Bill as Introduced

HB 542 – AS INTRODUCED

2003 SESSION

03-0923
04/09

HOUSE BILL ***542***

AN ACT establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.

SPONSORS: Rep. Alger, Graf 14

COMMITTEE: Education

ANALYSIS

This bill establishes a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which will comply with the requirements of the federal No Child Left Behind Act of 2001.

Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

HB 542 – AS INTRODUCED

03-0923
04/09

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Three

AN ACT establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Committee Established. There is established a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.

2 Membership and Compensation.

I. The members of the committee shall be as follows:

(a) Three members of the house of representatives, appointed by the speaker of the house.

(b) Three members of the senate, appointed by the president of the senate.

II. Members of the committee shall receive mileage at the legislative rate when attending to the duties of the committee.

3 Duties. The committee shall:

I. Study whether, in light of the testing requirements contained in the federal No Child Left Behind Act of 2001, the New Hampshire statewide improvement and assessment test should be replaced with another national standardized test, such as the California Achievement Test.

II. Examine the history and rationale for the existing statewide improvement and assessment test and reasons why New Hampshire does not use a national standardized test.

III. Survey school district and school administrative unit personnel to determine if they are administering the existing statewide improvement and assessment test, or any other national standardized tests such as the California Achievement Test or the Iowa tests.

IV. Determine whether any other national standardized tests are consistent with the New Hampshire curriculum frameworks and whether such tests will meet the requirement of the No Child Left Behind Act of 2001.

4 Chairperson; Quorum. The members of the study committee shall elect a chairperson from among the members. The first meeting of the committee shall be called by the first-named house member. The first meeting of the committee shall be held within 45 days of the effective date of this section. Four members of the committee shall constitute a quorum.

5 Report. The committee shall report its findings and any recommendations for proposed legislation to the speaker of the house of representatives, the senate president, the house clerk, the senate clerk, the governor, and the state library on or before November 1, 2003.

6 Effective Date. This act shall take effect upon its passage.

Speakers

SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB542 Date 3/18/03

Committee Education

**** Please Print All Information ****

Name	Address	Phone	Representing	Pro	Con
Richard Brothers			Office of the Governor	✓	
Deb Wiswell	SAU 49	569-022		Undecided	

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 542

BILL TITLE: establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.

DATE: March 18, 2003

LOB ROOM: 207 **Time Public Hearing Called to Order:** 3:00 pm

Time Adjourned: 3:40 pm

(please circle if present)

Committee Members: Reps. L'Heureux, Alger, Dearborn, Flint, Carson, Colcord, Balboni, Leone, McHugh, Naro, Laurent, Tufts, M. Carter, Hagan, Ingbretson, Snyder, Claire Clarke, Jean, Rush, Scovner and J. Dunn

Bill Sponsors: Rep. Alger

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

Representative John R.M. Alger, Prime Sponsor introduced bill. He submitted written testimony and also handouts. Rep. Carter (Question): Is this bill a duplication of effort with Department of Education implementing testing in compliance with No Child Left Behind? (Answer): No. Rep. Leone (Question): There are many problems with testing in New Hampshire schools. Is this a complex issue? (Answer): Yes. Rep. Jean (Question): Would you advise the passing of this test, as a requirement for graduation, like Massachusetts? (Answer): That would be interesting. Rep. Dunn (Question): Could we attach a culminating test. For example, regency vs. local diploma, like New York? (Answer): Yes. (Question): Does this lead to an elitist group? (Answer): I am not sure. This could be an issue the commission could look at. Rep. Leone (Question): Could we just talk to the Department of Education vs. this legislation? (Answer): We could.

Paul Ezen, Department of Education opposing this bill. The Legislation Oversight Committee is still in statute and could look at this issue rather than create a new one. The CAT is a non-reference test and thus not acceptable under No Child Left Behind. The Department of Education has started the process of finding a new test by interviewing Vendors in a three-step interview process. The NEAP was developed eleven years ago and doesn't align itself with No Child Left Behind, rather aligns with curriculum and reports such information back to specific schools within a community. Rep. Colcord (Question): Regarding the Legislative Oversight Committee, I think J.D. Colcord from Education is on it. Can I get the complete list? (Answer): Yes, I can get it for you. Rep. Balboni (Question): When did it last meet? (Answer): About two years ago. (Question): That's a long time. Don't you think they should be meeting more often? (Answer): Yes.

Deb Wiswall, SAU 49 is undecided. The Oversight Committee can address the issue of testing. We did use CAT, but because it is from 1992, it doesn't meet new requirements. Testing takes two

weeks out of the school year, so we coordinate our testing (NEAP and Terra Nova), so everyone is tested at the same time. Rep. Carter (Question): Are you opposed to this bill? (Answer): I am undecided.

Representative John R.M. Alger provides additional testimony. Testing is crucial. We should have the Department of Education present us with an update so we know what is going on.

Paul Ezen, Department of Education responded with "we would be happy to do this". Rep. Dunn (Question): I don't think there is enough representation on either the study committee or the oversight committee. There is too much oversight, financially. Do you believe? (Answer): Yes, I believe.

Respectively submitted,

Sharon M. Carson

Sharon M. Carson
Committee Clerk

Testimony

FAX

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3860

Date _____

Number of pages including cover sheet ____

To: Rep Stephen L'Heureux
House Education
Urgent!

Phone _____
Fax Phone 271 6689
CC: _____

From: Paul Ezell

Phone (603) _____
Fax Phone (603) 271-3830

REMARKS

For your information ☑ Urgent ☐ For your review ☐ Reply ASAP ☐ Please comment

Steve,
The 2 pages are for House Ed. as a result of the review of HB 542. They want this early today!

Paul

03/19/03

Representative L'Heureux,

I testified against HB 542 yesterday afternoon. I was asked to deliver to you information requested by House Education.

1. The names of the committee members serving on the Statewide Education Improvement and Assessment Program Oversight Committee.
2. When their most recent meeting(s) were.
3. The DOE's intent to use the committee during the process of redefining what an assessment system would look like in the State of NH under the guidelines of No Child Left Behind.

The second page of this FAX taken from the Gen. Court WEB site answers the first two questions. The names are there and a list of the most recent meetings is included.

As to the last question, Lorraine Patusky, the administrator for the office of Curriculum and Assessment has had preliminary contact with several members of the committee already and intends to use the committee as we go through the process of deciding on a new assessment system. There is a great deal of preliminary work being done and still to be done before we engage the committee in dialogue about the future of assessment in NH.

I raised the issue of coming to House Education to talk about all the engagement and work we have done to date around assessment. The committee seemed receptive, including the sponsor of the Bill, Representative Alger.

Please relay this information to the committee ASAP. I promised I would have it to them early on Wednesday (today).

Thank you for your help with this issue,

Paul F. Ezen
Deputy Commissioner
NH Department of Education
603 271 7301

New Hampshire General Court
Statutory / Chaptered Study Committees

Prev | Next | Results List | New Query

STATEWIDE EDUCATION IMPROVEMENT & ASSESSMENT PROGRAM LEGISLATIVE OVERSIGHT

1993	SB224	193-C:7
0290:2	6/22/1993	Yes
2/25/1998	No	

(2nd New Title) relative to the statewide education improvement and assessment program.

Final 1997 Report, dated 2/25/1998 (Rec'd in 2001)

6/22/1993	STATEWIDE EDUC IMPROVEMENT & ASSESSMENT PRGM LEG OVERSIGHT COMM
6/22/1993	[AM BY HB10,CH9,1995 TO CORRECT CERTAIN COMMITTEE NAMES]
6/22/1993	CHR, HOUSE EDUC COMM, OR DESIGNEE:
6/22/1993	CHR, SENATE EDUC COMM, OR DESIGNEE:
6/22/1993	1 REPRESENTATIVE, APPT BY SPKR:
6/22/1993	1 SENATOR, APPT BY PRES:
6/22/1993	1 REPRESENTATIVE (FROM HOUSE FINANCE), APPT BY SPKR:
6/22/1993	1 SENATOR (FROM FINANCE COMM), APPT BY PRES:

*Committee

L'Heureux, Stephen - by CHAPT.
Colcord, J D - by SPKR
Wallner, Mary Jane - by SPKR
O'Hearn, Jane - by CHAPT.
Estabrook, Iris - by PRES
Green, Richard - by PRES

Meeting History

8/26/1993 10:00:00 AM	RM104,LOB (Org. meeting)
1/30/1998 1:00:00 PM	RM105A, ST HOUSE (Rescheduled Reg mtg)
2/2/1999 9:00:00 AM	RM207,LOB (Reg mtg)
10/25/1999 10:00:00 AM	RM207,LOB " "
1/20/2000 2:30:00 PM	RM207,LOB " "
2/7/2000 10:00:00 AM	RM207,LOB " " (NOTE TIME CHANGE)
11/15/2000 10:30:00 AM	RM207,LOB Regular meeting

Prev | Next | Results List | New Query

Last Regular meet

Written Testimony #1

Testimony On HB 542 establishing a committee to study ...(student)... testing

TO: The Honorable Stephen L'Heureux, Chairman **February 18, 2003**
House Education Committee
From: Representative John Alger

Chairman & Members of the Education Committee,

For the record, my name is John Alger, State Representative. I represent, as one of two, the towns of Campton, Ellsworth, Orford, Rumney, and Wentworth.

