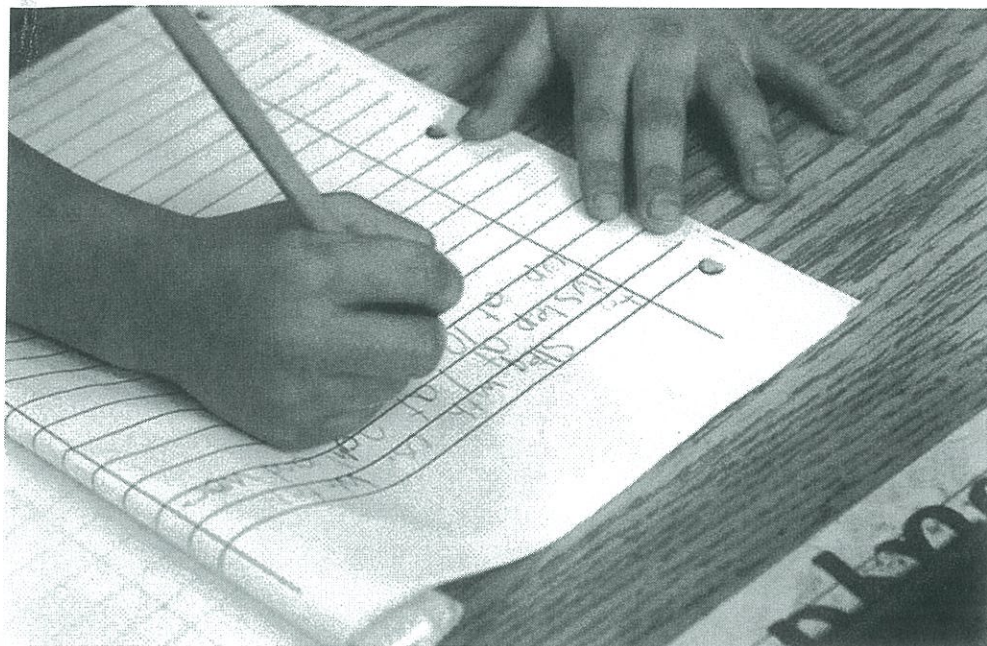


Ohio's new state tests in 2016 will have questions from Arizona, Florida and Utah



Ohio educators and the American Institutes for Research are working to compile new state math and English tests using questions from state tests in Arizona, Florida and Utah. (Lynn Ischay, *The Plain Dealer*)



[<http://connect.cleveland.com/user/paodonne/index.html>] By Patrick O'Donnell, *The Plain Dealer* [<http://connect.cleveland.com/user/paodonne/posts.html>]

Email the author | Follow on Twitter [<https://twitter.com/paodonne>]
on October 20, 2015 at 9:00 AM, updated October 20, 2015 at 9:07 AM

COLUMBUS, Ohio - A few hundred Ohio educators and the **American Institutes for Research** [<http://www.air.org/>] are piecing together the state's new English and math tests for 2016 from questions that have already appeared on state tests in Arizona, Florida and Utah.

TEST MANIA?

Ohio plans to eventually have tests of Ohio-only questions, now that **it has dropped out of PARCC**, [http://www.cleveland.com/metro/index.ssf/2015/06/ohio_dumps_the_parcc_common_core_tests_after_woeful_first_year.html] the multi-state Common Core testing consortium.

But creating all-new questions for math and English exams for third grade and up can't happen by the next round of testing in the spring.

So for now, Ohio and AIR are cannibalizing questions from exams in other states that use AIR as their testing service. Those recycled questions will make up Ohio's exams just for 2016.

"We know that they work," said John Cohen, AIR's president of assessments. "They're all fair. And they have all been vetted through Ohio educator committees."

Those states also have very similar education standards to Ohio's, Cohen and State Superintendent

Richard Ross have said, which are essentially the Common Core standards.

But each have their own state tests and are not part of PARCC or **Smarter Balanced**, [<http://www.smarterbalanced.org/>] the other major Common Core testing partnership.

Jim Wright, the state's testing director, told the state school board last month that 1,400 Ohio educators applied to help with the new math and English tests to replace the PARCC exams that Ohio ditched after one year.

A total of 16 committees of volunteers covering different grades and subjects went through questions from the other states in August and September, Wright said, and selected questions for Ohio.

Those committees are also working on developing questions for the Ohio-only tests to come in 2017.

Wright told the board in September that the committees had 320 members, but some members have dropped off.

Click here for a **full list of teacher volunteers** [[http://media.cleveland.com/plain_dealer_metro/other/Teachers working on Ohio English and Math tests for 2015-16.xlsx](http://media.cleveland.com/plain_dealer_metro/other/Teachers_working_on_Ohio_English_and_Math_tests_for_2015-16.xlsx)] , as provided by the **Ohio Department of Education** [<http://education.ohio.gov/>] on Monday. Within this attached Excel file, you can also see which Ohio educators are working on the science and social studies exams that AIR already provides for the state.

The state also released "blueprints" for the new tests early this month - breakdowns for teachers of which standards each test will cover and basic information on the points available on them.

