



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
TWENTY-NINTH LEGISLATURE, 2018**

ON THE FOLLOWING MEASURE:

H.B. NO. 2117, H.D. 1, RELATING TO STANDARDIZED TESTING.

BEFORE THE:

SENATE COMMITTEE ON EDUCATION

DATE: Wednesday, March 21, 2018 **TIME:** 3:10 p.m.

LOCATION: State Capitol, Room 229

TESTIFIER(S): Russell A. Suzuki, Acting Attorney General, or
Anne Horiuchi, Deputy Attorney General, or
Melissa Kolonie, Deputy Attorney General

Chair Kidani and Members of the Committee:

The Department of the Attorney General provides the following comments.

The purposes of this bill are to limit the number of standardized tests students take in a school year and to require the Board of Education (BOE) to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction.

On page 2, lines 9-11, the bill requires the Department of Education (DOE) to notify students and the students' parents or guardians about the right to opt out of participating in statewide standardized tests. On page 2, lines 12-18, "standardized test" is defined as,

[A]ny federal, state, or locally mandated assessment that is administered and scored in a consistent manner and intended to measure a student's academic readiness, achievement level, learning progress, or skill acquisition, including any diagnostic, interim, or practice test used to prepare such an assessment.

There is no state law giving the right to parents to opt out of academic assessments for their child. The federal Every Student Succeeds Act (ESSA) does allow flexibility in academic assessments if a state enacts such a law.

ESSA requires certain assessments to be conducted in particular grade levels on specific subjects. See 20 U.S.C. § 6311(b). DOE, in accordance with ESSA, developed the Hawaii Consolidated State Plan, which was approved by the U.S. Secretary of Education on January 19, 2018. Under the Hawaii Consolidated State Plan, the DOE is required to administer certain assessments to all students. If the DOE fails to meet the requirements, the U.S. Secretary of Education may withhold funds until the Secretary determines that the State has fulfilled those requirements. See 20 U.S.C. § 6311(a)(7). Because no state law exists that gives parents the right to opt out of academic assessments for their child, we recommend amending the definition of "standardized tests" to exclude those tests that are required under ESSA, which are described in the Hawaii Consolidated State Plan.

Thank you for the opportunity to provide comments.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/21/2018
Time: 03:10 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: HB 2117, HD1 RELATING TO STANDARDIZED TESTING.

Purpose of Bill: Limits the number of standardized tests students take in a school year. Requires the Board of Education to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction. (HB2117 HD1)

Department's Position:

The Department of Education (Department) respectfully suggests that this measure be deferred.

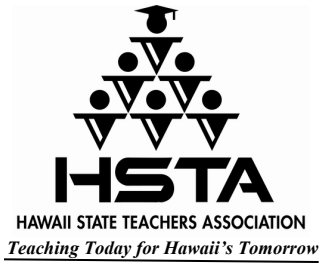
The Department has met with and is encouraged by the discussions with HSTA. With the participation of the Complex Area Superintendents, the Department has begun the process to ensure that the appropriate number and types of tests are administered to students. The Department is confident that this effort will provide data that will better inform testing and the impact on students.

The past punitive culture of testing and accountability has shifted from the stringent guidelines of No Child Left Behind (NCLB). The Strive HI school accountability system implemented in school year 2016-2017 no longer ranks and stacks schools, but recognizes the context of each school's unique student population and strives for academic excellence and equity for all students.

The Department is committed to working with HSTA on this issue in collaborative pathways of strengthening our schools and our student's learning experience.

Thank you for the opportunity to provide comments on this measure.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



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Corey Rosenlee
 President
 Justin Hughey
 Vice President
 Amy Perruso
 Secretary-Treasurer
 Wilbert Holck
 Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON
 EDUCATION

RE: HB 2117, HD 1 - RELATING TO STANDARDIZED TESTING

WEDNESDAY, MARCH 21, 2018

COREY ROSENLEE, PRESIDENT
 HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **strongly supports HB 2117, HD 1,** relating to standardized testing.

Standardized Testing in Hawaii's Public Schools

Elementary		Middle		High	
Mandatory	Optional	Mandatory	Optional	Mandatory	Optional
SBA Math SBA ELA HSA Science NAEP	Star Screener SBA Practice Dibels iReady Catapult TerraNova	SBA Math SBA ELA HSA Science NAEP	ACT Aspire Star Screener SBA Practice iReady EOC Alg 1	SBA Math SBA ELA Biology EOC	NAEP ACT EOC Alg I EOC Alg II EOC US History Star Screener SBA Practice iReady

(This list is not meant to be all encompassing, nor does it include additional testing for ELL or Sped students)

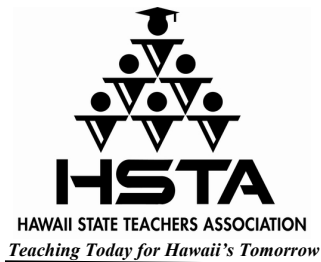
A recent survey conducted by HSTA found that 82 percent of teachers do not feel like they are involved in decision-making processes about how tests are used at their schools.

Additionally, our survey discovered the following data about the DOE's assessment system and related protocols:¹

- Students in Hawai'i on average took 10 standardized tests in the 2016-2017 school year;
- The most-tested grade level across the state is 4th grade, with teachers in that grade level reporting that they administered an average 14 standardized tests last school year;
- Many teachers reported administering more than 30 standardized tests in their classrooms during the last school year, with one 7th grade teacher reporting 45 tests given during that same time period;
- 64 percent of teachers reported that they used instructional time to prepare students for standardized tests; and
- 56 percent of teachers said that art, music, social studies, science, and physical education courses have been reduced to increase time for test preparation.

Furthermore, when asked to rate the value of the feedback received from each individual standardized and diagnostic test given throughout the department, teachers overwhelmingly indicated that no test provides a substantial amount valuable feedback to inform their practice.

¹ HSTA conducted a survey of its members between Feb. 6 and 14, 2018, with responses from 1,764 teachers. Most of those who answered the survey (1,434) were classroom teachers, while 326 were non-classroom teachers, such as testing coordinators familiar with the frequency of standardized tests. HSTA defined standardized tests as non-teacher developed tests (including diagnostic tests, screeners, interim testing, and any statewide standardized tests), excluding tests administered to specifically to students with special needs and English language learners.



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Our current testing culture was developed under the federal No Child Left Behind and Race to the Top initiatives, in which test scores were viewed as the best determinant of school performance. Studies show, however, that test scores strongly correlate with socioeconomic status: rich schools do well, while poor schools struggle. Because of the pressure to perform well on tests and their inability to control the socioeconomic status of their students, struggling schools cut back on arts and cultural education, career and technical courses, electives, and more, so that greater resources could be spent on prepacked programs and consultants meant to boost test scores.