I support this bill and hope the committee will pass it. From a legislative perspective I believe our student testing program needs a careful review to accomplish duties listed in the bill under section 3.

I understand this bill possibly should simply charge our "Education Improvement & Assessment Oversight Committee"(RSA 193-C:7) with this study. That would be fine with the sponsors of this bill, I'm sure, if in fact they were excited to carry it out! A copy of their 1997-8 report is attached to this testimony.

Results of the study under this bill should clarify why New Hampshire has a custom, labor-intensive series of student tests versus use of standard tests available and used elsewhere (CAT, STANFORD, IOWA, etc.); whether the NH custom tests should be expanded to grades 3 through 8 at considerable additional costs (current tests cost about $3+ million annually for grades 3, 6, and 10) in order meet the requirements of the federal law "No Child Left Behind (NCLB);" why school districts persist in using a standard test in addition to the NH custom tests; and what testing program the state should adopt in the future that is economical, practical, and useful to teachers, students and parents.

At the present time students, particularly in the 10th grade, have little or no incentive, in my view, to take or do well on the state test. It apparently means nothing to future employment or college access. They still must take the Scholastic Aptitude Test (SAT) for college entrance purposes!

In order to assess student/class knowledge relative to their peers elsewhere, the school districts of SAU 48 require completion of the California Achievement Test (CAT) in grades 3 through 8. In addition, since 1993, the State has required, and paid for (about $3+ million annually), testing all students statewide in grades 3, 6, and 10. Therefore, elementary students in SAU 48, and I believe elsewhere, spend two weeks of their 36 week year on the CAT tests and in grades 3 and 6 spend four weeks on tests! That does not include any of the time a teacher may use to assess for her/his purposes how the students are doing!

Now, with NCLB we will be required, and require, a new standard state test for grades 3 through 8! I believe DOE Commissioner Donahue already has a team working on the problem of what tests to require. Unless the districts give up the CAT, all our elementary students 3 through 8th grade will spend over 10% of their time in class on tests outside the teachers design! Furthermore, under NCLB, another test at random every two years will be required!

I have attached to this testimony observations on testing by Rumney School Principal Dave Webb, taken from research results he reports, and comments by former State Senator Jim Rubens including his 1997-8 Statewide Education and Assessment Program report. In that regard have the recommendations of that report been carried out? If not, why not, and are they also of interest to review in the study committee set up by this legislation?.

It's time for a legislative update on student testing. Thanks ~~your~~ for your interest and attention. (JHA)

To: Repr. JOHN ALGER
FROM: David Webb, Principal- Russell School, Rumney

Assessment tools used for ranking are not generally good instruments for helping teachers improve their instruction or modify their approach to individual students.

The most important improvements do not require sophisticated data analysis or special expertise

States with high stakes testing policies, find that such policies have resulted in no measurable improvement in student learning, as indicated by four different independent measures.

Standard based tests are unbalanced, over-sampling some standards and under-sampling others

Research demonstrates that high stakes testing narrows curriculum and dumbs down instruction

Three important factors suggest that if the tests could improve instruction, even in theory, they won't in practice.

> **Socioeconomic Effects**: Those who start with less get less and as a result they either fail to catch up or fall even further behind. Simply demanding higher scores even with rewards will not do the job.
>
> **Teaching to the test**: Any test can only sample the curriculum that students learn. For test results to be valid measures of real learning, students must have been taught a full curriculum.
>
> **Cultural Bias:** Do the current tests meet the cultural differences of our children?

The alternative is to provide a richer curriculum and instruction to improve standardized test scores. Teachers who used more interactive rather than exclusively didactic instructional approaches gained more than their peers

Doctors treat each patient differently on the basis of his or her individual needs, yet they base their judgments on conventions widely held across the profession. A thermometer is the same in New Hampshire and New York, as a blood pressure gauge. What do theses measures have in common? Each reports against a common standard. Fever is a fever, regardless where you live. We should hold students to the same achievement standards regardless where they attend school.

We must recognize that testing time takes away from teaching time, a useful test should not take too long to administer or should not intrude excessively on instructional activities. Most schools spend four weeks of instructional time on testing.

Student's Dream, Principal's Dread: The Test Not Taken

WSJ — 12/24/02

More Kids Opt Out of Exams That States Use to Assess Schools and Assign Funds

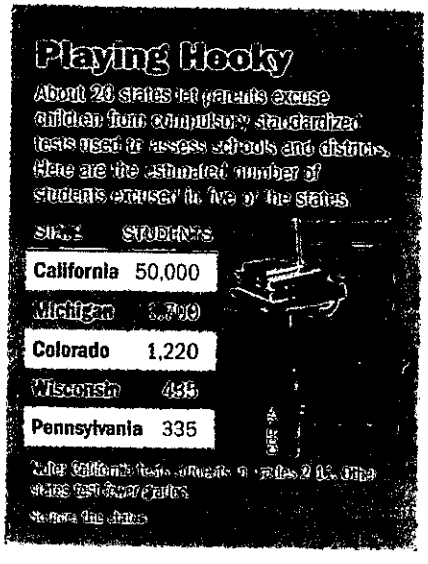
Time for a Course in Tanning

By Daniel Golden

SAN DIEGO, Calif.—Sporting an "A" average and varsity letters in two sports, Erin Binney took a battery of tests last spring to improve her college-admissions prospects, including three SAT achievement tests and Advanced Placement exams in U.S. history and chemistry.

But when it came to the state-required achievement test that is used to assess teachers, schools and districts—and has no effect on her transcript—the student at Rancho Bernardo High just said no. Instead of being tested two hours each morning for a week, she slept late and did homework.

Erin, now a senior, was one of 212 Rancho Bernardo students, or 8.7% of those eligible for testing, who stayed home or went out to the beach or breakfast—up from a dozen such refuseniks in 1999, 49 in 2000 and 166 in 2001. Without Erin and other stellar students, Rancho Bernardo's score on the Standardized Testing and Reporting, or STAR, exams has plummeted, and the school has missed out on hundreds of thousands of dollars of state aid and teacher bonuses pegged to improvement.



Rancho Bernardo administrators can't force students to take the test, or penalize them for dodging it. Erin and the rest were excused by their parents.

It's a little-known fact of school life: "mandatory" testing often isn't.

The Bush administration—and nearly every state—want to test as many public-school students as possible. The federal "No Child Left Behind" law, adopted last January, says 95% of the students in high-poverty schools must take standardized tests like STAR or the schools forfeit funds granted under Title 1—the biggest pot of federal education money available. California requires elementary and middle schools to test 95% of their students, and high schools, 90%. Even students with special needs or limited English are supposed to be tested.

Parents' Rights

But the push for universal testing is colliding with another cherished educational value: parental rights. About 20 states—including California, Michigan and Wisconsin—let parents waive testing of their children, usually without having to give a reason. These waivers are confounding school administrators and distorting test scores on which school funding and reputations increasingly hinge.

Waivers spur particular resistance at upscale schools where students excused from testing tend to be high achievers. At Rancho Bernardo, a planned community laden with well-off retirees, several teach-

Please Turn to Page A6, Column 1

Continued From First Page

ers and the president of the parent-teacher association have opted their children out of the test. Erin Binney and other top Rancho Bernardo students excused by their parents say guidance counselors threatened to write unfavorable college recommendations for displaying a lack of school spirit. Counselors deny going that far, but they acknowledge that they consider test participation when they select students to lead school organizations.

Some parents object to standardized testing, or to a particular test. Some parents who speak Spanish or another foreign language feel their children don't have a fair shot on a standardized test given in English. And still others see no personal incentive for their children to labor over tests that aren't included on school transcripts or required for high-school graduation or college admissions. (Parents typically aren't allowed to use the waivers for statewide graduation tests, now required in 27 states.)

