, music, etc
SBCSC	Technically standardized tests are intended to reflect the model curriculum focused on math and language arts, and the State directs schools to concentrate on the regular curriculum rather than test remediation. However, the actual effect of ISTEP type tests is to narrow the regular curriculum somewhat. This is particularly true of special education teachers who focus on math and English, and spend less time on social science, art, and similar disciplines, because the pressure of ISTEP success is particularly high with these students
EVSC	We can't make a direct connection. But failing or priority schools may create different priorities. Nothing from the state or administration dictates a change. Curriculum maps make teachers aware of what needs to be prioritized. Teachers may feel the pressure, but it is their individual choice how to respond to that. An F school may focus more on deficiencies but how they do that is up to the school. There is a curriculum map for each grade and teachers may feel they don't have much flexibility
LCSC	The curriculum has become less creative because there really is no time for the more crafty projects or for field trips to reinforce learning.
LSC	HS has 90 minute class periods (did not correspond with testing times). Elementary schools had testing interfering with other weekly classes, causing problems with Science, Social Studies, Library & art forcing a narrowing of the curriculum. You cannot incorporate loss of this educational time into the rest of the school schedule. Field trips created for educational purposes have greatly decreased.

12. Timeliness of Results Reports- What is the interval between the date test are administered and the date schools receive full results?

School Corp	Timeliness of Results
MCCSC	Varies from test to test ECA- +/- one month IREAD-3Spring results +/- one month IREAD-3Summer results- 2 days STAR/WIDA- +/- one month ACCUPLCER +/- 2 weeks ISTEP- min of 4 months, this year 9 months
BC	“results are not timely enough for teachers to use them to guide instruction”
TCA	ISTEP is poor, WIDA and IREAD has good turnaround time and good feedback, IREAD is considered a “fair” test meaning it tests what it is supposed to and offers quick and understandable results
RBB	Schools did not receive data back for 11 months. We tested in March, received the results in February
IPS	11 months
IPS	Last year’s data took so long they had little value.
WLCSC	8 weeks to several months, ISTEP results were anticipated in Aug of 2014 but not sent to schools until Dec of 2014
MSD-Law	The district received results for the <u>March</u> testing in <u>December</u> , not useful for education. Children already have gone on to another grade (and, often, to another school) before their scores are known
MSDs-Pike and -Perry	NWEA and Accuplacer results are available 24 hours after test, otherwise 1-3 months typically
MSD-Wash	ISTEP results can take months to arrive; so results responses may lap into the following school year. There is talk of changing to an NWEA-type assessment, for that test shows the pupil his or her score on the computer screen as soon as the exam is finished. Of course, no judgement of student writing skills is possible at this speed
Elkhart	See question 8 response
MCS	School results (Acuity, STAR) are immediate and useful. State results, even in a good year, are much too late to plan ways to address lacks
Mishawaka	In 2015 spring test results were delivered in December, consequently it was impossible to plan in a timely manner for changes to curriculum and instruction design. Furthermore, faulty tests have resulted in scores being later modified. Test credibility is certainly a concern after such experiences, and these were the mistakes that were noticed and made public
Mishawaka JR	The PSAT and Accuplacer results arrive fairly quickly. ISTEP results are much slower—between four and five months (due to the State’s need to analyze results state-wide and determine the proper curve). Consequently, ISTEP test results are not useful in a student’s planning and course selection

SBCSC	<p>The PSAT and Accuplacer results arrive fairly quickly. ISTEP results are much slower—between four and five months (due to the State’s need to analyze results state-wide and determine the proper curve). Consequently, ISTEP test results are not useful in general curriculum planning and in a particular student’s course selection.</p> <p>Although there has been a debate about the optimum time to administer a test like ISTEP, i.e., fall vs. spring, there are pros and cons for either. Indiana has switched three times in 15 years. It would be best to select a time and stick to it because with the time gap between ISTEP testing and results, the scores do not greatly help curriculum planning in any academic year</p>
EVSC	<p>Since last year, we’ve moved to a new version of ISTEP. For High School, we will not get the results until fall. Last year, it was November/December before receiving results. Typically, we have the results by the start of the school year. When tests are taken in April, we should have the results by June or July for grades 3 – 8. It’s difficult when all the testing occurs at the end of the year, rather than throughout the year</p>
LCSC	<p>Terrible. The results arrive too late to be of any use for planning.</p>
LSC	<p>Parents can be confused by the grading (A-F) of schools when that grade was issued from data received from 2 years prior. This is due to getting information late! There would be a higher percent of “self-motivated” students if the information received was easier to read and understand by the student and their parents.</p> <p>ISTEP – Indiana allows for “some” students to have special accommodations. However, the number of special needs student “allowed” is based on a percentage of <u>the number of students taking the exams</u>. Once that number is reached---even if there are more “special needs students”---they cannot receive the help they need.</p>

13. How much time is spent taking practice tests?

School Corp	Time Taking Practice Tests
MCCSC	<p>Approx. 1 hour per test, per subject</p> <p>Each standardized test also has practice test</p>

14. How does it make sense to compare, for example, this year’s 3rd grade students against last year’s 3rd grade students and then (use the scores to) rate the teacher as effective or ineffective?

School Corp	Year to Year Comparisons to rate teacher effectiveness
MCCSC	<p>“It doesn’t make sense” both students and tests are different</p>
TCS	<p>TCS members believe Indiana government is misusing the ISTEP results when evaluating teachers to determine merit pay. ISTEP does not measure teacher effectiveness or school quality</p>
RBB	<p>Each class is completely different, a teacher may have a gen ed classroom one year including students with special needs then be moved to a high ability class the next</p>

	year. The majority of a teacher's ratings come for the teacher rubric and observations, so the growth model does not play a large role (for us) in the evaluation process
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15. Would an experienced teacher want to take a position in a school with challenges such as high poverty, high ESL, high minority and high mobility when students can't make the leap to proficiency in one year and eligibility for any salary increase is tied to student and building performance?

School Corp	Teacher willingness to work at a high need school
MCCSC	"teachers would be fearful to do that"
LSC	No incentive for teachers to further their education. Teachers much have a Master's Degree to teach Dual Credit classes. No incentive means another area of teacher shortage.

16. Is test anxiety now common in students?

School Corp	Test anxiety common in students?
MCCSC	"Not particularly but parents seem to be anxious" (unsure of source on this, best information would be from multiple direct proctors)
BC	Reports stress related to test "burn out" and computer delays and problems
TCS	Report of anxiety related to high achievers who put pressure on themselves to do well, also anxiety for students in special education, reports of crying, pulling hair, yelling, hitting themselves or others, throwing items, wetting themselves, throwing up, tearing up testing materials, giving up, running out of the room
MSD-Law	There are testing accommodations for special needs kids, often including more time to take the tests. In MSD-LT, special education students pass ISTEP at a 30-40% rate. However, one interviewee, father of a special education middle-school boy, found his son picking out his own hair in distress over anticipating the testing.
MCS	asked about test anxiety: It is very real, affecting students, parents, and teachers. Children lose sleep, throw up, cry, break down. It happens. We try to build up their stamina for testing by working to increase attention spans. They really do focus and try hard—it's very sweet.
LSC	Teachers may also experience test anxiety.

ⁱ Note that not every question was asked of every interviewee.