

1 **Cooperative Council for Oklahoma School Administration**
2 ***RESOLUTION ON HIGH STAKES TESTING***
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4 **WHEREAS**, Oklahoma school administrators support meaningful accountability for school sites,
5 districts, and the State Department of Education for the delivery of a uniform, equitable, safe, secure, and
6 high quality system of free public schools; and
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8 **WHEREAS**, testing is only one of many tools educators use to measure student achievement and inform
9 students and their parents / guardians of a student’s overall educational progress; and
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11 **WHEREAS**, Oklahoma’s accountability system has developed into a system of high stakes testing that
12 uses student performance on standardized tests to make major decisions affecting individual students,
13 educators, schools, and school districts; and
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15 **WHEREAS**, when used properly, student testing is designed to inform instruction by accurately
16 measuring student progress from the beginning to the end of the same school year; and
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18 **WHEREAS**, it is widely acknowledged that standardized testing, when used alone, is an inadequate and
19 often unreliable measure of both student learning and educator effectiveness; and
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21 **WHEREAS**, since 2005, the number of state-required high stakes tests administered each year has
22 continued to increase; and
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24 **WHEREAS**, under Oklahoma’s high stakes testing structure, a student who scores poorly on a statewide
25 assessment may – among other things – be retained in third grade, be required to take extensive
26 remediation courses, be denied access to upper level courses, and/or have a standard high school diploma
27 withheld, regardless of the student’s performance on other course tests, reports, course work, projects, and
28 other indicators of the student’s abilities, and
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30 **WHEREAS**, under Oklahoma’s accountability system, a school’s grade is based, in part, on student test
31 performance; and
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33 **WHEREAS**, Oklahoma’s high stakes testing instruments are not correlated to any national or
34 international assessment instruments to allow for a comparison of both student achievement and progress
35 in Oklahoma with student achievement and progress in other states and countries; and
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37 **WHEREAS**, Oklahoma’s high stakes testing instruments are not correlated to the entrance standards of
38 higher education or the workforce; and
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40 **WHEREAS**, in the absence of state funding, Oklahoma’s school districts have been forced to divert
41 growing amounts of fiscal and human resources away from student instruction and support services and to
42 redirect those resources to secure assessment infrastructure, purchase hardware and software, and provide
43 staff for test administration; and
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45 **WHEREAS**, the current overemphasis on testing causes superficial learning and impedes educators from
46 facilitating deep, meaningful, student-centered educational experiences; and
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48 **WHEREAS**, the current misuse of testing suppresses individualism and is more detrimental than
49 beneficial to students enrolled in Oklahoma’s public schools; therefore, it is

1 **RESOLVED** that the Executive Committee of the Cooperative Council for Oklahoma School
2 Administration calls on the Governor, Oklahoma Legislature, and State Board of Education to:

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4 Contract with a qualified, independent entity to conduct a thorough and fully transparent, independent
5 review and evaluation of Oklahoma's accountability system, including the (1) assessment instruments
6 used, (2) contracts with service providers, (3) state and local costs, (4) return on investment, (5) usability
7 of data generated by criterion referenced tests as well as end of instruction exams, and (6) alignment of K-
8 12 exit standards to the entrance standards of higher education and the workforce, and to assess the
9 overall quality, reliability, and validity of Oklahoma's accountability system; and

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11 Revise Oklahoma's accountability system to include data from multiple forms of assessment and to limit
12 standardized testing to reflect more accurately student learning gains and identify individual learning
13 weaknesses; and

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15 Put forward data to support the practice of using student performance on standardized tests as the primary
16 basis for evaluating teacher, administrator, school, and district performance; and

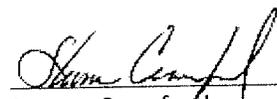
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18 Phase in any revisions to the accountability system to ensure adequate time for students, teachers, parents,
19 and administrators to understand fully and adapt to the revisions and to ensure that students, teachers,
20 schools, and districts are held harmless during the phase-in period; and

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22 Ensure that Oklahoma's accountability system is fully funded by the state such that school districts are
23 held harmless from incurring any expenses related to the management and administration of assessments,
24 including expenses related to training and test security and the hardware, software, and infrastructure
25 necessary to administer assessments; and

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27 **IT IS FURTHER RESOLVED** that the Executive Committee of the Cooperative Council for Oklahoma
28 School Administration calls on the U.S. Congress and the Obama Administration to overhaul the
29 Elementary and Secondary Education Act, currently known as the "No Child Left Behind Act," to reduce
30 testing mandates, promote multiple forms of evidence of student learning and school quality in
31 accountability, and make optional any fixed role governing the use of student test scores in evaluating
32 educators.

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34 Approved this 25th day of August 2012.

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37 **Attestation:**

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39 

40 Steven Crawford

41 Executive Director

42 Cooperative Council for Oklahoma School Administration
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