"I felt kind of guilty, because I realized I could be taking money away from the school," says Erin's mother, Joan Binney. "But Erin had just started a job, she was competing in lacrosse, and she had to study for the AP tests. It all gets to be too much."

'A Nation at Risk'

The movement to hold teachers, schools and districts to higher standards dates back to a controversial 1983 report titled "A Nation at Risk." It offered a grim portrayal of decline in the nation's public schools and started what has become a steady rise in standardized testing.

The push for testing aroused concern among conservatives who favor parental rights and fear government intrusion. At their prodding, states began adopting opt-out rules for most state standardized tests in the early and mid-1990s; California's was passed in 1995. Since then, a broader coalition has taken up the cause, including the National Education Association, the nation's largest teachers' union, which endorsed waivers at its 2001 convention. Many NEA members resent state-imposed tests and think they restrict their academic freedom and limit their ability to set curricula. Various anti-testing groups promote opt-outs on their Web sites or have filed waiver legislation in other states, where students who miss tests must make them up or be considered truant.

Paul Warren, California deputy state superintendent for accountability, says waivers act as a valuable "pressure relief valve," saving schools from parents steamed up about testing.

Bush administration officials acknowledge the tension between their goal of univer-

sal testing and state opt-out provisions. Eugene Hickok, U.S. undersecretary of education, described waiver rules as a "potential challenge" to administration policy, and said "full participation" in testing "is in both the state's interest and the student's interest."

Nationwide, only an estimated 50,000 to 75,000 parents, mostly in California, excused their children from testing last year, largely because states and school districts don't publicize the option. But the relatively small numbers have a disproportionate impact because they are concentrated in certain schools.

Cost of Rising Opt-Out Rates

At Boulder High School in Boulder, Colo., the number of students excused by their parents from the state test increased to 24 last spring from five in 2001. Most belonged to a school activist group called Student Worker that has colorfully protested statewide testing with videos, posters, and imitation prison-inmate identification badges. For the purpose of rating Colorado schools, students who opt out are lumped in the "unsatisfactory" category, dragging down their school's score. Boulder High's ranking dropped from "excellent" to the next-best category, "high-performing." The high school also failed to qualify this year for $10,000 in state funding for improved scores, although the money might not have been available anyway, due to a state budget crisis.

"When you feel so strongly, you have to act on it," says Max Holleran, a high-ranking Boulder High student who received a parental waiver. "If it hurts our school, so be it." His father, Michael Holleran, a professor at the University of Colorado, says he shares his son's reservations about testing.

Some schools have retaliated against teachers or students who promote waivers. When Christopher Hu, then a junior at Scripps Ranch High in San Diego, distributed a pamphlet to classmates in 2001 describing how parents could exempt them from the test, the school confiscated the fliers and threatened to discipline the straight-A student.

The school's reaction backfired. Parents excused 118 Scripps Ranch students, or 7.9% of those eligible, from the test that year, and the school's score dropped. After the American Civil Liberties Union intervened on Christopher's behalf—seeking to strike any record of disciplinary action against him from his transcript—school officials settled the case by agreeing to that as well as apologizing to him and pledging not to interfere with students handing out antitesting materials. Last spring, parental waivers at Scripps Ranch dropped to two—and its score skyrocketed—after the school conducted an intensive pro-testing lobbying campaign, including visits by the principal and assistant principals to each first-period classroom.

Until two years ago, California barred teachers from initiating conversations with parents about waivers. That restriction was eased when the state settled litigation with four school districts over testing students with limited English. Under the settlement, the state can't stop teachers from informing parents about the option, only from soliciting or encouraging parental waivers. Last spring, an elementary school teacher in San Jose was suspended for allegedly doing just that.

Carrots and Sticks

States have sought to expand test participation with both carrots and sticks, with mixed success. Michigan drove down parental waivers to 200 in 2000 from 7,000 in 1999 by offering a $2,500 college scholarship to all students who met or exceeded state standards on the test—turned out to be almost half of the state's enrollment. Despite the incentive, the number of opt-outs rebounded in 2001 to 1,700; state officials couldn't explain the turnaround. Figures for 2002 are not available yet.

California offers a smaller perk: $1,000 to students scoring in the top 5% of the state's public schools or the top 10% of their high school. Several Rancho Bernardo students said the money was not much of a lure, because their parents could afford to pay for college. Still, Ryan Joynt did take the test, and earned a scholarship. Helping the state to evaluate schools is "almost a civic duty," says Ryan, a senior.

In California, students who opt out don't count in their school's score, which is based on an average of students' scores on a battery of tests. But if the school has too many opt-outs, it doesn't receive a score at all. In 2001, the California Board of Education adopted a policy invalidating the scores of schools with opt-out rates exceeding 20%—or in some case between 10% and 20%—on the grounds that the scores would be unreliable measures of the overall enrollment. Under this rule, 37 California schools did not receive an academic ranking last year, including Sir Francis Drake High in Marin County north of San Francisco.

Spurred by a former school-board member who opposes testing, Drake parents excused 37% of eligible students in 2001 and 29% in 2002. Drake administrators say the lack of a rating imperils the school's image and its chances for government and private grants. If a California school goes long enough without a score, it could also be taken over by the state for failure to show improvement, but the no-score policy hasn't be in effect long enough for that to happen.

"I certainly wonder how you can have a state accountability measure, and then permit parents to exclude their kids," says superintendent William Levinson. "It makes absolutely no sense to me."

Also without a ranking is Edison Elementary School in Santa Monica, Calif., a bilingual charter school where parents opted out 67 of 80 second-graders last spring from state testing, which covers grades 2-11. Since the school doesn't teach reading and writing in English until third grade, second-grade parents "feel it is a waste of their child's time and a little bit torturous for them to take a standardized English test," says teacher Elizabeth Ipina.

Last April, five school districts—along with a charter school that didn't receive a score—challenged the 2001 rule in state court in San Francisco. They contend they shouldn't be "denied the chance to have their schools' performance measured and compared with other like schools" nor "deprived of a multitude of state and federal funding opportunities" just because parents are exercising a legal right. The case is set for trial in March.

Pennsylvania parents used to exclude their children from testing without saying why. In 1999, deluged by opt-outs, the state narrowed the provision, requiring parents to cite a religious reason. Waivers declined in some districts, but not Karns City, a blue-collar town outside Pittsburgh where the school board opposed state testing as encroaching on local control. In 2001, the board wrote parents in the district, inviting them to object to their children's testing on religious grounds. About 65% of high-school juniors were excused.

Under state pressure, the board dropped the campaign last spring, and nearly all students were tested. But board member Tom Baughman, who had his son opt out in 2001, says he will urge parents to use a religious exemption again next year.

Murals and signs throughout the Rancho Bernardo campus proclaim its status as a California "distinguished" school and a federal "blue-ribbon" school—prestigious designations that attract newcomers to the neighborhood and sustain housing prices. But administrators say Rancho Bernardo is likely to lose those honors because of declining test scores, which they attribute to rising opt-outs.

Since 1999, Rancho Bernardo's score has dropped to 773 from 803 on a 200-1000 scale. According to a study by Poway Unified School District, in which the school is located, Rancho Bernardo seniors whose parents excluded them from the test last spring—such as Erin Binney—have a higher grade point average, 2.89, than the district's overall GPA of 2.76.

Lori Brickley, a science teacher and former teacher-of-the-year in San Diego County, helped popularize waivers at Rancho Bernardo. Ms. Brickley, whose classroom walls are adorned with activist slogans, has twice opted out her daughter Briana, now a senior. She and other teachers in the area honed their antitesting sentiments while attending classes at California State University at San Marcos, a hotbed of progressive education.

In the spring of 2001, Jennifer May passed along Ms. Brickley's information to her parents. Her mother agreed to excuse her. Instead of sweating over the test, Jennifer slept late and spent one morning at a tanning salon. "We didn't give it a lot of thought," says her mother, Kristin May.

Ms. Brickley says she "caught a lot of heat" for alerting students. Guidance counselor Barbara Pruett says, "Some of us are opposed to teachers using instructional time to express philosophical objections to testing." The school considered altering transcripts sent to colleges to reflect a student's opting out, but was told by the district that it couldn't do so without parental permission.

