



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

Date: 01/31/2018
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

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

Title of Bill: SB 2080 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 SB 2080 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.



S E A C
Special Education Advisory Council
1010 Richard Street, #118, Honolulu, HI 96813
Phone: 586-8126 Fax: 586-8129
email: seac.hawaii@gmail.com

January 31, 2018

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Advisory Council**

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Susan Rocco, Staff

Senator Michelle N. Kidani, Chair
Committee on Education
Hawaii State Capitol
Honolulu, HI 96813

RE: S.B. 2080 - RELATING TO STANDARDIZED TESTING

Dear Chair Kidani and Members of the Committee,


The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), strongly supports S.B. 2080 which limits the number of standardized tests a public school student shall take in a school year.

Testimonies from numerous Hawaii classroom teachers and testing coordinators have made clear that excessive standardized test preparation and administration takes away from valuable instructional time, contributes to student anxiety and low morale, and fails to yield useful and timely information teachers need to adjust instruction and individualize student support.

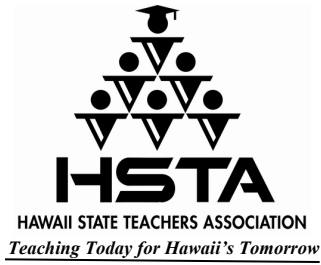
While students with disabilities and English language learners have been exempted from the four standardized test limit per year, our understanding of the bill is that these student populations will also not be tested unnecessarily. We further understand that data collected from complex areas regarding the number of tests required and the amount of instructional time involved will reflect ALL students, and the Board of Education's statewide survey will likewise collect information on the impact of standardized testing on ALL student populations.

Thank you for this opportunity to provide our testimony. If you have further questions, please feel free to contact us.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair.



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Corey Rosenlee
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TESTIMONY BEFORE THE SENATE COMMITTEE ON
 EDUCATION

RE: SB 2080- RELATING TO STANDARDIZED TESTING

WEDNESDAY, JANUARY 31, 2018

COREY ROSENLEE, PRESIDENT
 HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SB 2080**, 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

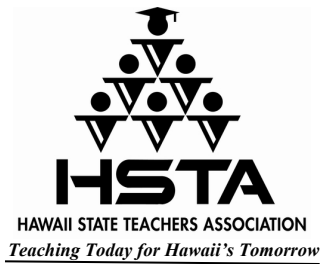
(This list is not meant to be all encompassing, nor does it include additional testing for ELL or Sped students)

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 prepackaged 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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Executive Director

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.

Schools Our
Keiki Deserve

808-351-0980
808-627-0193

1488 Glen Ave.
Wahiawā

TESTIMONY FOR SB 2080 - RELATING TO STANDARDIZED TESTING

Chair Kidani and Members of the Committee,

It is a testament to the leadership of this committee on educational policy issues that you are open to discussing the role of the legislature in addressing over-testing in public schools. In the past few years, we have begun to see a broad shift in public understanding of this concern. As a member of the Governor's ESSA Task Force, I saw first hand, at countless town halls and community forums across the state, that there is broad consensus: testing is not teaching, and our keiki deserve far better pedagogy.

As you are well aware, the new federal law, the Every Student Succeeds Act, makes possible an entirely different approach to education, one shaped not by a culture of 'test and punish' but by a culture of innovation and creativity. Let's take this historic opportunity, and use the law to limit those practices which have been found internationally to be so detrimental to authentic education. If the ultimate aim of public education is the cultivation of an informed and active citizenry, then let us use the space of the school day to engage in practices that will hone the knowledge, skills, and dispositions our young people will need to face the issues of the 21st century with courage and confidence.

Sincerely,

Dr. Amy Perruso
Executive Director



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

TESTIMONY FOR SENATE BILL 2080, RELATING TO STANDARDIZED TESTING

Senate Committee on Education

Hon. Michelle N. Kidani, Chair

Hon. Kaiali'i Kahele, Vice Chair

Wednesday, January 31, 2018, 2:45 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 Senate Bill 2080, 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



HAWAII

AMERICANS FOR DEMOCRATIC ACTION

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MAILING ADDRESS

P.O. Box 23404
Honolulu
Hawai'i 96823

January 29 , 2018

TO: Honorable Chair Kidani and Members of the Education Committee

RE: SB2080 Relating to Standardized Testing

Support for hearing on Jan 31

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 SB2080 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



Aloha Chair Kidani and Members of the Committee,

On behalf of the nearly 600 registered members of the Young Progressives Demanding Action – Hawaii, I would like to voice my **strong support** for SB2080. The nation-wide emphasis on standardized testing has left our students with no demonstrable skill set other than being able to take standardized tests. The math and vocab they are forced to memorize on these tests is used in the real world by almost no one.