Now, however, efforts to limit testing have become an accelerating national movement. In October of 2015, former President Barack Obama proposed limiting testing to 2 percent of schools' total instructional time. Since then, numerous states have enacted or are considering enacting similar proposals. Last May, Maryland passed HB 461, "eliminating more than 700 hours of unnecessary district-mandated testing," according to Maryland State Education Association President Betty Weller. Similarly, Texas and Georgia lawmakers are considering legislation to dramatically slash the number of tests given in their states to increase personalized learning opportunities and broaden curricular offerings. A typical student takes over 100 mandated standardized tests between pre-kindergarten classes and 12th grade, recent studies have found. By contrast, **most countries that outperform the United States on international exams test students only three times during their school careers.**

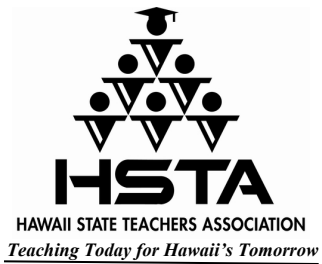
This measure would move Hawai'i toward its international peers by limiting the number of tests delivered under the statewide assessment program in each grade level to four, the minimum federal number required, with exceptions for extra time made for students who need accommodations (special needs students). Schools would be allowed to seek a waiver from the Hawai'i State Board of Education to require additional tests, which BOE members would be empowered to review on a case-by-case basis. Critically, our proposal does not conflict with, but rather amplifies the principles of STRIVE HI 3.0, the state's school accountability system. Instead, it merely codifies into law our collective effort to limit testing time, while also requiring that parents be notified of the right to opt their students out of

gratuitous amounts of testing and calling for a survey of excessive testing statewide.

This measure would also allow for the development and implementation of authentic assessments, which align evaluation of student growth with real-world learning. Authentic assessments, similar to senior projects, assess learning with real-world applications and meaningfully measure a student's knowledge and skills over time, while promoting student inquiry and ownership of the learning process. Examples include science projects, essays, and literary critiques. According to the DOE's consolidated state plan for the Every Student Succeeds Act, "Hawai'i will continue to monitor its assessment program to ensure it is effectively measuring student achievement and school and system performance and will evaluate the ESSA Innovative Assessment Demonstration Authority opportunity when the US Department of Education issues the application." Department leaders have told HSTA that the application process is already moving forward—in fact, the DOE may have submitted its application to participate in the pilot program earlier this year.

Relatedly, when crafting *Hawai'i's Blueprint for Education*, Gov. Ige's ESSA Team surveyed teachers and found that 91 percent "felt that the DOE should consider changes in the current state testing program; and, like the principals, most felt the testing time should be reduced and that more authentic assessment models should be considered." The final draft of the blueprint further states, "When learning is more personalized and students are assessed authentically on self-directed projects we believe both rigor and engagement will be increased" (p. 16). Thus, authentic assessments clearly align with both the short- and long-term visions of our state's education future.

One example of the successful deployment of authentic assessments may be found in New York Performance Standard Consortium Schools. These schools, which have the same demographics of New York City Schools, have doubled the graduation rate of special needs students compared to other NYC schools, decreased their dropout rates by half, and significantly increased their graduation and college-going rates for minority students. At East Side Community High School, for instance, 82 percent of students graduate high school within four years, while citywide, that figure is 68 percent. An average of 69 percent of East Side graduates enroll in postsecondary programs within six months of graduating, compared with 51 percent citywide. More recently, Michigan has committed to exploring innovative assessments, with nine of the state's school districts developing assessments that



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are time-limited, incorporate team-based problem solving, and advance critical thinking skills.

Life is not a standardized test. To provide authentic learning experiences to all of our children, we ask your committee to **support** this bill.

HB-2117-HD-1

Submitted on: 3/16/2018 4:32:38 PM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Nancy Redfeather	Testifying for Ka Ohana O Na Pua	Support	No

Comments:

Isn't this a policy that should be made by the BOE?

HB-2117-HD-1

Submitted on: 3/17/2018 2:18:46 PM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Susan Pcola_Davis	Individual	Support	No

Comments:

RELATING TO STANDARDIZED TESTING: Limits the number of standardized tests students take in a school year. Requires the Board of Education to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction. (HB2117 HD1)

After reading the dozens of testimonies, relevant ones from both teachers and parents, both being experts in time spent preparing to these tests, I Strongly Agree. Our children are being tested over and over and it seems as though the purpose is to validate the results of other tests. We need to find validity AND RELIABILITY in testing. The New state superintendent seems to not have enough time in OUR department of education to have listened to what teachers and parents have been saying for a long time. Sure maybe parent's can't OPT OUT, but that is only one part of this bill. Don't throw it all away. Just take that part out. It is sad that our teachers and students are being required to do things that DO NOT support education and only benefit Data Collectors. How many tests do you need to require to find out anything substantive? Even researchers aren't required this rigor because they have a hypothesis and the experiment isn't set up to prove it, it is set up to find out if the hypothesis holds water. How many experiments in testing are we going to put our teachers and students through?



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

**TESTIMONY FOR HOUSE BILL 2117, HOUSE DRAFT 1, RELATING TO
STANDARDIZED TESTING**

**Senate Committee on Education
Hon. Michelle N. Kidani, Chair
Hon. Kaiali'i Kahele, Vice Chair**

**Wednesday, March 21, 2018, 3:10 PM
State Capitol, Conference Room 229**

Honorable Chair Kidani and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 400 members. On behalf of our members, we offer this testimony in strong support of House Bill 2117, HD 1, relating to standardized testing.

Life is not a standardized test. Yet, the overuse and abuse of standardized tests in Hawai'i's schools has become an epidemic. Rather than focus on student learning, our schools devote increasing amounts of time to “test and punish” frameworks, in which critical thinking and applied knowledge are replaced with rote test-taking skills that adversely impact a teacher's or schools’ statistical assessment. According to the American Federation of Teachers report “Testing More, Teaching Less: What America's Obsession with Student Testing Costs in Money and Lost Instructional Time,” test preparation and testing in heavily tested districts can absorb up to a month and a half of school time. The grade-by-grade analysis found that students spend from 60 to more than 110 hours per year on test preparation, at an estimated cost per pupil of \$700 to \$1,000 in heavily tested grades (in Hawai’i, each test, itself, costs \$65, discounting resources and personnel needed to administer each test). At the same time, abandoning so-called “toxic testing” could add 20 to 40 minutes of daily instructional time to secondary school grades, according to the report, with hundreds of dollars per student—and millions of dollars overall—reallocated to the purchase of instructional programs, school technology, infrastructure upgrades, and teacher pay increases. Notably, American students take over 100 standardized tests between pre-kindergarten classes and 12th grade, according to a 2015 study by the Council of Great City Schools. **In contrast, many countries that outperform the U.S. on international exams, like the Program for International Student Assessment, test students only three times during the course of their academic careers.**