Word of potential deliverance spread from Ms. Brickley's students to the rest of the high school, and thence to the district's two other high schools, Mt. Carmel and Poway. Since 2000, Mt. Carmel's score has dropped to 776 from 795, while waivers increased from two to 143, or 5.6% of the test population. Poway's score fell to 764 from 779 while parental opt-outs soared from six to 151, or 6.5%.

"The students who opt out of the test are the ones we want to take it," says Poway assistant principal Robert Gravina. He says Poway staff will call all parents who opt out their children for next spring's testing, stressing the test's importance and asking them to reconsider.

WSJ Question

Question: *Should federal aid to schools be based on students' standardized test scores? Visit* **WSJ.com/Question** *to vote.*

John Alger

From: <JimRubens@aol.com>
To: <john.alger@eagle1st.com>; <judy.alger@eagle1st.com>
Sent: Saturday, December 14, 2002 1:48 PM
Attach: assfinal.doc
Subject: Merry Christmas, Happy Holidays, testing

Judy,

Hello and cheers to both of you.

My email address is unchaged, as below. You put an extra "e" in my last name, like the sandwich. Think of me like the painter.

I chaired the Assessment and Improvement Oversight Committee for two years. I made sure that the committee actually did something and we pumped out over 20 recos to the state board. We did not suggest replacing the Assessments with the CAT.

Personally, I think the state would be better off with a far less expensive test that yields results useful down to the individual student level, the CAT being an example. There is probably a means by which an off the shelf, norm-referenced test (rather than standards referenced like our assessment) can be linked to the state curriculum frameworks. Certainly, with the NCLB test mandate, NH must come up with a less costly, less time consuming and more useful testing regime.

A great deal of thought would need to be applied to find the best set of tests for NH. State law would need to be changed to make significant changes.

Attached is my committee's final report as submitted.

Be in touch anytime!

Jim Rubens
603-643-6059
603-359-3300 (cell)
JimRubens@aol.com

Statewide Education Improvement and Assessment Program Legislative Oversight Committee

Final 1997 Report, issued February 25, 1998

Senators Rubens (Chair), Danais, Johnson, Representatives Durham, Yeaton, Wallner.

Issued to: Members of the Committee; Senate President; Speaker of the House; Office of the Governor; Board of Education, John Lewis, Chair; Education Commissioner Elizabeth Twomey.

As a result of four public hearings during which several dozen people spoke and the committee's deliberations, the committee makes the following recommendations. The committee looks forward to a joint meeting proposed by John Lewis between committee members and members of the State Board of Education, at which these items will be discussed.

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1. Independent Quality Control Proposal Wanted. The committee requests that the Board and the Department present details of what an independent assessment quality control program might look like and what it might cost. New Hampshire now has no such system. The Department of Education now contracts with Advanced Systems to perform quality control on items (2) and (3) below. Presently DOE has no independent or internal quality review process in any of three concern areas: (1) test administration (including cheating issues); (2) scoring; (3) scoring analysis. Dr. Ed Roeber of CCSO, who testified at the 12/9/97 meeting of the committee, suggested that a collaborative QC process between the Department and the contractor would suffice and that the Department should commit staff resources to the QC process. Terry Gorham of Citizens Education Association suggests the creation of an Independent Office of Educational Accountability to provide this function.

2. Adopt Ethical Standards. The committee requests that the Board prepare a proposed set of assessment program ethical standards. Dr. Ed Roeber suggested that our Assessment program must include published ethical standards applicable to teachers, test administrators and pupils, and that there should be sanctions for breach of such ethical standards. Sanctions should include at least public disclosure and attachment to records. There should be an advisory committee to the state board to develop ethical standards. Dr. Roeber's suggestions are attached herewith in the form of his paper, "Guidelines for the Use of NAEP at the District and School Level." The ethical guidelines suggested for NAEP administration may be applicable to the New Hampshire assessment program.

3. Open Frameworks Committee Selection. The process by which frameworks are reviewed and changed should be formalized. The committee strongly emphasizes the need for committee memberships to be broadly representative of varying points of view and that invitations to apply for membership by made as widely public as possible. Frameworks committees should be composed of a mix of subject area academic scholars, respected lay citizens, and practicing teachers. Public trust in the membership solicitation and appointment process should be improved. Bill Ewart has already responded to this concern via his attached Oct. 21, 1997 memo, describing such a process. The committee endorses this process, but suggests the addition of a timeline.

4. Assure Diverse Membership on Content Committees. Public notice and the appointment process by the Department should be fully open to assure as diverse, but constructive a membership as possible. Present constructive critics should be invited to join. Membership is now overwhelmingly composed of teachers and other members of the public education community. Content committee membership entails roughly 20 hours work each year. Content committees should be composed of a mix of subject area academic scholars, respected lay citizens, and practicing teachers. No single content committee member should have the power to veto any question.

5. Content Committees should be more accurately renamed Assessment Question Committees.

6. Lift Frameworks Change Moratorium. The moratorium on changes to frameworks should be ended. Math and Science frameworks have already been updated with detailed addenda, and these addenda should be formally deemed part of the frameworks. ASME testified that year over year score comparability can be maintained when changes are made to frameworks.

7. Improving the Frameworks. New Hampshire frameworks are ranked as generally average to excellent by a variety of sources. A Fordham study of NH Language Arts frameworks suggests that improvement is possible in these areas: oral language skills, vocabulary development, history of the English language, reference to specific authors and genres, rigor measures at grades 3, 6 and 10th by which students may be measured. Frameworks committees should handle these suggestions.

8. Teacher Prep Alignment With Frameworks. The committee awaits a report from the Board of Education as to alignment of teacher preparation with state frameworks. As of now, no such alignment exists.

9. Establish Improvement Program Practices to Motivate Students to Excel. There are presently no sanctions or rewards built into assessment results, either for students or for school districts. The committee does not recommend financial rewards or penalties based upon district, school or teacher performance.

10. Provide a Detailed School Improvement Plan. Bill Ewart at the Department has provided a work plan. The committee requests more detailed report as to how the Department of Education will use the improvement program appropriation by the legislature to help implement local improvement.

11. Determine What Works and What Doesn't and Promote It Among Districts. The committee recommends that districts making a request be provided in-district trainings as to how to use assessment results to improve local schools. ASME will provide this service without charge and has been doing so. The state and other researchers should continue to promote knowledge sharing and research as to what works and what doesn't. This analysis should include characteristics of local school districts not ascertainable from data collected in the assessments, such as school administrative and organization methods, local teacher hiring practices, demographics, etc. Doreen Stern-Gordon is already doing such work.

12. Communication regarding the entire improvement process (frameworks, assessments, changes) should be improved. Communication should flow more completely both from the Department of Education to the public and educators

and from the public and educators to the Department and the Board. Communication includes reporting, suggestions, criticism and participation.

13. Faster Score Reporting. Many, many persons asked for quicker reporting of scores. Tests are administered in May; results are reported in late October. Educators would like to know results sooner to allow more prompt mid-course corrections. The committee requests that ASME propose a means to report more quickly.

14. Release Numeric Scores To the Public in addition to the four performance levels now being reported. Release should not include individual scores or allow inference of individual scores. ASME indicated that this could be done at no cost to the state.

15. Provide Assessment Data on Disc. ASME indicated that this would be easy to do.

16. Establish a "No Effort" Score for open ended questions, in addition to a "zero" score to differentiate between those who attempted and those who "blew off" a question. ASME indicated this would be easy to do.

17. Ensure That All Assessment Questions Are Coded as to which framework is being tested and for degree of difficulty posed.

18. Open Ended versus Multiple Choice Questions. A continuing debate among members of the public exists as to the extent to which frameworks should include process versus content oriented learning and subject matter and the extent to which assessment questions should be multiple choice versus open ended. Open ended questions now constitute forty (40) percent of assessment score weighting. Stuart Kahl of Advanced Systems testified that open ended questions can be scored slightly more accurately than can multiple choice questions. The committee finds that the present balance between multiple choice and open ended questions is in concert with the language of RSA 193-C.

19. Grant Cioffi Study. Grant Cioffi of UNH has been given access to numerical assessment scores so that he can redo his study as to the degree of correlation between norm referenced tests and assessments in NH.

20. Dr. Sandra Stotsky's Offer. Dr. Stotsky has volunteered to assemble a team of content experts from higher education to review our test questions, without charge to the state. The State Board of Education will consider whether this is desirable before allowing DOE to proceed. The committee makes no recommendation.

21. No Additional Assessments. The committee does not suggest adding subject areas at this time. This suggestion should not imply that instruction in art, for example, is to be neglected.

