

**WHEREAS**, the common difficulties students with disabilities face daily have not been taken into account with the PARCC testing. These difficulties are: speaking, reading, comprehension, processing, memory, executive functioning, mathematics, processing disorders, self regulation, attention, cognitive delays, perseverance, anxiety and organization of thought. The majority of special education students face at least two of the above-mentioned difficulties daily and

**WHEREAS**, special education students require extended time to complete assessments and the PARCC Assessment may take up to several hours beyond the regular education student to complete, thus causing therapies, intensive and differentiated instruction as well as remedial instruction to be missed and

**WHEREAS**, special education students are the most vulnerable because, although many have normal intelligence, they learn differently. The Common Core curriculum and the PARCC testing fit the one-size-fits-all educational standards and doesn't take into account the unique needs of our special education students with an IEP or 504 and

**WHEREAS**, some of the difficulties this population faces are reading comprehension, written expression, and fluency; the accommodations on the PARCC test cannot meet the unique needs of the student. The PARCC doesn't take into account that many language-based learning-disabled students read below grade level and

**WHEREAS**, there is a disparity between the partially proficient general education students and the special education students in language arts and math and

**WHEREAS**, students are not given access to assistive tools i.e. a thesaurus, and as such, if students do not understand the meaning of these terms on which PARCC prompts are based, it is unlikely they can do well on a PARCC English language arts (ELA) assessment. The same can be said for those students with mathematical disabilities such as Dyscalculia. These students are often below grade level as well. Standardized testing for one with a neurological condition is penalizing those students and

**WHEREAS**, participating in the PARCC Assessment places special education students with a very unfair disadvantage and

**WHEREAS**, requiring students to sit for and fail numerous times in order to be able to access the portfolio appeals process to qualify for and receive a high school diploma is demoralizing and not educationally sound and

**WHEREAS**, the most recent untimely August 31, 2016 NJDOE Broadcast announcing the changes from 10% to 30% in mSGP for teacher and principal evaluation, while at the same time reducing the teacher SGO from 20% to 15%; and

**WHEREAS**, the NJDOE exacerbates district scheduling and time constraints by providing late notice of field testing that not only further disrupts the educational

environment of school districts but causes additional human and financial resources to be expended to re-design the assessment schedule and communicate the revised schedule to faculty, students and parents; and

**WHEREAS**, the majority of states have now dropped the high school exit exam as a requirement for graduation from high school; and

**WHEREAS**, New Jersey public schools have one of the highest high school graduation rates and highest ratings of the National Assessment of Educational Progress and the National Bureau of Economic Research and research members of the American Educational Research Association have found that high school exit exams increased incarceration rates and have no influence on employment and wages; and

**WHEREAS**, research by the College Board clearly suggests that high school grade point average is a better indicator of first-year college success and later persistence through college than the SAT and approximately 1,000 colleges and universities do not require either ACT or SAT results or make submitting the scores optional for students; and

**WHEREAS**, the PARCC Assessment is an unfunded mandate costing school districts to budget for costs associated with technology improvements, equipment, training and testing readiness and

**WHEREAS**, the preparation for, and administration of the PARCC assessment consumes a great volume of valuable instructional time and resources with no demonstrable instructionally valuable return (i.e. that the assessment would be diagnostic as the student level)

**NOW, THEREFORE, BE IT RESOLVED** that the Deptford Township Board of Education (“DTBOE”)

1. Urges the NJDOE to conduct a top down review of the entire premise of state mandated standardized high school exit exams; as well as the entire premise of high stakes standardized assessments in Grades 3-12, with focus on cost, value, validity, and disruption by said assessments to the instructional environment of schools; and this DTBOE further
2. Urges the NJDOE to explore other statewide assessments, in which the local districts share leadership for assessment with the state, and this DTBOE further
3. Urges the NJDOE to review the accountability put upon districts, schools and faculty based on the PARCC assessment system and this DTBOE further
4. Urges the NJDOE to perform an inquiry of the interference and interruption to the instructional programs of school districts caused by the PARCC assessment system, and to determine the value to the taxpayers of New Jersey of the PARCC assessment and

this DTBOE further

5. Urges the NJDOE to consider the specific needs of children with learning disabilities and allow for alternate and appropriate means for these students to meet NJ high school graduation requirements and this DTBOE further
6. Urges the NJDOE to reconsider the PARCC Assessment being used as 30% of teachers' annual SGP scores

**BE IT FURTHER RESOLVED**, that this resolution be certified and submitted to our State Representatives, The New Jersey Association of School Administrators, the New Jersey School Boards Association, The New Jersey Principals and Supervisors Association, local municipal leaders, the board secretaries of each school district in the county, the County Office of Education, and the Office of the Commissioner of Education.

#### **CERTIFICATION**

**I, Michael Griggel, School Business Administrator/Board Secretary** of the Deptford Township Board of Education, in the County of Gloucester, and the State of New Jersey, do hereby certify that the foregoing resolution is a true copy of the original resolution duly passed and adopted by the Deptford Township Board of Education at a meeting held on the 31st day of January 2017.

Michael Griggel  
School Business Administrator/Board Secretary  
Dated: January 31, 2017