Make no mistake, when we discuss standardized tests, we're talking about the Common Cor(porat)e State Standards Initiative, a set of corporatized standards that were foisted upon teachers and children across the nation without prior field testing. Developed by an organization called Achieve and the National Governors Association, and funded by the Gates Foundation, the standards were crafted with minimal public input. Under the Obama Administration's Race to the Top grant program, states were effectively told that if they did not adopt the Common Core, they would not be eligible to receive a portion of the program's \$4.35 billion in grant money. As education policy expert Diane Ravitch has said, "Federal law prohibits the U.S. Department of Education from prescribing curriculum, but in this case the Department figured out a clever way to avoid the letter of the law." The result? A precipitous decline in test scores based on Common Core's arbitrary cut scores, a lack of critical thinking development based on Common Core's arbitrary pedagogical instructional time ratios, disproportionate harm caused to English Language Learners and low-income students, further elimination of arts education, and parents and students across the nation joining the United Opt Out movement against the Smarter Balanced Assessment associated with Common Core, with students—including those in Hawai'i—literally "opting out" of toxic high-stakes tests. Both former President Obama and the U.S. Department of Education have called for an end to overtesting, with Obama calling for testing time to be capped at no more than 2 percent of student instructional time. Even the Gates Foundation, the alchemists responsible for the Common Core monstrosity, have backpedaled on their Frankensteinian experiment, calling for a moratorium on linking Common Core to teacher evaluations and their related "value-added method" of measuring performance.

Now, we have hope. The federal Every Student Succeeds Act provides states with increased flexibility in the use of standardized testing, including eliminating federally mandated inclusion of standardized tests in teacher evaluations, and allowing states to choose what test to use for annual school assessments. ESSA also permits states to limit the amount of time that students spend preparing for and taking standardized tests, provides funding to states for auditing and streamlining assessment systems, and, importantly, establishes an "innovative assessment pilot program" through which states may receive permission to connect authentic assessments with real-world learning. In fact, **the Hawai'i State Department of Education submitted its application to be one of seven states participating in the pilot program earlier this year.** We can abolish the "test and punish" education culture that subjugates our teachers and students to educational automation. We must move quickly to set them free.

Toxic testing undermines our schools' curricula, our teachers' autonomy, and our students' creativity. Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



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March 20, 2018

Senate Committee on Education
Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair
Re: HB.2117, HD 1 Relating to Standardized Testing
Hearing: Wednesday, March 21, 2018, Room 229

Lois Yamauchi
President
Honolulu, Hawaii

Kashmira Reid
Vice President

Erin Yagi
Secretary

Ernestine Enomoto
Treasurer

Deborah Bond-Upson

Kay Fukuda

Clare Hanusz

Mary Weir

Susan Wood

Dear Chair Kidani, Vice Chair Kahele and Committee members:

This testimony is in strong support for HB2117, HD 1, relating to standardized testing. I am writing on behalf of Parents for Public Schools of Hawai'i (PPS Hawai'i), a non-profit organization focused on supporting and improving Hawaii's public schools through family engagement. Our group emerged from the Furlough Friday crisis, and we currently have over 1,000 members statewide.

Our members have told us that the increased focus on standardized testing has had a negative influence on the educational experiences of their children. Although there may be one "official" test that students take, they often take multiple tests throughout the year to prepare for the standardized test.

Standardized tests are high stakes, since they are used as the main criteria by which a school is judged to be succeeding or failing. Educators have been forced to increase their school's scores to show they are doing a good job. Research indicates that the best way to increase children's test scores is for students to become familiar with test-taking procedures. Thus, much time is spent on practice tests and on other drills. Homework is sometimes formatted to look like the test. Testing is pervasive and dominates the curriculum.

Test preparation takes time and energy, on the part of children and their teachers. This means that there is no longer time for students and their teachers to engage in creative, interactive, and meaningful activity that leads to true learning and development. When we think back to what has inspired all of us to learn and engage in school, it was not sitting for a test, but reading a book and discussing it with our teachers and classmates, working on a project of our choice, engaging in ideas, artwork, and music--all things that are now reduced or cut out of the curriculum because of the overemphasis on testing. When PPS Hawai'i surveyed members about their experiences with the public schools, parents said that the overemphasis on testing was one of their greatest concerns. In addition, they wanted more arts, music, and physical activity, which are related to time spent on testing.

Standardized testing is an equity issue because research indicates that the strongest predictor of a student's standardized test score is their family's income. The schools and teachers, who are spending the most time trying to increase test scores, are those serving communities who are struggling financially. These are communities who desperately need the arts, music, Hawaiian Studies, and other engaging learning activities! These are the very communities whose children are dropping out of school because it is boring and not meaningful to them, because they don't feel that anyone cares. By decreasing an emphasis

on testing, educators in these communities can be freed to engage in more meaningful and effective educational activities with their students. We suggest that the survey proposed in this bill indicate the complex in which the students are served, so that the public can become more aware of these equity issues.

All students deserve a challenging curriculum that includes the arts, music, and activity that is relevant to their cultures and communities. We at PPS Hawai'i urge your support of HB 2117 to make this happen.

Thank you for your time and consideration.

Aloha,

A handwritten signature in black ink that reads "Lois A. Yamauchi". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Lois Yamauchi, PhD
President, Parents for Public Schools of Hawai'i

Parents for Public Schools Hawaii (PPSHI) is a not-for-profit 501(c)(3) volunteer organization of parents, community members, and educators working to improve and support public education through family engagement. We are committed to ensuring all children in Hawai'i have access to a quality public education.

HB-2117-HD-1

Submitted on: 3/20/2018 10:06:38 AM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Andrew W. Jones	Individual	Support	Yes

Comments:

Aloha, Senator Kidani and members of the Senate Committee on Education.

I will be submitting oral testimony at the Wednesday hearing in support of HB2117 in which I will emphasize the low quality of the Smarter Balanced Assessment, as well as its negative impact at the high school level. My critical viewpoint is widely supported by professional literature on this and similar tests, and I would like to refer the committee to a website which features a 2016 report released by the California Alliance of Researchers for Equity in Education (CARE-ED). The report presents a thorough but concise summary of the professional criticism that has emerged in response to the Common Core-aligned tests.