22. RSA's should not be changed so that assessments can be used for individual student improvement.

23. 10th Grade Assessment of Social Studies and US History. These materials are often taught in the 11th grade, but tested in the 10th. The social studies framework committee should review this matter.

24. No Position On Added Grade Level Assessments. The committee would like more information on an 8th grade assessment. The committee supports the present 3rd grade assessment. Some suggest a 12th grade assessment.

Handout #1

School study: Money isn't everything

Laconia High #2, but Gilford toward bottom

The Citizen 2/27/03

By GEOFF CUNNINGHAM Jr.
Staff Writer

LACONIA — A study that factors socioeconomic conditions into school performance indicates that — while students in more affluent communities may get higher standardized test scores — it doesn't necessarily mean that they are getting the most from taxpayer dollars.

Findings by a scholar from the University System of New Hampshire suggest that less-prosperous districts, such as Laconia and Franklin, may actually be doing a better job of using the resources they have to foster a quality learning environment.

The findings are a result of a new school ranking format that uses five "independent" variables, along with the state NHEIAP test scores, to determine how New Hampshire public high schools compare to one another after taking into account the effects of socioeconomic factors.

(Chart showing comparative rankings on Page A5).

Robert K. Toutkoushian, who heads the Office of Policy Analysis, authored the study that shows socioeconomic factors and the way in which schools allocate money have a significant influence on school-level outcomes. The study takes into account factors such as the community's unemployment rate, median family income, percentage of parents with a bachelor's degree and the number of students who are eligible for free or reduced-priced lunches.

The ranking system, termed as "value-added," is often in stark contrast to state school rankings based solely on the NHEIAP test results and the percentage of students who head on to a two- or four-year colleges.

Some of the largest differences in the ranking systems can be found

SCHOOLS, Page A5



Laconia High School was ranked No. 2 among the state's public high schools in a new study that considers various community factors in addition to test scores. (Citizen Photo/Bill Watt)

Area school officials praise way study done

The Citizen 2/27/03

By KRISTA MARRS
Staff Writer

Superintendents in the Lakes Region are applauding a recent study by a University of New Hampshire professor that creates a new ranking system for Granite State high schools after looking at community factors in addition to test scores.

The study was done by Robert K. Toutkoushian, who heads the Office of Policy Analysis at the university. The ranking system, termed as "value-added" looked at a community's unemployment rate, median family income, percentage of parents with a bachelor's degree and the number of students who are eligible for free or reduced-priced lunches.

Laconia Superintendent of Schools Bob Champlin said he has read through the report at least two times now and is currently preparing a presentation to give to the school board at Tuesday night's meeting.

Laconia High School's original ranking was 22 out of 73 schools in the state. After taking into consideration all of the community factors, the school jumped to 2.

In previous presentations related to NHEIAP test scores, Champlin reported that each of the city's three elementary schools has a population meeting the criteria for free and reduced lunch that exceeds 40 percent.

Champlin said he found the report to be very interesting and believes that it gives schools, like Laconia High School, affirmation that what they are doing is good work.

"Laconia High School being 22 out of 72 is a good number. Being second is incredible," said Champlin. "We try never to rank schools in a comparison, but in a sense, this one study is very solid."

STUDY, Page A5

■ STUDY,

From Page A1

"It has merit, I believe in that it shows that in Laconia, if a family stays with us, an opportunity for a strong outcome is there," said Champlin. "I've said this before. We've always been proud of the outcomes. I think this study validates it."

Champlin said the high schools were ranked based on factors that make us solid educational facilities and "to be ranked high on those measures is a good place to be."

In his presentation Tuesday night, Champlin said he will be outlining what the ranking factors are, the socioeconomic factors and how they come together to determine how funding is spent within the district.

School Administrative Unit 48 Superintendent John True, whose district includes Plymouth Regional High School, agrees that Toutkoushian's ideas have merit.

"One of the issues, for administrators all over, is that state testing does not take into consideration a community's socioeconomic status or the ability for the community to pay for its education," said True. "It does make a big difference."

When all factors are looked at, True said the rankings change dramatically.

"I think his study deserves some thought," said True. "I don't think just ranking a school district just on test results ... I don't think it's fair or thorough."

Plymouth High received a ranking of 26 based on test scores and dropped to 36 when socioeconomic factors were included.

Efforts to reach other area school superintendents were unsuccessful.

According to the study, Kingswood Regional High School in Wolfeboro jumped to a value-added ranking of 12 from an original ranking of 20 while Alton Central High School rose slightly, from 47 to 41. Gilford High School's first ranking was at 42 but received a value-added ranking of 61. Belmont High School also made a big climb up the ranks, from 44 to 29.

HIGH SCHOOL	Rank: ACTUAL OUTCOMES	Rank: VALUE ADDED
Hanover HS	1	32
Bow HS	2	1
Souhegan HS	3	18
Salem HS	4	5
Hollis/Brookline HS	5	40
Oyster River HS	6	62
Portsmouth HS	7	13
Londonderry HS	8	15
Exeter Area HS	9	21
Moultonborough Academy	10	8
Pelham HS	11	9
Contoocook Valley Regional HS	12	22
Keene HS	13	14
Merrimack HS	14	42
Manchester West HS	15	4
Lebanon HS	15	30
Hopkinton HS	17	63
Sunapee Middle HS	18	78
Timberlane Regional HS	19	33
Kingswood Regional HS	20	12
Gorham Middle/HS	21	7
Winnacunnet HS	22	46
Laconia HS	22	2
Inter-Lakes Jr/Sr HS	24	31
Kennett HS	25	16
Plymouth Regional HS	26	36
Kearsarge Regional HS	26	52
Concord HS	28	34
Conant HS	29	23
Milford HS	30	37
Newmarket Jr/Sr HS	31	55
Lisbon Regional School	32	6
Colebrook Academy	33	10
Littleton HS	34	17
Monadnock Regional HS	35	26
John Stark Regional HS	35	57
Nashua HS	35	53
Manchester Central HS	38	24
Groveton HS	39	3
Dover HS	40	47
Wilton-Lyndeboro Coop HS	41	68
Gilford Middle HS	42	61
Lin-Wood Public School	43	27
Goffstown Area HS	44	60
Belmont HS	45	29
Alvirne HS	45	64
Merrimack Valley Regional HS	47	19
Alton Central HS	47	41
Profile Jr/Sr HS	49	67
Pittsburg HS	49	11
Raymond HS	51	35
Fall Mountain Regional HS	52	50
Berlin HS	52	20
Mascoma Valley Regional HS	54	44
Mascenic Regional HS	55	59
Woodsville HS	56	39
Spaulding HS	57	43
Newfound Regional HS	58	56
Newport Middle HS	59	25
Somersworth HS	59	51
Sanborn Regional HS	61	71
Winnisquam Regional HS	62	51
Pembroke Academy	63	65
Stevens HS	64	45
Farmington HS	65	38
Manchester Memorial HS	66	73
Hinsdale HS	67	48
Epping HS	68	66
Franklin HS	69	49
Nute HS	70	58
Hillsboro-Deering HS	71	70
Thayer HS	72	69
Pittsfeild HS	73	72

■ SCHOOLS,

From Page A1

right here in the Lakes Region where schools in more affluent communities saw their rankings dip while those in less-prosperous areas witnessed a considerable rise.

One of the biggest jumps after factoring in "independent variables" saw Laconia High School shooting up to among the state's best ranked public schools.

According to Toutkoushian's rating system, LHS ranks second in the state compared to its state ranking of 22.

The value-added system ranks Bow High School as the only school that tops Laconia.

Franklin High School also saw a significant rise in its ranking going from 69 on the state scale to 49 based on the new study. Belmont High School rose from 45 to 29 and Winnisquam from 62 to 51.

Conversely, some of the area's more wealthy and well-educated communities saw their school rankings drop when socioeconomic factors were entered into the equation.

Gilford Middle-High School took one of the biggest plunges dropping from 42 on the state scale to 61. The revised system would make Gilford Middle-High the lowest ranking public school in Belknap County.

The study placed Inter-Lakes at 31 compared to 24 on the state list. Plymouth Regional High School also dropped from 26 to 36 under the study's hybrid ranking system.

Other area schools, like Moultonborough Academy and Newfound Regional, saw little change in their rankings.

One of the purposes of the study was to highlight the disparities in the state's ranking system and suggest less affluent communities may suffer under the year-old No Child Left Behind Act.

Major standards under No Child Left Behind Act involve accountability and test scores.