Click here to **see the test blueprints** [<http://oh.portal.airast.org/ocba/resources/>] .

Wright said that ODE will begin posting sample questions online through **here** [http://education.ohio.gov/Topics/Testing/State-Test-Updates-for-2015_2016] for the new math and English tests, starting later this week. These will not be full practice tests, just a few sample questions.

Do you think these tests will be good? Tell us below.

And early next year, new committees of educators will work on "rangefinding" - determining what what kind of answers they want for questions and how to score them.

As a presentation by Wright last month explained:

"The committee members review test questions that are the open-ended type of questions or questions that have a rubric to use to score the question. These committees establish the range, from no credit, to partial credit, to full credit of acceptable responses They use sample student responses to help determine the range."

Click here for **his full presentation**. [[http://media.cleveland.com/plain_dealer_metro/other/Testing overview new AIR September 2015.pptx](http://media.cleveland.com/plain_dealer_metro/other/Testing_overview_new_AIR_September_2015.pptx)]

Changes have been moving fast since the state legislature voted in June to pull out of PARCC and **Ohio hired AIR to provide the new math and English exams**. [http://www.cleveland.com/metro/index.ssf/2015/07/air_takes_over_ohio_testing_wi.html]

Ohio's new state tests in 2016 will have questions from Arizona, Florida and Utah [http://www.cleveland.com/metro/index.ssf/2015/10/ohios_new_state_tests_in_2016.html]

Bestselling author Jonathan Kozol praises critical thinking; has harsh words for testing and Ohio legislature [http://www.cleveland.com/metro/index.ssf/2015/09/bestselling_author_jonathan_ko.html]

Ohio cuts math and English testing time about 40 percent this year [http://www.cleveland.com/metro/index.ssf/2015/09/state_cuts_math_and_english_te.htm]

Common Core comparison: Ohio students have edge on PARCC scores over Illinois, but results are incomplete [http://www.cleveland.com/metro/index.ssf/2015/09/common_core_comparison_ohio_stu]

Ohio's Common Core test results: A little more than 1/3 of kids met standards on PARCC exams [http://www.cleveland.com/metro/index.ssf/2015/09/ohios_common_core_test_results.ht]

Partial PARCC Common Core tests results coming next week - just no comparison of states yet [http://www.cleveland.com/metro/index.ssf/2015/09/partial_parcc_common_core_tests_r_just_no_comparison_of_states_yet.l]

Ohio's Common Core math and English tests will be cut to 3 hours each [http://www.cleveland.com/metro/index.ssf/2015/07/ohios_common_core_math_and_eng]

Ohio's not totally done with PARCC as this year's tests are graded [http://www.cleveland.com/metro/index.ssf/2015/07/ohios_not_totally_done_with_parcc_]

AIR takes over Ohio testing with optimism, but also controversy [http://www.cleveland.com/metro/index.ssf/2015/07/air_takes_over_ohio_testing_wi.html]

Ohio will pay \$23.6 million to AIR for Common Core tests next year

In the last month, ODE has announced that the new tests will be given between April 4 and May 13 in 2016.

ODE also announced the amount of time each test will take, showing a drop of about 40 percent for math and English exams. [http://www.cleveland.com/metro/index.ssf/2015/09/state_cuts_math_and_english_te.html]

Cohen said AIR is confident that the new tests will be ready by April.

"I'm not saying it's not challenging and it's not tight, but we will make it," he said.

There have also been a few rumors about the new exams, the latest coming last week when some teachers worried that AIR had purchased questions from PARCC to use on Ohio's exams.

That's not true, said ODE official's and AIR's Cohen.

Cohen said AIR had considered buying right to use some questions, but decided against it. And though **AIR is also a major provider of the Smarter Balanced exams for many states** [http://www.cleveland.com/metro/index.ssf/2015/07/air_takes_over_ohio_testing_wi.html] , Cohen said AIR can't use them in Ohio.

"Absolutely not," Cohen said. "Smarter Balanced owns those."

[http://www.cleveland.com/metro/index.ssf/2015/07/ohio_will_pay_236_million_to_air_for]

All Stories
[<http://topics.cleveland.com/tag/test-mania/posts.html>]

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Ad Choices

What Every Parent Should Know About Common Core

- **Common Core is not just a set of standards** – Standards, by design, are content. Standards determine the assessment which determines the curriculum. As the foundation of a child's education, it is imperative that the standards used are proven to be developmentally and academically appropriate. It is equally important that the standards honor and reinforce our Judeo-Christian values, which are critical to raising citizens of good character.
- **Common Core destroys local and state level control** - The Common Core initiative includes all the elements necessary for federal control over our local classrooms; national standards, national assessments, federally dictated teacher evaluations, and cradle to career data mining of our children.
- **Common Core Standards were not developed by the states** – See www.corestandards.org/public-license/
 - *"The NGA Center/CCSSO shall be acknowledged as the sole owners and developers of the Common Core State Standards, and no claims to the contrary shall be made."*