<https://www.care-ed.org/>

Mahalo,

Andy Jones

Schools Our
Keiki Deserve

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1488 Glen Ave.
Wahiawa

RE: STRONG SUPPORT FOR HB2117 HDI

Aloha Senator Kidani and Members of the Committee,

I began speaking out publicly against the undue influence of standardized testing on curriculum, instructional practice and assessment models eight years ago. My child was in kindergarten, and I wanted to make sure that her education would be grounded in rich experiences in place-based learning, arts, culture, languages, science, math and music. I was excited to share these experiences with her – my father was a second grade teacher, and I have seen the most incredible interdisciplinary work done with children in elementary school, work that fosters critical thinking, creativity and curiosity.

However, we are still engaged in negative practices that surround hyper-focusing on testing, because the principals' evaluation tool, Comprehensive Evaluation System for School Administrators (CESSA), still relies heavily on standardized test outcomes. In fact, a full 50% of the principal's evaluation is still dependent on 'student educational outcomes.' Because 'student educational outcomes,' or test scores, accounts for a full half of the evaluation, with Domains 2-6 focused on all skills and performance having to do with Principal Leadership and Practice making up the other half, principals are driven by the structure to push their teachers to engage in what many consider to be malpractice.

Providing a framework within which data can be gathered about how much testing is actually being imposed by principals, by requiring them to seek waivers for testing that exceeds the set limits, is just good commonsense 'test control' legislation.

Sincerely,
Dr. Amy Perruso
Executive Director

Senate Committee on Education
Sen. Michelle N. Kidani, Chair
Sen. Kaiali'i Kahele, Vice Chair
Re: HB 2117, HD 1 Relating to Standardized Testing
Hearing: Wednesday, March 21, 2018, 3:10 pm, Con. Rm. 229

Dear Chair Kidani, Vice Chair Kahele, and Committee Members:

I am Beatrice DeRego-Coffield, a twenty-one year intermediate and high school teacher in the public schools of Hawaii. As a teacher leader, I have experienced testing from the perspective of an English-Language Arts tested teacher, a school curriculum coordinator, and currently a test coordinator. I strongly support HB 2117, HD1 as imperative to allow our schools to embrace the culture of Nā Hopena A'o, to implement whole child education, and to return to innovative curriculum and instruction designed by teacher and student collaboration.

Standardized assessments ostensibly measure how students are progressing toward college and career readiness in core subjects, yet many states' current tests, including the Standards Based Assessment (SBA), are based on the Common Core (CC) standards and are built to measure mastery of these unproven standards. A current controversy exists as some state districts are exchanging their CC based high school exams for either the ACT or the SAT, long considered a measure of college readiness.

However, research demonstrates both types of tests have an inherent bias, with students from wealthier, well-educated families showing stronger performance and progress over time. Minority students and students of poverty are doubly disadvantaged, first from inequitable school funding and resources, and further by competitive educational systems that don't consider their natural skills and talents. For example, in order to save money, the SBA used literary texts from the public domain, which have a number of recognized biases (gender, race, and ethnicity as major ones).

Additionally, no-stakes consequences for students invalidates the reliability of many students' performance. The SBA is in its fourth year of implementation in Hawaii. Each tested class begins their weeks of testing by asking their teacher if the test will count as a grade. Since SBA results are not designed as a direct measure of current student progress, the answer is generally a resounding no. Students are then free to ignore the school's high stakes reality of testing designed by the weight of the DOE Strategic Plan. Even students who seem alert and determined, lose the will to persevere after the 4th or 5th day of the test. They are eager to return to their classrooms where they can return to the excitement of learning.

Federal law requires 17 standardized tests from kindergarten through 12th grade for the purpose of determining federal education policy and funding, and an attempt to ensure that states are not neglecting groups of students by requiring disaggregated data. The Hawaii DOE directly requires schools to administer the minimum number required by the Every Student Succeeds Act (ESSA). Indirectly, though sixteen years of testing and data analysis has created systems, processes, and policy devoted specifically to testing. We measure our students, our teachers, and our administrators based on the data. The number of tests a student may take indirectly due to the emphasis on data analysis of test scores can range from almost the required minimum, to months of test prep and practice testing.

Theoretically, standardized testing provides information on academic progress to students, parents, teachers, and educational administrators, while aggregated results inform educators and policy-makers by providing a measure of accountability of the public education system. Yet, if you are the parent of a public school student, I am certain the annual SBA report you receive gives you little indication of how well your child is doing in school, what his or her favorite subjects might be, in which areas of academics he or she excels or struggles, or the infinite questions parents have concerning a well-rounded education for their children. Most schools are now using some form of diagnostic screener to provide the type of actionable data necessary for schools to measure their curricular offerings

and student support, and to fulfill the DOE Response to Intervention (RTI) requirements at multiple levels. Perhaps we wouldn't need so many academic and behavioral supports if students were provided more relevant and stimulating course offerings measured by performance on projects and solving real world issues, rather than double doses of reading and math focused on test success.

Standardized test results present an objective measure exists for policymakers to identify and compare student academic achievement on a general level. But schools, especially at the high school level, parents, and universities, have historically viewed student GPA to measure progress. Current research suggests many universities now admit that the best indicator of student success in college is a strong high school transcript. Social-emotional learning research also demonstrates students thrive when given choices in what and how they learn.

Regarding Section 302A, item b, providing parents with information regarding and opt-out policy, it is time everyone recognized a basic reality. Both parents, and often high school students regular "refuse" the test. ESSA maintains a requirement that assessments be administered to at least 95% of all students, but allows states to establish their own laws governing "opt-outs" policy. ESSA also requires parents to be notified regarding their children's participation rights in assessments. The notification currently provided is based on our state DOE determination to force all students to test, regardless of situation or concern. Several states are recognizing the authority of a parent to determine their child's education by creating options where schools are not held accountable for students who don't test due to opt-outs, illness, injury, psychological trauma, or other circumstances. Since consequences for schools that miss the 95% threshold are also determined by states and districts under ESSA, there is no reason to hold on to this punitive, and generally unrealistic, measure of participation.

Hawaii schools have local control of the decisions regarding school level assessments, grounded in the belief that those closest to the students are best suited to determine the needs and the instructional strategies most appropriate for their student population. Most teachers prefer to administer assessments such as projects, performances, and teacher designed tests to measure the progress of their students. Unfortunately, many administrators still believe the DOE views standardized testing as the major priority of instruction and assessment – the heavy weight chosen as a measure of focus in the Strategic Plan enhances that viewpoint. Additionally, many administrators are the product of the NCLB test culture, with little leadership experience pre-NCLB. Hawaii DOE's infrastructure is based on years of testing and data analysis, top-down mandates, canned Common Core curriculum, and multiple directives implemented to ensure a steady stream of federal funding. ESSA has given Hawaii's schools the opportunity to turn the page. Our keiki need a vision of education that reduces the priority of standardized testing and moves to a rich, innovative, 21st century curriculum.. This is only possible with a dramatic shift in mindset inspired by policy makers intent on creating an educational system that supports all students and their vast variety of gifts.