In order to assure that public schools are making adequate yearly progress, statewide assessment scores, like the NHEIAP test, will be used to monitor progress made in schools under No Child Left Behind.

Will some school is districts in wealthier communities be unfairly compared to school districts in the lower end of the income bracket by test scores alone? According to Toutkoushian, they will since districts will be judged without considering socioeconomic factors that are beyond the control of schools.

And without considering background characteristics, schools will be rewarded or punished on the basis of test scores alone.

In the study, Toutkoushian uses student achievement data and public school spending in the state to determine roles played by socioeconomic status and financial resources in affecting the outcomes.

By taking the factors that are beyond a school district's control, Toutkoushian explored whether the amount of financial resources and how they're distributed affect students outcomes.

"Our results show that the way in which schools allocate resources to education does affect the average performance of students on standardized tests and their college aspirations and attendance, even after controlling for the effects of socioeconomic factors on these outcomes," he states in his report.

By examining all public high schools in the state, he concludes that socioeconomic factors are related to the average performance of students in New Hampshire schools.

The three socioeconomic factors account for about half of the "variations across schools in the performance of their students on standardized tests and their propensity to pursue a college education."

❐❐❐

Geoffrey Cunningham Jr. can be reached by calling 524-3800 ext. 5931 or by e-mail at gcunningham@citizen.com

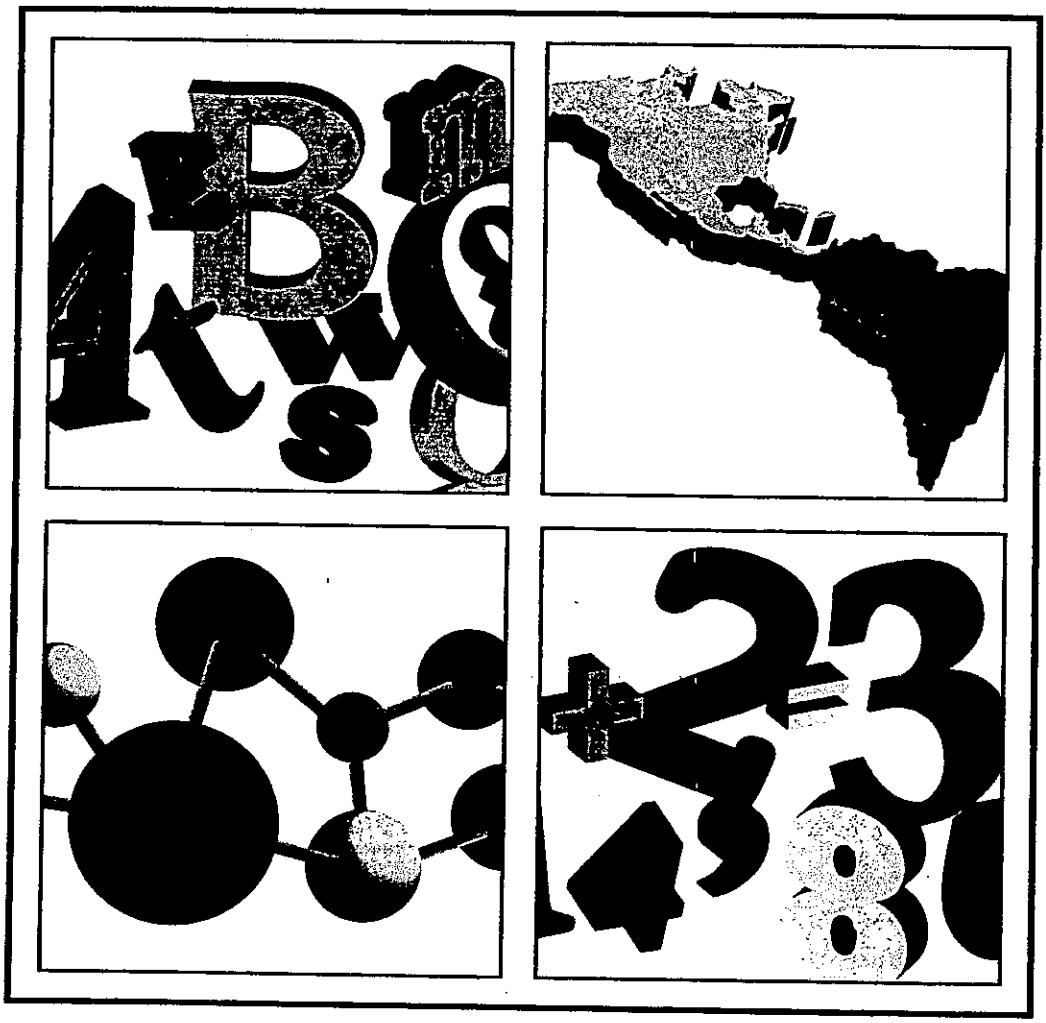
Democrat Staff Writer Bruno Matarazzo Jr. contributed to this report.

Handout #2 14

Bill Ewart

NEW HAMPSHIRE
EDUCATIONAL IMPROVEMENT AND
ASSESSMENT PROGRAM

CURRICULUM FRAMEWORKS



What all New Hampshire students should know and be able to do.

New Hampshire Department of Education

BACKGROUND

- *In 1989, the State Board of Education adopted the goal of developing an educational improvement and assessment program as one of its top priorities.*
- *In 1991, a 27-member Steering Committee submitted to the legislature a detailed plan for developing curriculum frameworks and implementing assessment strategies.*
- *In 1993, the legislature established (NHEIAP), and the NH Department of Education launched a pilot assessment in randomly selected third grades across the state.*
- *In May 1994, all third graders attending public school were tested for the first time in English language arts and mathematics.*
- *In May 1996, all third, sixth, and tenth graders participated. Sixth and tenth graders were also tested in science and social studies.*

WHAT IS NHEIAP?

NHEIAP consists of two important components:

- ***K–12 curriculum frameworks*** that define what New Hampshire students should know and be able to do at the completion of different levels of their education. Frameworks have been developed in four subject areas—English language arts, mathematics, science, and social studies.
- ***Rigorous tests*** developed around the curriculum frameworks that provide data to drive educational improvement in areas where it is needed most. Third graders are tested in English language arts and mathematics; sixth and tenth graders are tested in all four subject areas.

WHY DO WE NEED NHEIAP?

Previously used testing instruments simply did not provide sufficient data about what students know or are able to do and were not based on challenging educational standards established for New Hampshire students. Norm-referenced tests provide information about how an individual child or group of children compares to all other children who took the test. On the other hand, NHEIAP defines higher standards, and evaluates a student's knowledge and his/her ability to apply that knowledge. NHEIAP results are reported in terms of these high standards.

WHO CREATED THE CURRICULUM FRAMEWORKS?

Over a two-year period, New Hampshire teachers, administrators, parents, business people, community leaders, and policy makers worked together to define what New Hampshire students should know and be able to do at the completion of different levels of their education.

WHAT SHOULD NEW HAMPSHIRE STUDENTS KNOW AND BE ABLE TO DO?

The educational standards defined in the curriculum frameworks are challenging. New Hampshire has raised expectations for academic achievement to better prepare all students for the 21st century. The rigorous tests, administered at the end of grades three, six, and ten, are developed around the curriculum frameworks and provide vital data that helps identify strengths in an educational program as well as areas that need improvement.

For complete frameworks, write to: William Ewert at the New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301.