The Common Core Standards are copyrighted and cannot be modified

- *"Any publication or public display shall include the following notice: "© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved."*
- **Parents have nowhere to go to have their concerns addressed** – Who can a parent turn to if their teacher, school, local district and state have no control over these copyrighted standards and national assessment?
- **Common Core Standards are an experiment** – The Common Core standards have **never** been tried, tested or proven, anywhere, ever. In fact, Common Core financier, Bill Gates, stated in a September 2013 Harvard interview, "It would be great if our education stuff worked, but that we won't know for probably a decade".
- **Common Core Math lowers the bar** - The only mathematician on the CC Validation Committee, Dr. James Milgram of Stanford University, said that the CC math standards will place our students about two years behind their counterparts in high-performing countries. As admitted by one drafter of the CC math standards, Jasonimba, CC is designed to prepare students for a nonselective two-year community college, not a four-year university.
- **Common Core eliminates Classical Literature study** - An expert in English education and standards development, Dr. Sandra Stotsky, described the CC English language arts standards as "empty skill sets . . . [that] weaken the basis of literary and cultural knowledge needed for authentic college coursework." She also suspects from her analysis of work done so far on the standards that the reading level deemed sufficient for high-school graduation will be at about the 7th-grade level.
- **Common Core is designed to develop "human capital" for a global economy** – Human capital is the term the state stakeholders (corporatists and politicians) use to describe our children. Ohio Governor John Kasich, a supporter of Common Core, recently stated, *"We want kids to begin thinking about what they want to do in the first grade"*. Kasich's, 'We', refers to the Chamber of Commerce, corporate cronies and corrupt politicians...not PARENTS.
- **Common Core is developmentally inappropriate** – At the draft stage of the standards, five-hundred early education specialists, educators and psychologists submitted a letter to the CC development team warning of the psychological and academic harm that would result from learning expectations placed at the wrong stage of brain development. Their concerns were ignored. Dr. Gary Thompson, a clinical child psychologist, has testified before state legislatures and calls Common Core and its testing program "cognitive child abuse".

History teaches us that those who control education also control the hearts and minds of a nation's youth.

Join the fight at www.OhioansAgainstCommonCore.com & www.OptOutOhio.com & www.OhioansforLocalControl.org

"Education is simply the soul of a society as it passes from one generation to another." - G.K. Chesterton

RACE TO THE TOP ASSURANCES

COMMON CORE STANDARDS

HIGHLY ALIGNED,
COMMON ASSESSMENT

DATA SYSTEMS TO INFORM
INSTRUCTION – EMBED TECH

FED. LEVEL TEACHER & PRINCIPAL
EVALUATIONS (OTES-OPES-RESA)

TEACH FOR AMERICA AND
CHARTER SCHOOL EXPANSION

CODIFIED THROUGH LEGISLATION
OF BOTH STRICKLAND & KASICH AS
**REQUIRED BY THE ASSURANCES OF
OHIO'S GRANT SUBMITTED 1/19/10**

HB1 & HB290 2009, HB153 2011,
HB525 & HB555 2012, SB316 2012,
HB59 & SB21 2013, HB367 & HB487
2014 and, HB74 & HB64 2015
& PERPETUATED BY NCLB WAIVER

Selection Criteria		Points	Percent
A. State Success Factors		125	25%
(A)(1)	Articulating State's education reform agenda and LEAs' participation in it	65	
(i)	Articulating comprehensive, coherent reform agenda	5	
(ii)	Securing LEA commitment	45	
(iii)	Translating LEA participation into statewide impact	15	
(A)(2)	Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	
(i)	Ensuring the capacity to implement	20	
(ii)	Using broad stakeholder support	10	
(A)(3)	Demonstrating significant progress in raising achievement and closing gaps	30	
(i)	Making progress in each reform area	5	
(ii)	Improving student outcomes	25	
B. Standards and Assessments		70	14%
(B)(1)	Developing and adopting common standards	40	
(i)	Participating in consortium developing high-quality standards	20	
(ii)	Adopting standards	20	
(B)(2)	Developing and implementing common, high-quality assessments	10	
(B)(3)	Supporting the transition to enhanced standards and high-quality assessments	20	
C. Data Systems to Support Instruction		47	9%
(C)(1)	Fully implementing a statewide longitudinal data system	24	
(C)(2)	Accessing and using State data	5	
(C)(3)	Using data to improve instruction	18	
D. Great Teachers and Leaders		138	28%
Eligibility Requirement (b)		eligibility	
(D)(1)	Providing high-quality pathways for aspiring teachers and principals	21	
(D)(2)	Improving teacher and principal effectiveness based on performance	58	
(i)	Measuring student growth	5	
(ii)	Developing evaluation systems	15	
(iii)	Conducting annual evaluations	10	
(iv)	Using evaluations to inform key decisions	28	
(D)(3)	Ensuring equitable distribution of effective teachers and principals	25	
(i)	Ensuring equitable distribution in high-poverty or high-minority schools	15	
(ii)	Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	
(D)(4)	Improving the effectiveness of teacher and principal preparation programs	14	
(D)(5)	Providing effective support to teachers and principals	20	
E. Turning Around the Lowest-Achieving Schools		50	10%
(E)(1)	Intervening in the lowest-achieving schools and LEAs	10	
(E)(2)	Turning around the lowest-achieving schools	40	
(i)	Identifying the persistently lowest-achieving schools	5	
(ii)	Turning around the persistently lowest-achieving schools	35	
F. General		55	11%
Eligibility Requirement (a)		eligibility	
(F)(1)	Making education funding a priority	10	
(F)(2)	Ensuring successful conditions for high-performing charter schools and other innovative s	40	
(F)(3)	Demonstrating other significant reform conditions	5	
Competitive Preference Priority 2: Emphasis on STEM		15	3%
TOTAL		500	100%