I implore you to consider what you believe would be best for your own children, and spread that wealth of understanding by passing HB 2117, HD1 and helping our students and schools to flourish.

Mahalo for the opportunity to share my concerns and understanding of this issue with your committee.
Bea DeRego-Coffield, DOE Test Coordinator

HB-2117-HD-1

Submitted on: 3/19/2018 11:02:17 AM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alan Isbell	Testifying for HSTA	Support	No

Comments:

Chair Kidani and Committee Members;

My name is Alan Isbell. I am a fourth-grade teacher at Wailuku Elementary School and president of HSTA's Maui Chapter. Please consider the following testimony in support of HB2117HDI.

“There are three kinds of lies: lies, damned lies and statistics.”

The quote was used in a textbook for a statistics course required for a bachelor's degree in journalism at the University of Colorado. The book was titled “How to Lie with Statistics.”

Journalists today should revisit that text, because education reformists are manipulating their data in attempts to hide their failures from the general public.

Rather than arguing about meaningless standardized test statistics, ask teachers what is wrong with our schools. Most know because they are confronted by it every day. What is wrong is reform. The problem underlying that is poverty – ugly, abject, debasing poverty.

So it is that teachers have a better grasp at identifying what is really plaguing our schools. And knowing that makes it even more difficult to stomach the school reforms seemingly mandated more for political opportunity than it is for making our kids better.

Teachers feel their students' shame. They feel their parents' shame. But they know shame is something that should be shared by those within our society whose eyes are blinded by power and money to inequality, economic and otherwise.

Two different presidential administrations have inflicted their brands of simple-minded reform upon a duped America. Two different Hawaii governors had us believe that reform is all a matter of standardized testing, and punishing schools that are not showing improved scores.

School administrators have been thrown in a state of perpetual panic about somehow raising scores that may or may not demonstrate knowledge of anything beyond how to take tests. An appalling amount of instructional time is being used for test preparation and tests. Weeks of computer lab time and class time go down the tubes in the name of standardized testing and the private educational industry giants that profit obscenely from it. A great deal of public money has been squandered on the testing, new Common Core textbooks, teacher training and so forth.

For what? Attractive statistics.

Legislators worthy of office need to question those statistics. They need to truly determine if Hawaii's educational books are balancing, and not just for the current budget cycle. They should demand to know what educational reform has cost Hawaii thus far, and then determine whether it has been worth it.

The general public, taxpayers and parents, need to know as well.

We need to decide if we are hearing lies, damned lies and statistics.

HB-2117-HD-1

Submitted on: 3/19/2018 6:24:34 PM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Vania Reyes	Individual	Support	No

Comments:

As a public school teacher, I see first hand the lingering effects of No Child Left Behind and the stress our students endure for months each year with the sheer amount of tests they take. At the middle school level, students endure intense high stakes testing that last several days for each subject. This limits their time learning in the classroom, and forces students to be in testing for months starting as soon as January. Students are visibly exhausted and stressed when they show up for their other classes. Teachers are also placed under the strain to cram their curriculum in a shorter time frame and are under pressure to adhere to the strict testing requirements and timeframes. There is no time for educational field trips, project based learning, or interdisciplinary teaching units. Everything takes a back seat to testing.

The SBA costs our students valuable learning time, with very little in return for students or teachers. The summative data isn't available until the following school year, after students have moved on to the next grade level.

Our students deserve more than to endure an obscene amount of testing each year. They deserve the chance to learn and develop.

HB-2117-HD-1

Submitted on: 3/19/2018 8:42:36 PM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kathryn Kaknes	Individual	Support	No

Comments:

HB-2117-HD-1

Submitted on: 3/20/2018 9:20:15 AM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
David Negaard	Individual	Support	No

Comments:

Chair Kidani and Committee Members,

My name is David Negaard. I am a teacher at Henry Perrine Baldwin High School on the island of Maui in the Maui district, Baldwin-Kekauliki-Maui Complex with 20 years' teaching experience, 6 in Hawai'i. I strongly urge support of HB2117 HD1.

Since the implementation of No Child Left Behind, testing has become a black hole, its intense gravitational field warping the orbits of everything that happens at a school. Whether state mandated testing such as the Smarter Balanced Assessment, administered yearly from grades 3 to 8 and 11, or so-called "universal screeners" (such as iReady) which purport to provide growth data, these tests and the culture they create dominate public schools. The school's walls are plastered with test results, test reminders, test tips, tests tests tests.

At Baldwin, three weeks annually are devoted to the iReady tests of reading and mathematics. A special bell schedule disrupts school and class routine three times in the course of a single year, for a week each time. That's three weeks when learning, the actual purpose of school, takes a back seat. The claim is that iReady data guides instruction, but the data is inconsistent; many students refuse to take the tests seriously no matter what their teachers and administrators say or do: they have no stake in the tests and they know it. But because the tests are high stakes for schools, they become the invisible center of public education.

Mandated tests have a very narrow focus—reading, mathematics, and science—and that focus diminishes the perceived value of the other important courses students take, courses like cultural and place-based learning, history, world languages, art, music, vocational studies, authentic and experiential learning experiences that help students make meaning of their lives and that cannot be assessed by any test (and certainly not by a standardized one). It is often in these other courses that students find their passions, their purposes, the things that make their lives meaningful, yet they take the brunt when it's time once again for death by test.

To top it all off, teachers are required to collect, report, and analyze on data they never asked for, but given no or next to no time to do so. The data is arcane, obscure, superficial, and often irrelevant to the committed, trained professional teachers in the

classrooms, yet we are expected to find (or make) meaning from it while simultaneously planning and differentiating lessons, teaching, assessing learning, grading, and providing desperately needed social support to our students. There is more to life than the next in a seemingly endless series of disconnected, contextless tests.

Recently, 11th graders at BHS took the ACT test (not a standardized test, but a test nevertheless, and the example of its preeminence illustrates what is wrong with test-centricity). On the day the ACT was administered, 9th, 10th, and 12th graders stayed home. Teachers were encouraged to sign wave at the entrance to the school, encouraging students to do well. One test for one grade level warped the educational experience of three times the number of students who actually took it!

Life is not a standardized test. We need to engage our students in authentic, meaningful, substantial learning, rather than testing them to death. Please support SB2117 HD1 so that there is space in public education for the schools our keiki deserve.

