

HB 2117

**RELATING TO
STANDARDIZED
TESTING**

A BILL FOR AN ACT

RELATING TO STANDARDIZED TESTING.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that the federal No Child
2 Left Behind law in 2001 and Race to the Top program in 2009
3 shifted national education priorities from inquiry-based
4 teaching to standardized testing. Following their enactment,
5 teachers and administrators in Hawaii's public school system
6 spent growing amounts of time, money, and energy on standardized
7 testing at the expense of authentic learning.

8 The legislature further finds that an overemphasis on
9 standardized testing narrows academic curricula, causing
10 teachers to teach to the test and leading to reductions in arts
11 and cultural education and vocational programming. Standardized
12 testing also creates a climate of compliance and fear among
13 students, teachers, and administrators. Moreover, research
14 shows that the negative effects of standardized testing, such as
15 diverted resources and low teacher morale, most directly harm
16 students in low-income communities and minority students.



1 The legislature additionally finds that the federal Every
2 Student Succeeds Act in 2015 permits states to institute caps
3 limiting the amount of time that students spend taking
4 standardized tests. Accordingly, the purpose of this Act is to
5 promote real-world learning experiences for Hawaii's children by
6 limiting the number of standardized tests students take each
7 school year, with the intention of limiting the amount of time
8 students spend participating in standardized testing.

9 SECTION 2. Chapter 302A, Hawaii Revised Statutes, is
10 amended by adding a new section to be appropriately designated
11 and to read as follows:

12 "§302A- Standardized tests limitations; exemptions. (a)
13 No more than four different standardized tests shall be
14 administered to any student, other than a student with
15 disabilities or an English language learner, per school year.

16 (b) Upon application to the board, a school may be granted
17 waivers from the standardized testing limitations in this
18 section.

19 (c) Each complex area superintendent shall submit an
20 annual report to the board that includes the number of
21 standardized tests required and the amount of instructional time



1 devoted to preparing for and taking standardized tests at each
2 school within the complex area.

3 (d) The board shall notify students and the students'
4 parents or guardians about the right to opt out of participating
5 in statewide standardized tests.

6 (e) For the purpose of this section, "standardized test"
7 means any federal, state, or locally mandated assessment that is
8 administered and scored in a consistent manner and intended to
9 measure a student's academic readiness, achievement level,
10 learning progress, or skill acquisition, including any
11 diagnostic, interim, or practice test used to prepare such an
12 assessment."

13 SECTION 3. (a) No later than September 1, 2018, the board
14 of education shall begin a one-year statewide survey of school
15 administrators and teachers to determine:

- 16 (1) The amount of time spent on preparation for
17 standardized testing; and
18 (2) The effect of the preparation time on the quality of
19 instruction.

20 (b) The survey shall include questions related to:

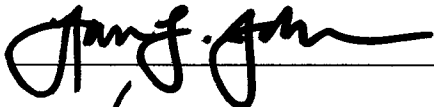



- 1 (1) The effect of standardized tests on the morale of
- 2 students and teachers;
- 3 (2) The relationship between the amount of time spent on
- 4 standardized test preparation and the amount of time
- 5 that is available for implementation of the approved
- 6 curriculum;
- 7 (3) The amount of time teachers devote to alignment of
- 8 curriculum with standardized tests;
- 9 (4) The percentage of standardized test items that are
- 10 above grade level;
- 11 (5) The overall impact of standardized testing on the
- 12 classroom environment; and
- 13 (6) Other questions that are relevant to the impact of
- 14 standardized testing on the quality of public
- 15 education in the state.

16 SECTION 4. New statutory material is underscored.

17 SECTION 5. This Act shall take effect upon its approval.

18

INTRODUCED BY:  _____




H.B. NO. 2117

Cindy Evans
Sec. Chair

Linda Lehman

Melby

Richard Long

Leah A

J. P. De

Del Hlt

J. M. Mott

Samuel King

[Signature]

JAN 19 2018



H.B. NO. 2117

Report Title:

Standardized Testing; Board of Education

Description:

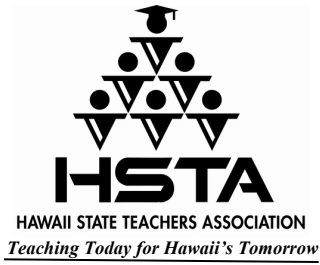
Limits the number of standardized tests a student shall take in a school year. Requires the board of education to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction.

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.