AASA Statement Concerning ARRA Data Reporting Requirements

May 24, 2011

Contact: Kitty Porterfield, kporterfield@aasa.org, 703-774-6953

BACKGROUND

Under Section 6401 of the America Competes Act (see below), any school district whose state applied for and accepted funds under the recent American Restoration and Reinvestment Act (ARRA) is now required to submit to the state new and comprehensive information—with identifying information—on every student and every teacher in their school district. This regulation applies to all U.S. school districts.

Section 6401 (e)(2)(D), listed below, details the data that are to be reported to the state departments of education. The U.S. Department of Education has provided a form to the states to make school district reports uniform. Collection of this information by the states will be completed by Sept. 30, 2011.

ISSUES

This regulation represents the most comprehensive collection of student and teacher data ever undertaken by the federal government. This is not just schoolwide data, but includes the linking of every student's grades, state test scores and college readiness test scores to individual teachers. There are a number of serious concerns about these regulations:

- **Privacy rights.** The regulation raises huge student privacy concerns because *the complete transcript of every single student in public schools will be available in a single file.* Any breach of state files will make hundreds of thousands to millions of student records public.
- **Cost.** The cost in time and resources to state governments and to individual school systems will be significant. *Even today, the ability of schools and school districts to collect data digitally varies greatly across the country.* Compliance will first require new technical expertise to develop the software to compile the records in each district and each state, adding to the cost and potentially slowing down the reporting.
- **Reliability and usability of data.** *Student transcripts and grading policies vary greatly from district to district and state to state.* Useful analysis and comparisons will be all but impossible. Additionally, the amount of data will be sufficiently large that analysis may take years to complete, rendering the data useless for classroom improvement.
- **Future use of the data.** Staff members of the U.S. Department of Education have said that the records are only for state use. But the possibility remains that the data will be compiled nationally by federal contractors who may not be as concerned about privacy concerns as parents or schools. *Since the data will not be statistically reliable, any use for comparison, for justification of policy changes, or for teacher evaluation will be flawed from the outset.*

In August 2009, AASA responded to the then proposed regulations with a letter to U.S. Secretary Duncan, which said in part:

AASA strongly applauds the development of a robust longitudinal data system at the state level that interfaces with local data systems. We support the Department's efforts to increase the quality of the state assessment data delivered to the classroom level. The state assessments will become meaningful at the classroom level if/when teachers can receive data that demonstrates what individual students know in an instructionally useful timeframe. Without this level of data driving down to the school and classroom levels, the state assessments are no more than just a missed day of instruction.

We would like to note many school districts cannot participate in the robust data system envisioned by the America Competes Act because they do not have the broadband access at the district or school levels. While the focus is on the state data systems, the success of these systems will be based on the ability of local school districts to transfer their data to the states.

The concerns expressed in that letter remain. Given the severe blows that have been dealt to school districts across the country by the continuing economic crisis, schools have been unable to upgrade their broadband access or focus on data collection. We believe, therefore, that if we are to move forward toward the goals of the America Competes Act, we must take a step back and set realistic interim steps.

REQUEST

The American Association of School Administrators therefore asks the U.S. Department of Education to provide immediate regulatory relief for all schools in this difficult and expensive task.

Attempt to dumb down Kentucky college math courses triggering revolt!

OCTOBER 19, 2015 BY [RICHARD INNES](#) [LEAVE A COMMENT](#)

Were Common Core critics right?

One of the most astonishing comments to come out of the Kentucky Board of Education's October 6, 2015 meeting came from Bob King, the president of the Kentucky Council on Postsecondary Education (CPE).

King said his group was seriously considering radical revisions to entering college courses to create a remediation-course-free system where every student would start taking credit-bearing courses right away. He was going to create this utopia with the use of "Co-Requisite Courses," a mixed model where students who were behind would get extra help, or "acceleration" to somehow catch up to better prepared entering students during the first college year.

It sounded like a whimsical dream to me, and it didn't take long for reality to set in. In fact, like a nervous speeder looking at the fast-approaching cop in his rearview mirror, King even hinted at that during his comments to the board. King said he was getting some pushback from his college math professors.

Well, that comment about pushback might go down in Kentucky education history as one of the biggest understatements of all.

In fact, King has a revolt on his hands.