Thank you,

David Negaard

HB-2117-HD-1

Submitted on: 3/20/2018 3:08:01 PM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	Testifying for Oahu County Committee on Legislative Priorities of the Democratic Party of Hawai'i	Support	No

Comments:

To the Honorable Michelle N. Kidani, Chair; the Honorable Kaiali'i Kahele, ViceChair and the Members of the Senate Committee on Education:

Good afternoon, my name is Melodie Aduja. I serve as Chair of the Oahu County Committee ("OCC") on Legislative Priorities of the Democratic Party of Hawaii. Thank you for the opportunity to provide written testimony on **HB2117 HD1**, relating to Standardized Testing; Board of Education; and the Department of Education.

The OCC Legislative Priorities Committee is in favor of **HB2117 HD1** and support its passage.

HB2117 HD1 is in alignment with the Platform of the Democratic Party of Hawai'i ("DPH"), 2016, as it limits the number of standardized tests students take in a school year, and requires the Board of Education to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction.

The DPH Platform states that "[w]e believe a major role of education is to develop critical and creative thinkers who are knowledgeable about issues and able to evaluate and solve real-world problems. The curriculum also should emphasize cultural learning, the arts, career and trace skills, and physical education so that we may preserve our health and rich cultural history. A variety of learning strategies should be used, including, group projects, cooperative learning, discussion, games and technological innovations. We view standardized tests as just one way of evaluating learning and support multiple measures, including performance assessments such as portfolios and observations. (Platform of the DPH, P. 6, Lines 310-316 (2016)).

Given that **HB2117 HD1** limits the number of standardized tests students take in a school year, and requires the Board of Education to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction, it is the position of the OCC Legislative Priorities Committee to support this measure.

Thank you very much for your kind consideration.

Sincerely yours,

/s/ Melodie Aduja

Melodie Aduja, Chair, OCC Legislative Priorities Committee
Email: legislativepriorities@gmail.com, Text/Tel.: (808) 258-8889

HB-2117-HD-1

Submitted on: 3/20/2018 12:30:25 PM

Testimony for EDU on 3/21/2018 3:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Mitsuko Hayakawa	Individual	Support	No

Comments:

Aloha Members of the Education Commitee,

I am in support of HB2117 relating to standardized testing. According to the National Council of Teachers of English, standardized tests narrow the curriculum and limit student learning. They certainly do not measure the qualities that I value as a parent and human being: creativity, compassion, empathy, kindness, wisdom, resilience and adaptability.

In the past, I have had difficulty with school administration regarding my parental right to refuse participation in the SBA. My daughter missed important classes because her school forced her out of her 11th grade classes to take a test that I had exclusively stated she was not permitted to take. Incidences like this should not happen. Schools should notify parents and students of their right to opt out and they should be given the opportunity to not participate in tests that do not serve them.

Mahalo for your consideration.

Mitsuko Hayakawa

EDU Testimony

From: Elise Anderson <eliseanderson13@gmail.com>
Sent: Sunday, March 18, 2018 7:43 PM
To: EDU Testimony
Subject: Testimony in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Elise Anderson. I am a teacher at an elementary school on the island of Oahu in the central district. As a teacher of 3 years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control. We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Elise Anderson

Sent from my iPhone

EDU Testimony

From: catie.nagashima <catie.nagashima@gmail.com>
Sent: Monday, March 19, 2018 8:53 AM
To: EDU Testimony
Subject: Testimony in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Catherine Nagashima. I am a teacher at an elementary school on the island of Oahu in the Leeward District. As a teacher of 10 years in Hawai'i, I **am writing testimony in support of HB2117 HD1**. Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control. We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Catherine Nagashima

Sent via the Samsung GALAXY S® 5, an AT&T 4G LTE smartphone

EDU Testimony

From: Chris Santomauro <csantoma@gmail.com>
Sent: Monday, March 19, 2018 9:13 AM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Chris Santomauro. I am a teacher at an elementary school on the island of O`ahu in the Windward district. As a teacher of 5 years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Chris Santomauro

EDU Testimony

From: Gerlinde Schmidt <gerlinde@hawaii.edu>
Sent: Sunday, March 18, 2018 8:28 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

My name is Gerlinde Morris. I am a teacher at an elementary school on the island of Hawai'i, in the Hilo-Waiakea district. As a teacher of 11 years in Hawai'i, I **am writing testimony in support of HB2117 HD1.** Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control. We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Gerlinde Morris

EDU Testimony

From: hughey2000@aol.com
Sent: Tuesday, March 20, 2018 8:45 AM
To: EDU Testimony
Subject: RE: HB 2117 Relating To Standardized Testing
Attachments: HB2117Testimony.docx

COMMITTEE ON EDUCATION
Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair

RE: HB 2117 Relating To Standardized Testing

Wednesday, March 20th 2018

Aloha, Chair Kidani and fellow Committee members,

Strongly supporting HB 2117

NCLB became law in 2002. No Child Left Behind was no true education reform. Senator Jim Jeffords produced the Congressional Research Study in July 2009 that states, "Estimated aggregated state level expenditures for assessment programs in FY 2001 are 422.8 million" George Bush made a million dollar testing industry into a billion dollar one virtually overnight. NCLB was about corporate profit not accountability.

In 2015 President Obama announced that "unnecessary testing" is "consuming too much instructional time" and creating "undue stress for educators and students."

Parents deserve to know how much time is taken away from learning so testing corporations can make billions off their keiki. I think most parents would be appalled if they knew how much time is spent on standardized testing and prepping for those tests. At the school I teach at, teachers joke that learning ends in December, after that is just testing.

Teachers in Hawaii want authentic assessments, assessments that are worthwhile, significant and meaningful. Please vote for this bill because it is a step in the right direction. At the very least we can see how much instructional time is being taken away due to standardized testing.

Respectfully,
Justin Hughey
Third Grade Special Education Teacher
King Kamehameha III Elementary

EDU Testimony

From: imelda amano <manoaschool@hotmail.com>
Sent: Sunday, March 18, 2018 5:26 PM
To: EDU Testimony
Subject: HB2117 HD1

Chair Kidani and Committee Members,

My name is Mrs. Imelda Amano. I am a retired educator from Manoa Elementary School on the island of Oahu in the Honolulu district. As a retired educator of 31 years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers-educators, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests or assessing them for data as often as 6 times a year. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Mrs. Imelda Amano

TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Jensen Hirayama. I am a teacher at an elementary school on the island of Oahu in Central District. As a teacher of 23 years in Hawai'i, I am writing testimony in support of HB2117 HD1.