English Language Arts

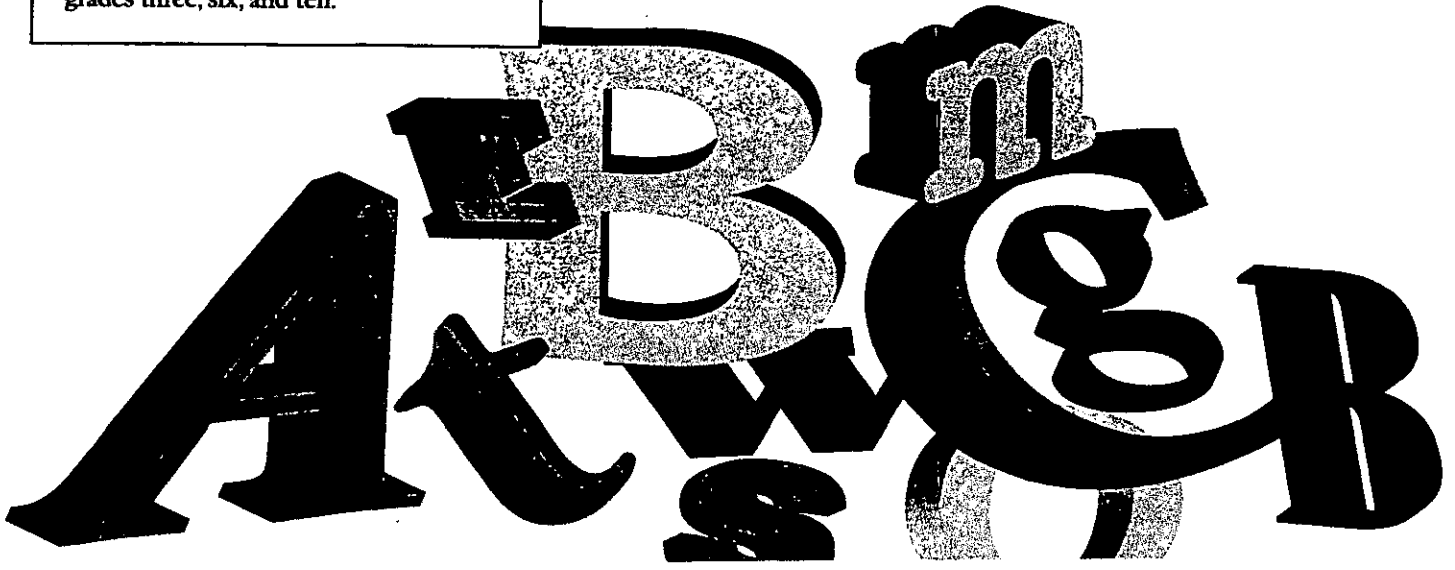
WHY IS ENGLISH LANGUAGE ARTS IMPORTANT FOR ALL STUDENTS?

For success in school and everyday settings, students need to use the English language with skill and confidence. The standards in the English language arts curriculum framework establish expectations of what New Hampshire students should know and be able to do by the time they leave high school. During their years in school, students are expected to acquire facts, concepts, and skills in five areas: **1) *reading;* 2) *writing;* 3) *speaking, listening, and viewing;* 4) *literature; and* 5) *English language uses.***

The New Hampshire K-12 English Language Arts Curriculum Framework provides a guide for making local decisions about curriculum development and delivery. It also serves as a basis for the ongoing development of tests to be administered, statewide, at the end of grades three, six, and ten.

WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO IN ENGLISH LANGUAGE ARTS?

- *Read fluently, with understanding and appreciation.*
- *Write effectively for a variety of purposes and audiences.*
- *Speak purposefully and articulately.*
- *Listen and view attentively and critically.*
- *Understand, appreciate, interpret, and critically analyze classical and contemporary American and English literature as well as literary works translated into English.*
- *Use reading, writing, speaking, listening, and viewing to:*
  - *-gather and organize information;*
  - *-communicate effectively; and*
  - *-succeed in educational, occupational, civic, social, and everyday settings.*



Science

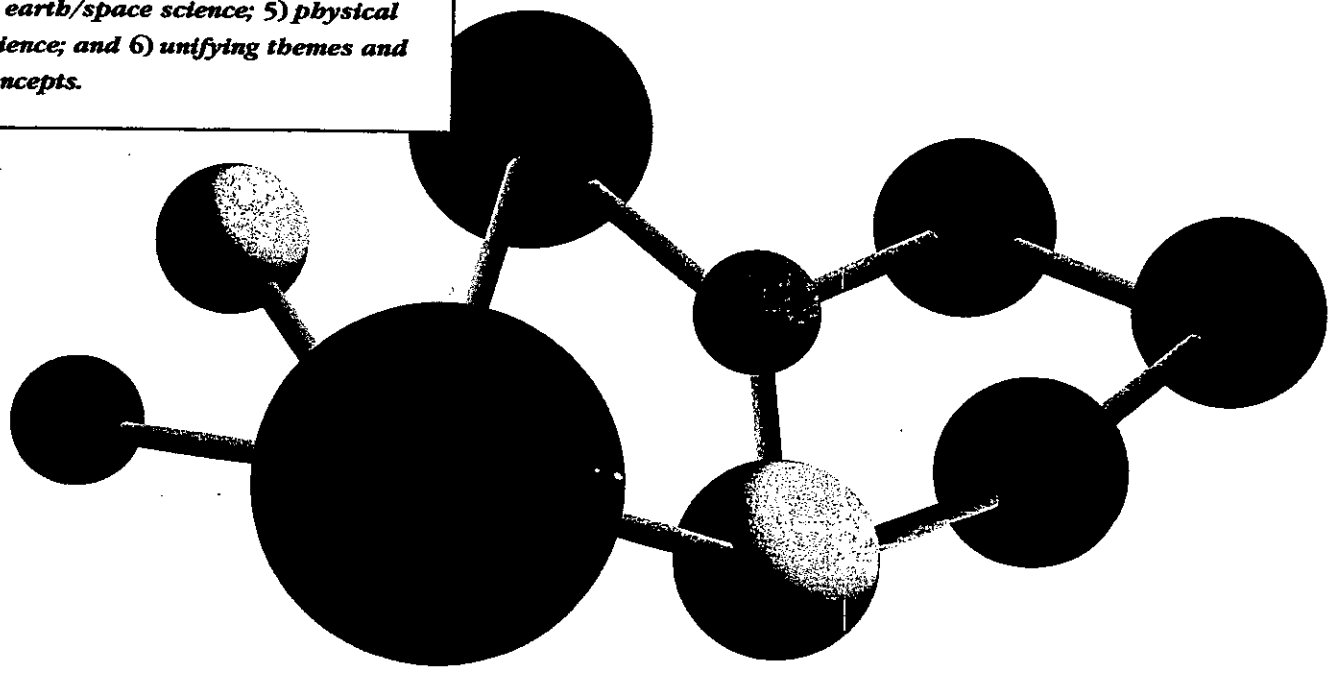
WHY IS SCIENCE IMPORTANT FOR ALL STUDENTS?

Through the study of science, students investigate and develop an appreciation for the natural world. The knowledge gained allows them to make informed decisions, to develop a respect for the environment, and to succeed in an increasingly complex world. The process of scientific inquiry provides a strategy for solving problems, and promotes positive habits such as persistence, integrity, and curiosity.

The **New Hampshire K-12 Science Curriculum Framework** provides a guide for making local decisions about curriculum development and delivery. It also serves as the basis for the ongoing development of tests to be administered, statewide, at the end-of-grades six and ten. The framework is organized around six curriculum areas: 1) ***science as inquiry;*** 2) ***science technology and society;*** 3) ***life science;*** 4) ***earth/space science;*** 5) ***physical science; and*** 6) ***unifying themes and concepts.***

WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO IN SCIENCE?

- *Use the scientific process of inquiry, including observation, measurement, and inference.*
- *Understand fundamental concepts that cut across scientific disciplines, such as systems, models, and scale.*
- *Understand the most important content in the life sciences, earth and space sciences, and physical sciences.*
- *Know how scientific thought has developed and changed through time.*
- *Understand the distinction between science and technology, and the role of technology in shaping the environment and human society.*
- *Use scientific knowledge and processes to analyze issues, solve real problems, and make decisions.*



Mathematics

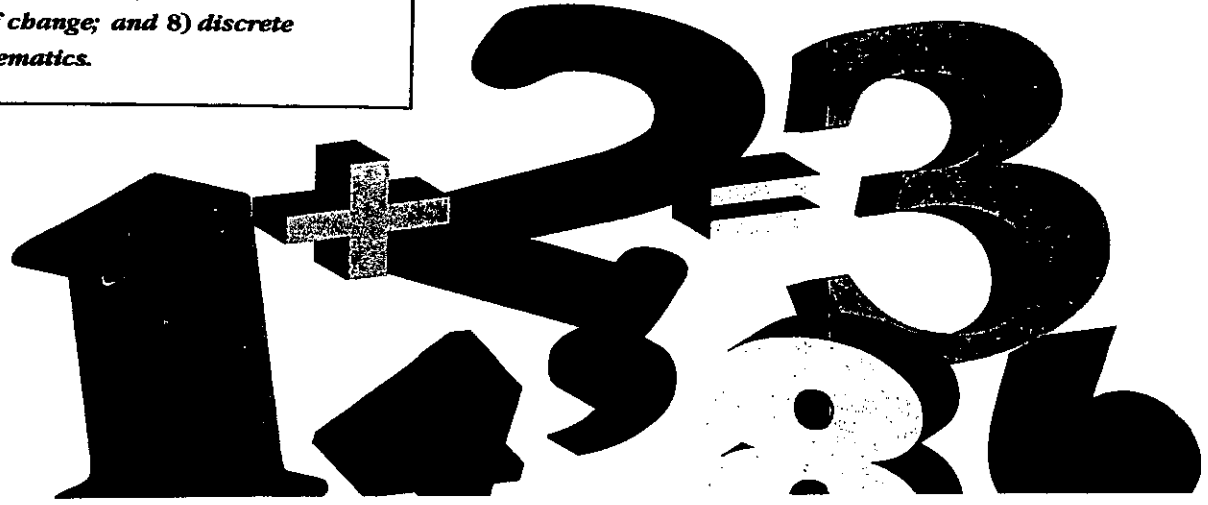
WHY IS MATHEMATICS IMPORTANT FOR ALL STUDENTS?