The first shot across King's bow was fired in a May 28, 2015 letter from the heads of the math departments of just about all of Kentucky's four-year universities. These department heads really took King to the woodshed for his obviously impractical ideas. A few quotes from the letter make it obvious that the math-troops are really unhappy.

Regarding where this idea got hatched and who agreed, the letter says:

"There has been no general invitation by the CPE for input on the Guiding Principles from Kentucky communities of mathematicians and mathematics educators."

So, just as we so often see with our K to 12 system, the Co-Requisite idea is a top down plan.

Regarding the obvious fact that math must be learned in a sequential format, the letter says:

"Placing these students into courses for which they have not met prerequisites can only lead to either lower educational standards or increased failure rates."

"This will result in lower standards for college students than currently exist for high school students."

"In particular, basic skills in elementary algebra have effectively been discarded"

Perhaps even more shocking, the letter compares the proposed college standards to those in Kentucky's current K to 12 Kentucky Core Academic Standards, claiming:

"Adoption of the default placement model described in the Guiding Principles would indicate to the K-12 community that the postsecondary system no longer adheres to even these minimal standards for college readiness, let alone the more rigorous standards of the KCAS."

Wow! Kentucky's leading math professors say King's idea would actually reduce entering college standards to somewhere below the level that high school graduates are expected to meet!

More shots fired

The math chairs' letter has now been joined by a more detailed paper from Professor Steve Newman from Northern Kentucky University.

Newman's paper, "[Concerns about CPE's Co-Requisite Model Initiative](#)," opens with this revealing comment:

"The Council on Postsecondary Education (CPE) is finalizing a plan to solve the college remediation problem by eliminating remedial courses and imposing a one-size-fits-all model based on the assumption that all high school graduates are prepared for college level work. This assumption is clearly false, and will result in lower



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academic standards and expectations for incoming college students. Indeed, it is difficult to see how these standards and expectations could be set any lower.”

Newman adds:

“The impact of the co-requisite model as a statewide standard will be particularly destructive in mathematics because students will no longer be held accountable by the postsecondary system for learning any algebra, not even the most basic algebra universally regarded as essential for college readiness in mathematics.”

Wow!

As a note, Prof. Newman does make some favorable comments about Kentucky’s current College and/or Career Ready statistics. As our readers know, the [Bluegrass Institute has concerns about the accuracy of those numbers](#).

However, the main point from both Newman and the Kentucky math chairs is that the proposal from King would create an even lower standard than the College and/or Career Ready standard. That is clearly a huge problem!

In closing, I must point out that critics of the Common Core State Standards predicted a dumbing down of college standards as an inevitable consequence of the adoption of what former Kentucky Commissioner of Education Terry Holliday repeatedly admitted (such as [here](#)) were only “minimum” standards. After all, [standards that omit high school trigonometry and pre-calculus](#) are not going to get many kids ready for real college work.

But, if the new college standard won’t even require high school mastery of algebra, we have a real problem.

Clearly, the answer isn’t to dumb down the standards in Kentucky’s colleges. The real fix is to improve the quality of what comes out of Kentucky’s high schools. And, [trying to hide that currently unacceptably low quality by magically ending college remedial courses](#) isn’t going to fix the problem.

Related posts:

1. [More kids will need college remedial courses in Kentucky](#)
2. [Pioneer Institute: “College- And Career-Ready” National Math Standards Prepare Students For Only Non-Selective Colleges](#)
3. [Lots more Kentucky students will need college remediation this fall](#)
4. [Kentucky begins its fifth year of Common Core in the public schools, but the college-going rate is flat or declining](#)
5. [Bluegrass Beacon: Common Core wrongly ignores higher-level courses](#)

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Bill Gates: Imposing Common Core On America Is Way Harder Than CURING MALARIA

Posted By [Eric Owens](#) On 9:33 AM 10/08/2015 In | [No Comments](#)

Billionaire software tycoon Bill Gates complained on Wednesday that his ambitious quest to force a set of one-size-fits-all national education standards on America's obstinate, noncompliant parents is much harder than finding a cure for malaria.

Gates, whose Bill & Melinda Gates Foundation has poured hundreds millions of dollars into efforts to develop and promote Common Core, made the claim at a two-day education conference in Bellevue, Wash., [reports The Seattle Times](#).

The exclusive, Gates Foundation-sponsored conference was limited to about 250 education policymakers and politicians.

Gates said he remains unhappy with America's taxpayer-funded public schools.

"A majority of teachers are in systems that don't really help them improve all that much," Gates proclaimed, [according to the Times](#).

The Common Core-loving billionaire also said he was shocked to discover that human progress is not linear and that education initiatives can even "go backward" when teachers conclude that new evaluation methods could cause them to lose their jobs.

Gates has not faced such problems in his global philanthropic efforts to fight disease, he said.

"If we come up with a new malaria drug, a new malaria vaccine, nobody votes to uninvent our malaria vaccine," the magnate observed, [according to the Seattle newspaper](#).

The audience guffawed.