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

I've spent more time in my 23-year career preparing students to meet the requirements for year-end Reading and Math tests, than teaching quality curricula in Writing, Science, Social Studies, Health, Music and Art. The pressure that is placed upon schools to meet Adequate Yearly Progress (AYP) presses down on Principals, then teachers and then students. I've seen way too many students suffer from test taking anxiety. Students are not learning. They are simply learning how to take a test.

We need to engage our students in learning, not continually prepare them for tests.

Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Jensen Hirayama

EDU Testimony

From: Jenny Kimhan <kimhansan@hotmail.com>
Sent: Sunday, March 18, 2018 8:09 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Jenny Kimhan. I am a teacher at an elementary school on the island of Oahu in Windward district.

As a teacher of 12 years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Jenny Kimhan

Sent from my iPhone

EDU Testimony

From: Jessica Patterson <jnmteixeira@yahoo.com>
Sent: Sunday, March 18, 2018 4:54 PM
To: EDU Testimony
Subject: Testimony in support of HB2116 HD1

Chair Kidani and Committee Members,

My name is Jessica Patterson . I am a teacher at an elementary on the island of O’ahu in the Ewa district. As a teacher of 4 years in Hawai’i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work.

Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to ENGAGE our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1!! Please support what is best for our keiki!

Mahalo,
Jessica Patterson

Sent from my iPhone

EDU Testimony

From: Joanne Kimura <jokimura@earthlink.net>
Sent: Sunday, March 18, 2018 11:18 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Joanne Kimura. I am a teacher at a high school on the island of Oahu in Leeward district. As a teacher of 35 years in Hawai'i, I am writing testimony in support of HB2117 HD1.

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. My Special Education students have been literally "left behind", since the emphasis on test preparation curriculum Special Education students have been entering high school lacking basic skills and knowledge. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,

Joanne Kimura

EDU Testimony

From: Joseph Cassler <joseph_cassler@kauaihs.k12.hi.us>
Sent: Monday, March 19, 2018 9:25 AM
To: EDU Testimony
Subject: Support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Joseph Cassler. I am a teacher on the island of Kaua'i. I am writing testimony in support of HB2117 HD1. Life is not a standardized test. Schools want to provide authentic learning experiences to all students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed.

Some people say that teachers have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners students must take. Teachers are also told how often to give tests, and what they must do with the data, along with the test prep they need to give our students. It is out of control.

We need to engage students in learning, not continually preparing them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,

Joseph Cassler

EDU Testimony

From: Koji Hayashi <khayashi906@gmail.com>
Sent: Tuesday, March 20, 2018 11:30 AM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Todd Koji Hayashi. I am a teacher at Nanakuli Elementary on the island of Oahu in Leeward district. As a teacher of 4 years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Becoming a teacher was a dream of mine since my 1st grade teacher inspired me and taught me what it meant to have character and integrity. Ever since I started in the DOE, my goal has been to prepare students for the rest of their lives, just like she did for me. That includes teaching them skills that are practical and applicable in any profession. Whether it is team work, public speaking or taking pride in your work, these are the skills that a standardized test will never assess.

When I look back on my public education experiences, the things I remember are the innovative projects, researching historical topics, or building something from scratch. All of these taught me invaluable lessons about problem solving and creativity. I learned so much from these experiences that I can still remember them clearly as an adult.

As a teacher today, I feel that I am depriving my students of the wonderful education that I had. There is so much emphasis placed on our SBA scores that the entire year is spent preparing for that test. There is very little time for science, social studies, art, physical education or music, all of which are areas that many of our students on the Leeward coast really excel in. Unfortunately, the only real "measure" of their ability and progress throughout the year comes down to their Reading, Math, and for certain grades, Science scores.

We as a state are failing the students by judging them primarily by a test that is not standardized. Each student does not receive the same questions as it is adaptive, and therefore is not a fair analysis of where a student lies compared to others in their grade level. We must do better to teach students how to be contributing members of society instead of preparing them for a test that has no relevance.

I am the person I am today because of my classmates, my teachers and my schools. Not because of the standardized tests that I took. Please help us give the students what they truly need and allow educators to go back to teaching the things that matter. Please support SB2117 HD1.

Thank you,
Todd Koji Hayashi

EDU Testimony

From: Lauren An <algomar21@gmail.com>
Sent: Sunday, March 18, 2018 5:45 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Lauren An. I am a teacher at Kanoelani Elementary School on the island of Oahu in Leeward district. As a teacher of 12 years in Hawai'i, I **am writing testimony in support of HB2117 HD1**. Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Lauren An

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Lauren V_V

EDU Testimony

From: Lynn Okamura <lynn.okamura@gmail.com>
Sent: Monday, March 19, 2018 8:55 AM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Lynn Okamura. I am a teacher at an Manana Elementary School on the island of Oahu in Leeward district. As a teacher of fifteen years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Lynn Okamura

EDU Testimony

From: Micah Pregitzer <mpregitzer@kalaheohigh.k12.hi.us>
Sent: Tuesday, March 20, 2018 1:55 PM
To: EDU Testimony
Subject: Testimony in SUPPORT of HB2117 HD1

Chair Kidani and Committee Members,

My name is Micah Pregitzer. I am a teacher at Kalaheo high school on the island of Hawaii in Windward district. As a teacher of 14 years in Hawai'i. I am writing testimony in support of HB2117 HD1.

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since NCLB, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students, but we are also told how often to give them, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support HB2117 HD1.

Mahalo,
Micah Pregitzer

EDU Testimony

From: Mike Landes <jmlandes@gmail.com>
Sent: Monday, March 19, 2018 9:36 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Mike Landes. I am a teacher at a high school on the island of Maui in the Canoe complex. As a teacher of 14 years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Mike Landes

EDU Testimony

From: Sandy Patterson <redkingdogmom@yahoo.com>
Sent: Sunday, March 18, 2018 7:16 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Sandy Patterson, and I am a teacher at Lanai High and Elementary School on the island of Lana'i in Maui district. As a teacher of

25 + years in Hawai'i, I **am writing testimony in support of HB2117 HD1.** Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control. At our school 4th graders take the STAR Reading and Math Universal Screener five times a year. They take online reading tests for Wonders every other week, and a huge unit test that takes several days once a quarter. 4th graders also participate in the practice SBAC test for math and reading, and then we have to take this test in May over a period of two weeks. We also are required to take the HSA Science test online twice. It's insane how much testing we make our students do. If we want to measure growth, let's go back to the HSA tests. The students received instant feedback and it didn't take up weeks of instruction. The SBAC takes up too much time, and we do not get the results back until our students have gone on to the next grade. We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Sandy Patterson

Aloha mai no, aloha aku; o ka huhu ka mea e ola 'ole ai. When love is given love should be returned anger is the thing that gives no life.