Young people need to learn to compute—to add, subtract, multiply and divide. Students also need to develop the skills of mathematical problem solving, reasoning, and communication, as well as the ability to use appropriate technology, so that they can skillfully address the complex problems they will find in school, the work place, and everyday settings.

The New Hampshire K-12 Mathematics Curriculum Framework provides a guide for making local decisions about curriculum development and delivery. It also serves as the basis for the ongoing development of tests to be administered, statewide, at the end of grades three, six, and ten. The framework is organized around eight curriculum areas: **1) *problem solving and reasoning;* 2) *communication and connections;* 3) *numbers, numeration, operations, and number theory;* 4) *geometry, measurement, and trigonometry;* 5) *data analysis, statistics, and probability;* 6) *functions, relations, and algebra;* 7) *mathematics of change; and* 8) *discrete mathematics.***

WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO IN MATHEMATICS?

- *Demonstrate a firm grounding in computational skills.*
- *Demonstrate strong mathematical problem solving and reasoning abilities.*
- *Demonstrate positive attitudes about mathematics.*
- *Use appropriate technology to solve mathematical problems.*
- *Communicate their understanding of mathematics effectively.*
- *Understand connections among the various branches of mathematics (for example, algebra, geometry, trigonometry) as well as the use of mathematics in other curriculum areas, the work place, and everyday settings.*
- *Use numbers to count, measure, express quantity and magnitude, specify location, and develop mathematical models.*
- *Use estimation in solving mathematical problems and recognize when it is appropriate to do so.*
- *Name, describe, classify, and compare geometric shapes and their properties in two and three dimensions and use geometry to explore the real world.*
- *Understand the basic concepts of trigonometry and use them in everyday situations.*
- *Use analysis, statistics, and probability to investigate problems and organize and interpret experimental results.*
- *Use mathematical patterns, relationships, and functions as well as algebraic concepts to study the natural and man-made world.*
- *Use concepts of mathematical change (for example, slope, ratios, rates) to analyze sequences, tables, and graphs.*
- *Use the main theories of discrete mathematics to investigate problems. (Is there a solution? How many solutions are there? What is the best solution?)*



Social Studies

WHY IS SOCIAL STUDIES IMPORTANT FOR ALL STUDENTS?

As citizens, students need to understand how government works and how to participate in civic life. As workers, consumers, and savers, they need to be knowledgeable about our economic system. They need to understand the geography of their community and of the larger world, and how the location and movement of resources affects the lives of all people. As members of one generation, they need to know and appreciate how earlier generations contributed to the society in which they live and help to shape for future generations.

The **New Hampshire K-12 Social Studies Curriculum Framework** provides a guide for making local decisions about curriculum development and delivery. It also serves as the basis for the ongoing development of tests to be administered, statewide, at the end of grades six and ten. The framework is organized around four curriculum areas: 1) ***civics and government;*** 2) ***economics;*** 3) ***geography; and*** 4) ***history.***

WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO IN SOCIAL STUDIES?

- *Understand the basic principles of American democracy, the federal and state constitutions, and the purpose and operation of government at all levels.*
- *Demonstrate an understanding of American citizenship, its benefits, rights, and responsibilities, and how citizens interact with government.*
- *Employ the concepts of scarcity, tradeoffs, and supply and demand in order to make wise choices in the marketplace.*
- *Examine the role of individuals, communities, and business in economic systems in terms of competition, specialization, private and public enterprise, money, and financial institutions.*
- *Gather and apply geographic information through the use of maps, globes, graphics, and technology in order to interpret the past, understand the present, and plan for the future.*
- *Understand the earth's physical systems, including landform patterns, water systems, and natural resources; human systems, including patterns of population, migration, and interdependence; as well as the interaction between these two systems.*
- *Use primary and secondary historical sources to gain an understanding of history and to develop a broader awareness of current issues and events.*
- *Demonstrate a knowledge of the history of their community, state, nation, and the world, including chronology of major events, contributions of civilizations and people, and influence of major ideas.*



Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 542

BILL TITLE: **establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.**

DATE: March 19, 2003

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Colcord

Seconded by Rep. Alger

Vote: 19-0 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Sharon M. Carson, Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 542

BILL TITLE: **establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.**

DATE: 3/19/03

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, (ITL), Interim Study (Please circle one.)

Moved by Rep. Colcord

Seconded by Rep. Alger

Vote: 19-0 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,
Sharon M. Carson
Rep. Sharon M. Carson, Clerk

OFFICE OF THE HOUSE CLERK

2003 SESSION

EDUCATION

Bill #: HB542 **Title:** Establishing a committee to Study Replacing The NEAP Statewide improvement & assessment test

PH Date: 3 / ~~18~~ 19 / 03 **Exec Session Date:** 3 / ~~20~~ 19 / 03

Motion: ITL **Amendment #:**

MEMBER	YEAS	NAYS
L'Heureux, Stephen R. Chairman		
Alger, John R M. V Chairman	✓	
Dearborn, Bruce L	✓	
Flint, Gordon B	✓	
Carson, Sharon M	✓	
Colcord, J D	✓	
Balboni, Michael A	✓	
Leone, Richard C	✓	
McHugh, Claire B	✓	
Naro, Debra A	✓	
Laurent, John J	✓	
Tufts, J Arthur	✓	
Carter, Mark S	✓	
Hagan, Barbara J	✓	
Ingbretson, Paul	✓	
Snyder, Clair A	✓	
Jean, Claudette R		
Clarke, Claire D	✓	
Rush, Deanna P	✓	
Scovner, Nancy M	✓	
Dunn, James T	✓	
	19	0

TOTAL VOTE:

Printed: 1/6/2003

Committee Report

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HB 542**

TITLE: establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.

DATE: March 19, 2003 CONSENT CALENDAR YES ☒ NO ☐

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☒ INEXPEDIENT TO LEGISLATE

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

While the Committee appreciated the sponsor's hard work in bringing this bill forward, the Committee believed that the Legislative Oversight Committee established under the Statewide Education Improvement and Assessment Program could accomplish the actions as required by the No Child Left Behind Act. Because of this, the committee and the sponsor agreed that a new study committee was not required.

Vote 19-0.

Rep. J.D. Colcord
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

CONSENT CALENDAR

Education

HB 542, establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001. **INEXPEDIENT TO LEGISLATE**

Rep. J.D. Colcord for Education: While the Committee appreciated the sponsor's hard work in bringing this bill forward, the Committee believed that the Legislative Oversight Committee established under the Statewide Education Improvement and Assessment Program could accomplish the actions as required by the No Child Left Behind Act. Because of this, the committee and the sponsor agreed that a new study committee was not required. **Vote 19-0.**

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HB 542**

TITLE: establishing a committee to study replacing the New Hampshire statewide improvement and assessment test with testing which complies with the requirements of the federal No Child Left Behind Act of 2001.

DATE: 3/19/03 CONSENT CALENDAR YES ☑ NO ☐

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☒ INEXPEDIENT TO LEGISLATE

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Vote 19/0

Rep. J D COLCORD
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

WHILE THE COMMITTEE APPRECIATED THE SPONSOR'S HARD WORK IN BRINGING THIS BILL FORWARD, THE COMMITTEE BELIEVED THAT THE LEGISLATIVE OVERSIGHT COMMITTEE ESTABLISHED UNDER THE STATEWIDE EDUCATION IMPROVEMENT AND ASSESSMENT PROGRAM COULD ACCOMPLISH THE ACTIONS AS REQUIRED BY THE NO CHILD LEFT BEHIND ACT. BECAUSE OF THIS THE COMMITTEE AND THE SPONSOR AGREED THAT A NEW STUDY COMMITTEE WAS NOT REQUIRED.