Both Bill Gates and Melinda Gates gave lengthy speeches at the elite education summit — their first major orations on their education philanthropy in seven years.

Gates said he did not expect the national pushback against Common Core. He also admitted that Americans have come to associate Common Core with [dramatic increases in standardized testing](#), [a federal annexation of local education decision-making](#) and [bizarre teaching methods](#).

[\(RELATED: Obama Math: Under New Common Core, \$3 \times 4 = 11\$ \)](#)

Going forward, the Microsoft mogul said, he and education policymakers must work to ensure that teachers embrace the systems and the data that will be used to evaluate them.

He said he continues to support standardized testing as a major component of teacher and student assessment.

When Melinda Gates spoke, she suggested that some states moved too rapidly to introduce Common Core when a slow, measured debut would have been wiser. She also argued that — unlike many parents — teachers largely support Common Core.

"At the political level, there's a lot of noise," she pontificated, [according to the Times](#). "But if you go out and survey teachers, they are for the Common Core."

Melinda Gates also cited Kentucky — an early mover on Common Core — as a state which has seen positive results. Over 60 percent of high school graduates are ready for college each year now that Common Core has been implemented. Before the implementation, she said, the figure was 34 percent.

As of 2015, 42 states are using Common Core. That number is down from 46 a couple years ago. **(RELATED: Arne Duncan Threatens Entire State Of Oklahoma Because State Backed Out Of Common Core)**

Strangely, Bill and Melinda Gates have chosen to send their three children — Jennifer, Rory and Phoebe — to Lakeside School, a posh prep school in Seattle where annual tuition runs \$30,850. **(RELATED: Bill Gates Loves Common Core For Your Kids, BUT NOT HIS)**

Lakeside does not use Common Core.

The student-teacher ratio at the fancypants school is 9 to 1. The average class size is 16. Some two dozen varsity sports are available and the opulent athletic facilities include "hydrotherapy spas," according to a Seattle education blog.

In a 2005 speech at his swanky, exclusive alma mater, Gates fondly remembered his time there.

"Teachers like Ann Stephens. I was in her English class, and I read every book in there twice. But I sat in the back of the room and never raised my hand," Gates reminisced.

"I never would have come to enjoy literature as much as I do if she hadn't pushed me."

The Common Core standards Gates has funded heavily mandate a nonfiction-heavy reading regime that devalues literature tremendously. Specifically, under Common Core, nonfiction books must constitute at least 70 per cent of the texts read by high school students. **(RELATED: Under Common Core, Classic Literature To Be Dropped In Favor Of 'Informational Texts')**

Last year, the Gates Foundation and the Carnegie Corp. of New York suffered a stinging defeat when the nonprofit educational-software company InBloom Inc. announced that it would shut down permanently. The two philanthropies had seeded InBloom with \$100 million to create a huge database allowing behemoth education companies to see a smorgasbord of data about students including their test scores, their learning disabilities, their disciplinary records and their skin colors. **(RELATED: Bill Gates Is A Sad Clown Today Because His Bizarre \$100 Million Student Data Project Has Failed)**

Follow Eric on Twitter. Like Eric on Facebook. Send education-related story tips to erico@dailycaller.com.

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L.A.R.A. - Local Authority Restoration Act HB212

Restoring the Fundamentals of Local Control

1. **Local Control of curriculum and instruction** – LARA creates a local choice in the type of state assessment; standards-based or norm-referenced. The standards-based assessment will be aligned to the new state level standards, effective for the 2015-2016 school year and beyond. The norm-referenced assessment will be the Iowa Test of Basic Skills, non-Common Core aligned version. This frees the districts and schools to choose content standards, thus allowing classroom level decisions regarding curriculum and instruction. The ODE requirement to create an equivalency table for calculating report card measures will maintain effective annual accountability and eliminate any assessment bias. Similar testing options will be available for graduation and diploma requirements.
2. **Local Control of instruction priorities and class schedules** – LARA requires the annual year-end state assessment be administered after 90% instruction and/or no earlier than the last week of April. Further, the elimination of high school end-of-course exams prevents class schedule disruptions, dictation of course instruction, and a non-stop testing environment.
3. **Local Control of faculty evaluation and development** – LARA eliminates the Ohio Teacher Evaluation System (OTES) and the Resident Educator Summative Assessment (RESA), as well as the Ohio Principal Evaluation System (OPES). This will greatly reduce testing and restore instruction time.
4. **Local Control of Kindergarten Readiness Assessment** – LARA eliminates the state level Kindergarten Readiness Assessment. This will return the evaluation determinations to the local level, end the enormous data collection involved, and return our kindergarten teachers to the classroom.
5. **Protection of student and teacher data** – LARA prohibits student-level and non-aggregated data reporting or non-authorized access to such data. The elimination of state and federal level evaluations - OTES, OPES and RESA - protects our teaching professionals and administrators, and eliminates requirement to link each individual student score to the individual teacher and class.
6. **Protection of content and assessment stability** – LARA prohibits the adoption of, or revision to state adopted standards without approval of independent Standards Review Committee, comprised of - Ohio parents, Ohio educators preschool through higher ed, child psychologists, and other professionals - and which is independent from the state board and the department of education; followed by a minimum of three legislative hearings and approval by both houses of the General Assembly by Concurrent Resolution.
7. **Protection of transparency and community** – LARA requires state level standards and selected assessments be transparent, valid and reliable. It is critical that parents, teachers and school officials trust the program, the process, and its purpose, if we expect our schools to successfully serve our children and our communities.