EDU Testimony

From: Shane Albritton <s.albritton@seeqs.org>
Sent: Monday, March 19, 2018 5:02 PM
To: EDU Testimony
Subject: Re: Written Testimony

Aloha Danica,

Thank you for your email. Please find my testimony below.

Mahalo,
Shane Albritton

Aloha Chair Kidani and Vice Chair Kahele,

My name is Shane Albritton, I'm a teacher at SEEQS Public Charter School in Kaimuki and I'm here to testify in support of HB 2508.

As you may know, SEEQS is unique in that we are the only public charter school that shares a campus with a DOE school. We currently share a campus with Kaimuki High School.

Last year, when the lease for the campus SEEQS had previously been renting expired, it took some work to find a new location, and the status of the 2017 - 2018 school year was in question for our 180 students, and our faculty and staff.

It wasn't until Principal Araki of Kaimuki High School agreed to host SEEQS at Kaimuki High School that our future as a school was assured.

We are very grateful to Principal Araki and Kaimuki High School, and at the same time conscious of our status as guests.

We currently occupy three classrooms, half of the cafeteria (which we use as a classroom), and a large tent. We also have shared office space in the Cafeteria and a trailer.

I teach in the tent, and as much as I love the flexibility of it, it is insecure. We have had multiple thefts throughout the year from both the tent and the cafeteria, and in light of the recent focus on school safety and lockdown drills, students and teachers alike have become acutely aware of the potential risk involved in having classes in such an insecure structure.

In the event of a lockdown situation, students and teachers in the tent have been instructed to cross the parking lot and enter the cafeteria.

During our last two lockdown drills, this detail was not lost on the students.

In short, Charter Schools need facility funding in order to address their most basic need - a safe place for children to learn.

Mahalo,
Shane Albritton

On Mon, Mar 19, 2018 at 4:38 PM, EDU Testimony <EDUTestimony@capitol.hawaii.gov> wrote:

Aloha Shane,

Mahalo nui for coming in to provide oral testimony at today's Education hearing. Per Chair Kidani's request, please send your written testimony to this email so your input can be included in the record.

Mahalo,

Dancia

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EDU Testimony

From: Terry Low <terry@terryjlow.com>
Sent: Monday, March 19, 2018 6:16 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Terry Low. I am a teacher at Kauai High School on the island of Kauai in Kauai district. As a teacher of 24years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

We need to engage our students in learning, not continually prepare them for tests. Please help us stop this over-testing nightmare and let us get back to teaching. Please support SB2117 HD1.

Thank you,
Terry Low

Senate Committee on Education
Wednesday, March 21, 2018
3:10 p.m.
Hawaii State Capitol, Room 229

House Bill 2117, House Draft 1, Relating to Standardized Testing

Dear Chair Kidani, Vice Chair Kahele, and Members of the Committee:

My name is Margaret Cox, and I am a member of the Board of Education, chairperson of the Board's Student Achievement Committee, and a retired Hawaii public school teacher and principal. Since the Board has not yet taken any positions on proposed legislation, including HB 2117, I am testifying as an individual. Thank you for this opportunity to present this testimony in **opposition** to HB 2117.

As a former teacher and principal and chairperson of the Board's Student Achievement Committee, I am very conscious of and sensitive to some teachers' concerns with the number of tests administered to students. Because testing concerns were raised with the Board a number of times, I asked the Department to provide and present information to the Student Achievement Committee and looked into the number of statewide mandated tests. I am pleased that the Department has reduced the number of statewide mandated tests to the federal minimum required under the Every Student Succeeds Act.

Different kinds of tests serve different purposes, but an across the board statewide cap inappropriately lumps all testing together. Generally, the purpose of standardized testing is reporting to the public and policymakers. They are not for learning. Other types of testing, like diagnostic, formative, and end-of-unit assessment are for student learning and individual schools should have control over these types of testing. The types and frequency of tests administered by each school is dependent upon a myriad of factors, including the demographics of the student population and the school design. School administrators and teachers are professionals that we should entrust and empower to make these decisions because they are the ones closest to the students and their communities.

I am dedicated to ensuring that the Department of Education provides the appropriate number and types of tests to students to maximize student learning, but I also understand the necessity and importance of administering comparable tests to all students statewide to ensure that valid and reliable measurements of student learning are available to the public and policymakers. That being said, Hawaii's public education system and its students will not be served if the ability to tailor assessments to students' needs is taken from school administrators and teachers by imposing a top-down, statewide cap on the number of tests schools can administer.

Thank you for considering my individual testimony.

Very truly yours,



Margaret Cox

EDU Testimony

From: Cheryl Ellwood <cherylellwood@hawaii.rr.com>
Sent: Tuesday, March 20, 2018 5:36 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Cheryl Ellwood. I am a teacher at an high school on the island of Kaua'i. As a teacher of 10 years in Hawai'i and 15 in California, I am writing testimony in support of HB2117 HD1.

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

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Thank you,

Cheryl Ellwood, Ed.D

EDU Testimony

From: Terry Low <terry@terryjlow.com>
Sent: Monday, March 19, 2018 6:16 PM
To: EDU Testimony
Subject: TESTIMONY in support of HB2117 HD1

Chair Kidani and Committee Members,

My name is Terry Low. I am a teacher at Kauai High School on the island of Kauai in Kauai district. As a teacher of 24years in Hawai'i, I **am writing testimony in support of HB2117 HD1.**

Life is not a standardized test. We, as teachers, want to provide authentic learning experiences to all of our students. Ever since No Child Left Behind, a testing madness has taken over our schools, along with the tedious data collection and over-reporting tasks required of teachers that go with it. NCLB did not work. Testing and preparing for testing has pushed out actual instructional time out of our classrooms that is needed. Some people say that as teachers we have a choice as whether to teach to the test, but the majority of our schools have requirements regarding which standardized assessments and universal screeners we must give our students. We are also told how often to give tests, and what we must do with the data, along with the test prep we need to give our students. It is out of control.

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Thank you,
Terry Low



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March 20, 2018

TO: Honorable Chair Kidani and Members of the Education Committee

RE: HB 2117 HD1 Relating to Standardized Testing

Support for hearing on March 21

Americans for Democratic Action is an organization founded in the 1950s by leading supporters of the New Deal and led by Patsy Mink in the 1970s. We are devoted to the promotion of progressive public policies.

We support HB 2117 HD1 as it would limit standardized testing in lower education. Many of our members are educators. We know that standardized tests are assessments that teach no usable skills for higher education or life. The direction of education pedagogy for decades has been in the direction of authentic assessment and away from multiple-choice tests. This bill helps our policy catch up with educational research.

Thank you for your favorable consideration.

Sincerely,

John Bickel
President