

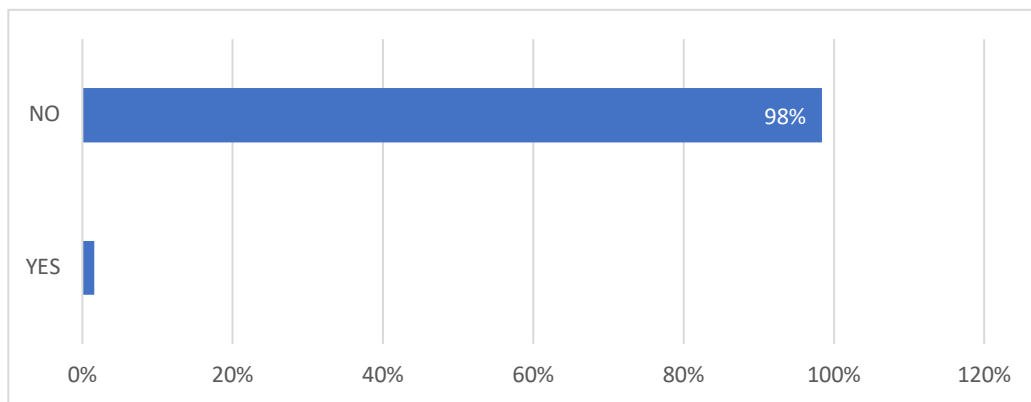


Texans Advocating for Meaningful Student Assessment Member Poll, January 2019

On January 13, 2019, TAMSA ran a simple week-long poll on Facebook and Twitter asking our members what they think about tying school funding to standardized testing. Over 2400 people weighed in; the results and some telling comments are included below.

Overwhelmingly, people OPPOSE funding public schools based on tests.

Question: Do you think the state should fund schools based on how students do on the 3rd grade reading STAAR?



Reasons/comments:

Test should be used as originally intended---to measure student progress on grade level curriculum. It should never have been tied to school ratings or funding. – *Hope Currin*

In the 3rd grade, the test should be nothing but diagnostic for the child. –*Peter J. Taggart*

No school should be judged on a standardized test, especially one on which the passing standard is determined AFTER the scoring. There are so many cultural, economic, situational, and geographic biases built in that can cause students to miss questions. –*Monica Weeks*

Funding should be equal per student across the state and not based upon test performance: **Outcome based funding is flawed thinking and will leave districts who need the the [stet] funds the most in a dire situation.** –*Sarah Akin Lawson*

The districts that have the difficult populations to teach (migrants, ELLs, low socio-economic) will be the most likely to have their funding cut. This is the opposite of what is needed. It isn't surprising when an on-level child of wealthy, educated, married parents succeeds on the test. **This system rewards those who need no assistance and punishes those who do.** –*Bret Alldredge*

On what planet is it [a] cogent strategy to reward those that need it the least while sending fewer resources to those that need it the most? –*David Wilbanks*

Not all students come to school with the same skill sets or the same academic preparedness. **Teachers should be not be punished for choosing to work in lower income districts.** -*Jenifer Sue Whitley-Lemke*

I taught school for 25 years. Each child is different and so are their learning styles. **Not every child is on the same level and that's what the STAAR test seems to test them on.** Take the millions of dollars that is spent on testing and give your teachers and districts the monies to better equip these students. -*Avis Crabtree Bean*

Considering how **Texas continues to not identify and serve students with dyslexia, approximately 20% of students taking the STAAR have not been provided specialized instruction to learn to read.** This doesn't include ELA students, who are at an even greater disadvantage. Students receiving special education likely do not score well on STAAR and would be less likely to get basic supports with less money at the school level. -*Lisa M Flores*

It misrepresents students reading ability, especially multilingual students whose academic language acquisition takes 5-7 years to develop. Then there is the idea that in one day an 8-year old student can demonstrate through a multiple-choice exam their comprehension abilities. Just bad practice all around. -*Patricia Nunez*

Third grade reading STAAR scores are influenced by myriad factors, not just third grade reading instruction, and many of those factors are far beyond the control of teachers or schools. I also imagine that the pressure this places on third grade teachers **could lead to turnover and/or difficulty staffing that grade level**, particularly at high-need campuses. That's just for starters. -*Maria Whitsett*

The STAAR test is a one-day snapshot of how well 3rd graders can read and understand passages which are two to three levels above third grade. It's **not an accurate measure of their nine-month growth.** -*Natalie Criaco-Reinhardt*

Sec. 1. SUPPORT AND MAINTENANCE OF SYSTEM OF PUBLIC FREE SCHOOLS. A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools. Every assessment I have seen is not a reflection of the students or schools ability. It is an assessment of the economic standing of the student and the area that the school is located in. -*Bryan C Webb*

It will make it harder for low income or struggling districts to recruit teachers. It will add even higher stakes to the STAAR, prompting more teaching to the test. -*John Kuhn*

If their goal is to widen the gaps between the "haves" and "have nots" this is a great idea. If their goal is to bring about more equitable outcomes for all students this is a horrible idea. -*Mike Forsyth*

Literacy skills do not develop on a set timeline, & holding all 8-year old students to a set standard, regardless of previous learning levels & life experience, can be counter-productive. Meaningful, student-centered assessment allows teachers & schools to measure learning & growth! -*Dr. Christi Morgan*

STAAR results are based on socioeconomic status as much as anything else. **Basing school funding on those scores means poor kids and schools go without while others get more.** -*Mary Beth Lee*

The third-grade reading STAAR is not age or developmentally appropriate. The passages are 2-4 grade levels above a third-grade reading level. **A one day, one subject, one grade level snapshot cannot possibly show the learning and work that go in a school all year long.** -*Carrie Prigel Matthews*