HB 2117

TESTIMONY



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TESTIMONY BEFORE THE HOUSE COMMITTEE ON
 LABOR

RE: HB 2117- RELATING TO STANDARDIZED TESTING

THURSDAY, FEBRUARY 1, 2018

COREY ROSENLEE, PRESIDENT
 HAWAII STATE TEACHERS ASSOCIATION

Chair Johanson and Members of the Committee:

The Hawaii State Teachers Association **strongly supports HB 2117**, 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

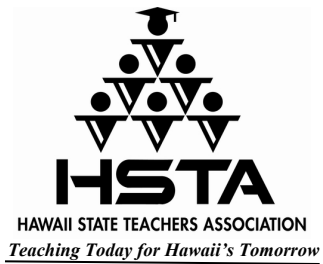
(This list is not meant to be all encompassing, nor does it include additional testing for ELL or Sped students)

To begin, we applaud Hawai'i State Department of Education officials for working to reduce time spent on the Smarter Balanced Assessment for the 2017-2018 school year. As the testing season commences, though, the department's claims about decreasing time devoted to testing have not been realized through practice. Some schools still spend **over 60 hours of instructional time on standardized testing**, and even more if and when screening exams and practice tests are employed with regularity to prepare students for statewide exams.

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



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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, the requirements of STRIVE HI 3.0, the state's school accountability system, or the DOE's consolidated state plan for the Every Student Succeeds Act (just this month, DOE officials applied for Hawai'i to be one of seven states selected for the federal innovative assessment pilot program). 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.

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



HAWAII

AMERICANS FOR DEMOCRATIC ACTION

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Karin Gill, Secretary	Chuck Huxel	Doug Pyle		

January 29 , 2018

TO: Honorable Chair Johanson and Members of the Education Committee

RE: HB 2117 Relating to Standardized Testing

Support for hearing on Feb. 1

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 as it would limit standardized testing in K-12 public schools. Testing is more assessment than teaching; good teaching is what we need more. Most countries that outperform the United States on international exams test students an average of only three times during their school careers. This bill is in the right direction for the good of our kids.

Thank you for your favorable consideration.

Sincerely,

John Bickel
President



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

TESTIMONY FOR HOUSE BILL 2117, RELATING TO STANDARDIZED TESTING

House Committee on Labor
Hon. Aaron Ling Johanson, Chair
Hon. Daniel Holt, Vice Chair

Thursday, February 1, 2018, 9:00 AM
State Capitol, Conference Room 309

Honorable Chair Johanson 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, relating to standardized testing.

The overuse 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.

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 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, passed in December of 2015 and set for robust implementation in December of 2016, 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 month. We can abolish the "test and punish" education culture that enslaves our teachers and students. We must move quickly to set them free.

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

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

HB 2117

**LATE
TESTIMONY**



LATE

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

Date: 02/01/2018
Time: 09:00 AM
Location: 309
Committee: House Labor & Public
Employment

Department: Education

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

Title of Bill: HB 2117 RELATING TO STANDARDIZED TESTING.

Purpose of Bill: Limits the number of standardized tests a student shall 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.

Department's Position:

The Department of Education (Department) offers the following comments on this measure. The Department recognizes the value of standardized testing as a valid, reliable, and efficient means to ensure that students graduate equipped for college and career success. 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. Standardized test data also remain the best way to hold schools accountable for their academic performance. Outside of standardized test results, no objective measure exists for policymakers to identify student academic achievement. In addition, the administration of assessments is mandated under the federal Every Student Succeeds Act (ESSA), section 111(b)(2)(B) and use of the results is required in state accountability plans. In school year 2015-2016, the Department conducted a review of its statewide testing portfolio which resulted in the school year 2017-2018 reduction of the number of state-mandated tests being reduced to the federal minimum. The effort extended to complexes and schools with the summer of 2016 statewide training on conducting assessment audits and ensuring that the number and types of tests administered to their students closely align to instructional needs. The Department is not able to honor opt-out requests. The Department in consultation with the Attorney General's office has determined that students who are educated in Hawaii's public schools must participate in the statewide assessment program. Materials providing guidance on dealing with parental requests that their child not participate in testing was distributed to

schools.

Given that the Department is actively engaged in maintaining a balance between federal testing requirements, the accountability benefits of testing and the instructional practices utilized by schools and teachers to meet their student's needs. We respectfully suggest that a statewide survey and HB 2117 is not necessary at this time.

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.