

## **Frequently Asked Questions Regarding the Notice to Opt-Out**

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### **What will my child be doing should I opt them out of the assessment?**

If you do decide to opt your child out of the assessment, we will expect your child to be in attendance. The reason we are surveying parents now is to get an estimation of the number of parents who will opt out or not that we can make appropriate adjustments to our instructional schedule that will increase the amount of meaningful instructional time that our students receive.

Students not participating in the assessments will be receiving instruction to reinforce previously learned materials. No new concepts would be introduced. Our goal would be strengthen what they already know or, better yet, have students apply or demonstrate what they know in a creative or innovative manner. I view it as an opportunity to expand upon their previous learning. The extent to which we are able to do that is yet to be determined, and that is why we surveyed the parents.

### **If I choose to opt-out, do I need to opt my child out of both the Badger 3- 8 and the DLM?**

No. The Badger 3-8 is for all students in grades 3 -8. The DLM is the test that only students who are working on alternate grade level standards through a special education plan would take. Therefore, each child in grades 3-8 would take either the Badger 3-8 or the DLM, not both. If a parent has not had an IEP/special education meeting to discuss his/her child taking the DLM, then the assumption is made that the child would be taking the Badger 3-8.

### **How much instructional time will my child miss if he participates in the state testing?**

Both the Badger 3 - 8 and the DLM are not timed. Students take as much time as they need to complete the assessment. The test is not designed in "sections." Therefore, the testing schedule is built to accommodate a classroom schedule. Individual buildings will post their testing schedules as the testing window approaches.

### **Will the results of these assessment be used for course placement decisions?**

The district does not plan to use any data from Badger 3-8 or DLM to make decisions about students. We don't know enough about the data from the Badger 3-8 to change the types of data we use to make determinations, about students, especially course determinations,

MAP results are one criteria point for course placement, along with the InView testing happening in March. These will continue to be used until we can determine a process that doesn't rely on this information or an alternate set of criteria is established. The current "opt-out" assessments (Badger 3-8 and DLM) are not used for course placement determinations and will not be used in the near future (if they continue at all). These "opt-out" assessments are all in addition to the ones we administer for course placement determinations.

### **What is the school report card impact on the district when opting out of these assessments reaches less than 95% participation?**

The district receives a report card from the Department of Public Instruction. The overall score on the state report card may decrease five points if we do not have 95% participation in the

state assessments. If participation is less than 85%, the report card may decrease ten points. However, the state has not yet determined if or how they will be using the Badger 3-8 and DLM results for the report card.

**How will the Germantown School District measure growth in closing achievement gaps if the Badger 3-8 and DLM will not be used?**

We also use local assessments to measure how are students are progressing. The Germantown School District has a reputation for high academic achievement, and our commitment to high quality instruction will continue. We are striving to find better ways of articulating academic progress made in Germantown School District. We already know that we do well in the areas of reading and math as compared to the State and others; however, there is much more to a school district than math and reading scores. Diane Ravitch likely put it best, "Our schools will not improve if we continue to focus only on reading and mathematics while ignoring the other studies that are essential elements of a good education. Schools that expect nothing more of their students than mastery of basic skills will not produce graduates who are ready for college or the modern workplace."