Parents, Students, Schools & Communities

L.A.R.A – Local Authority Restoration Act

Prioritizing Students, not Special Interests

The board of Education of the (name of district) met in (regular or special) session on (month) XX, 2015, at (address) ,(city), OH (zipcode) with the following members present:

_____ moved the adoption of the following resolution:

**A Resolution of the (district) Board of Education
Regarding Support of Local Control of Education Through Ohio HB212**

WHEREAS HB 212 restores local control of curriculum and instruction; and

WHEREAS HB 212 restores local control of instruction priorities and class schedules; and

WHEREAS HB 212 restores local control of faculty evaluation and development; and

WHEREAS HB 212 restores local control of Kindergarten Readiness Assessment; and

WHEREAS HB 212 restores protection of student and teacher data; and

WHEREAS HB 212 restores protection of content and assessment stability; and

WHEREAS HB212 restores protection of transparency and community, now therefore be it

RESOLVED, that the (district) Board of Education, being duly elected and statutorily vested with the management and control of all public schools in our respective district¹, with authority over curriculum and instruction², honoring our oath of office³ as representatives of an independent body politic and corporate entity⁴, declare support for passage of HB212 and its provisions for clarity, protection, and restoration of local authority, and be it further

RESOLVED, that a copy of this resolution be sent to the Ohio State Board of Education, the Governor of Ohio, and all members of the Ohio General Assembly.

_____ seconded the motion.

Upon roll call vote on the adoption of this Resolution, the vote was as follows:

¹ Ohio Revised Code 3313.47 Management and control of schools vested in board of education

² Ohio Revised Code 3313.21 Authority of school board over selection of instructional materials & curriculum

³ Ohio Revised Code 3313.10 Oath of office member

⁴ Ohio Revised Code 3313.17 Corporate powers of the board

HB212 Resolution - ORC Citations

3313.47 Management and control of schools vested in board of education.

Each city, exempted village, or local board of education shall have the management and control of all of the public schools of whatever name or character that it operates in its respective district. If the board has adopted an annual appropriation resolution, it may, by general resolution, authorize the superintendent or other officer to appoint janitors, superintendents of buildings, and such other employees as are provided for in such annual appropriation resolution.

Effective Date: 07-01-1993

3313.21 Authority of school board over selection of instructional materials and curriculum.

(A) The board of education of each school district shall be the sole authority in determining and selecting all of the following to be used in the schools under its control:

- (1) Textbooks, pursuant to section 3329.08 of the Revised Code, and reading lists;
- (2) Instructional materials;
- (3) Academic curriculum.

(B) The board of education of each school district may permit educators to create instructional materials, including textbooks, that are consistent with the curriculum adopted by the district board for use in the educators' classrooms.

(C) Nothing in this section is intended to promote or encourage the utilization of any particular text or source material on a statewide basis.

Added by 130th General Assembly File No. TBD, HB 487, §1, eff. 9/17/2014.

3313.10 Oath of office of member.

Before entering upon the duties of his office each person elected or appointed a member of a board of education shall take an oath to support the Constitution of the United States and the constitution of this state and that he will perform faithfully the duties of his office. Such oath may be administered by the treasurer or any member of the board.

Effective Date: 01-16-1980

3313.17 Corporate powers of the board.

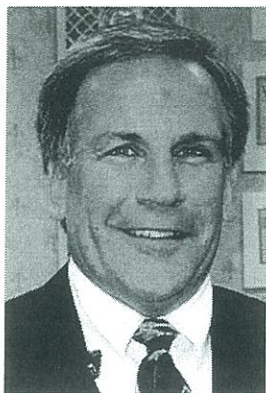
The board of education of each school district shall be a body politic and corporate, and, as such, capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing, and disposing of real and personal property, and taking and holding in trust for the use and benefit of such district, any grant or devise of land and any donation or bequest of money or other personal property.

Effective Date: 10-01-1953

Thompson takes a stand with HB 212

Tom Dunn Contributing Columnist

June 7, 2015



Anyone who has read articles I have previously written knows how little regard I have for the work the folks in Columbus have done in their efforts to reform public education. For the most part, I steer as far away from the Statehouse as possible, because the conversations that occur there about what education does or doesn't need are so inane. However, I was recently invited to meet with several representatives who are co-sponsoring House Bill 212 (HB 212), which is called the Local Authority Restoration Act, and I must admit that this invitation intrigued me. It was intriguing because this bill didn't appear to follow the standard political practice of replacing old bad legislation with new bad legislation.

I'll be the first to admit that I take the "local control" mantra uttered by most legislators with a grain of salt, because they usually make their claims within the confines of the latest proposed legislation that further erodes the little local control we currently enjoy. But, this proposed bill appeared to be different, so I accepted the invitation to meet with Rep. Andy Thompson, the author of the bill, and some of his co-sponsors to learn more about it and to answer any questions they may have about what makes it a good or bad bill.

Based on the discussion at this meeting, at which two other school superintendents, a school board president, and other interested parties were present, HB 212's goal is indeed to return educational decisions back to the local level and not to simply replace bad ideas with other bad ideas. He and the other sponsors appear to understand that nothing they have previously done improves the quality of education children receive and that unshackling educators from a multitude of poorly conceived mandates is a good thing for children. That, I must say, is a first.

For example, HB 212 proposes to eliminate the poorly conceived, legislatively mandated Common Core, the poorly conceived, legislatively mandated teacher and principal evaluation programs, the poorly conceived, legislatively mandated resident educator program, the poorly conceived, legislatively mandated end-of-course exams, the poorly conceived, legislatively mandated collection of student data to be used in inappropriate ways, and the poorly conceived, legislatively mandated state assessment programs that begin as early as kindergarten.

Admittedly, during the meeting, there were opinions expressed about topics like the Common Core with which I do not agree, but the beauty of this legislation is that that is okay, because I have no more of a right to impose my beliefs on others than they have to impose theirs on me. This legislation suggests that educational discussions should be occurring at local board meetings between locally elected officials and school administrators, not in the Statehouse of Columbus. That is a very good thing.

I don't believe that Rep. Thompson is living under any illusions that his bill will be embraced by everyone in the House of Representatives, even by those within his own party. In fact, it is my understanding that he has introduced similar ideas in the past that were shot down by party leadership; probably the same party leadership that was telling us how much they believe in local control.

So, it will be very interesting to see how this bill moves through the legislative process and if it gets torpedoed like most bills that don't include telling us how to live our lives. It will also be interesting to see how far Rep. Thompson will be willing to pressure his peers into "put up or shut up" mode when it comes to the discussion about local control, although, admittedly pushing too hard would probably be tantamount to political suicide for him.

I hope that if it is summarily cast aside, as is likely to occur, that people in education will throw their support behind him for his efforts. He deserves our support for taking this stand, a stand that will no doubt be very unpopular among his peers who love to tell us what to do.

Performance Level Recommendations for Ohio's State Tests

Math										
Exam	Limited	Basic		Proficient		Accelerated		Advanced		Proficient or Above
Grade 3 Math	11%	18	24%	29	26%	40	34%	68	5%	65%
Grade 4 Math	9%	18	27%	32	28%	45	34%	77	2%	64%
Grade 5 Math	10%	15	22%	26	32%	41	32%	71	4%	68%
Grade 6 Math	9%	13	24%	27	32%	45	32%	77	3%	67%
Grade 7 Math	8%	10	25%	18	36%	32	29%	66	2%	67%
Grade 8 Math	20%	13	29%	22	25%	32	25%	67	1%	51%
Algebra I	8%	9	28%	16	28%	23	34%	55	2%	64%
Geometry	2%	9	9%	19	31%	28	52%	57	6%	89%
Integrated Math I	14%	11	26%	21	23%	30	34%	57	3%	60%
Integrated Math II	1%	9	9%	18	28%	26	50%	47	12%	90%
English Language Arts										
Exam	Limited	Basic		Proficient		Accelerated		Advanced		Proficient or Above
Grade 4 English Language Arts	10%	18	21%	31	32%	47	32%	72	5%	69%
Grade 5 English Language Arts	11%	14	23%	26	29%	42	35%	73	2%	66%
Grade 6 English Language Arts	10%	18	22%	31	32%	47	33%	72	3%	68%
Grade 7 English Language Arts	13%	18	19%	29	28%	44	31%	64	9%	68%
Grade 8 English Language Arts	14%	20	18%	31	28%	46	35%	70	5%	68%
English Language Arts I	10%	15	17%	22	28%	39	37%	63	8%	73%
English Language Arts II	13%	21	11%	33	18%	45	44%	67	14%	76%
Science										
Exam	Limited	Basic		Proficient		Accelerated		Advanced		Proficient or Above
Grade 5 Science	12%	30	26%	48	24%	63	21%	75	17%	62%
Grade 8 Science	18%	25	22%	38	23%	52	27%	73	10%	60%
Physical Science	13%	20	24%	29	41%	48	18%	70	4%	63%
Biology*	21%	26	19%	30	33%	50	9%	57	17%	59%
Social Studies										
Exam	Limited	Basic		Proficient		Accelerated		Advanced		Proficient or Above
Grade 4 Social Studies	12%	33	19%	44	41%	64	24%	81	5%	70%
Grade 6 Social Studies	23%	44	20%	58	21%	70	22%	83	13%	56%
American History	12%	31	18%	42	36%	64	17%	73	18%	71%
American Government	10%	27	23%	39	49%	69	14%	81	4%	67%

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Approximate percentage of points needed to attain each performance level on base online test form.

*Student data is from 2014 field test.