Standardized testing can be important as a way to make sure that a kid isn't really falling behind, especially in the early grades. But we increase the role of standardized testing in the upper grades when the stakes are higher, instead of phasing it out and preparing kids for the complexities of the 21st century, globalized economy. We've turned high school into an endless round of test prep. Our kids use flash cards to prep for advanced placement testing; all they're doing is practicing content memory-retrieval. That's a low-level procedure, and any smartphone can do that for you with a swipe and a tap. It's the 21st century, and it's high time we shape education, and the goals of education, to match the real world and the skills needed therein.

Furthermore, limiting a students' educational attainment and, therefore, job attainment, because he or she cannot pass a test in which the knowledge covered will almost certainly never be used verges on criminal. When those students experience low education and job attainment, poverty, crime and other side effects of a lack of education because their natural skill set is pushed to the side to make room for testing and studying for testing, our policy of over-testing is directly to blame.

What if, instead, we did K–12 in a way that kids came out of it with distinct proficiencies? Kids that aren't good at math or other traditional academic fields, but are great at art, should all have access to a course that gives them real-world experience designing websites, for example. It's not hard to use Squarespace, but it's hard to use that platform to create something unique that has a great aesthetic to it. Three quarters of the organizations around these islands could use a better website. So here's a kid who

graduates with bad grades or doesn't graduate at all, without any opportunity to connect his or her skill for art with real-world opportunities. That kid's in desperate trouble. But give them a chance to leverage it and to understand how to make money off of it? That's a kid who will be making two or three times or more than minimum wage. They can support a family on that.

To say that a kid who is interested in art is a dead-end kid is a perfect example of the system failing because, if they were trained right, that kid would actually have all these opportunities. Instead, we make them take and pass algebra. And if they don't pass algebra, then they won't get a high school degree. About 20 percent of adults use algebra in their careers, yet that is a barrier to getting a high school diploma. How can we justify that?

Instead, we should set a bar that is inline with real-world requirements, like financial literacy or basic public speaking skills, communication skills, understanding a variety of ways to communicate, citizenship skills, critical analysis skills, being able to tell truth from fiction in the news. Those are thoughtful, interesting, justifiable requirements. But making them pass a biology course that is largely definitions, when maybe 3 percent of adults use that in their careers? Why?

When we set a requirement, it has to have some alignment with the real world. And if we don't and those kids aren't getting a high school degree, then we share in the responsibility for those kids having dismal life prospects. In the United States today, except for a few highly entrepreneurial exceptions, if you don't have a high school degree—game over. Allowing that to happen, in this day and age, because a child can't pass a subject they're never going to use anyway is, frankly, criminal. And some of those kids will end up in jail themselves because of a lack of a diploma; or desperately addicted to something. Life goes to pieces when you can't find a way to support yourself.

We've been told that the purpose of school is to develop human potential. But the real goal of school today in America is to rank kids; and to rank them in a very artificial and inauthentic measure of aptitude that is really no better than crossword puzzles and Sudoku. The process of getting good at those aptitude measures leads to no useful skill in life that helps students to get ahead. Who's going to hire a kid because she can do SAT math problems? Or because they know what “obstreperous” means. If I used the heart and soul of SAT vocabulary in public speaking, people would leave the room. So why do we tell kids they need to get better at something if we can't say how they will ever use it later?

Back to kids that are artistic having the opportunity to learn to design websites: I can say exactly why that would be useful and how it can lead to an incredibly rewarding, high-paying, useful and fulfilling job. I feel like we owe that, as a society, to our kids—particularly the kids growing up in poverty. We're not doing that. We're telling too many of these kids that they're dumb because they can't pass these tests; we're shutting too many kids out from high school degrees because of poorly thought-out, obsolete requirements and we're telling them all that if you don't go to a four year college, then you're not successful, or worthwhile or a good person. And then they borrow \$60–70K to get that degree and they aren't getting good jobs, or they borrow \$30K and then they drop out. Those are the stakes. If we did this right, kids would have lots of great paths forward; instead, we keep doing it wrong and we are giving these kids truly dismal prospects. It's time for a change.

Please support this bill.

Mahalo,

Will Caron

Social Justice Action Committee Chair
Young Progressives Demanding Action - Hawaii

SB-2080

Submitted on: 1/31/2018 3:17:01 AM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Marcia Linville	Info Services	Support	Yes

Comments:

Senate Education Com
18

1-31-

Chair Kidani and members of the committee

I am Marcia Linville SCC Education Caucus Member of the Democratic Party speaking in support if SB 2080.

Testing has been considered a valuable tool to evaluate the progress of student learning. However, when the test becomes the object of learning rather than the tool for evaluation great damage is done to the student and to the educational process. Accumulating data has shown that this is what has been happening in Hawaii's schools. This has caused frustration in both teachers and students. SB 2080 will correct some of these problems.

Thank you for the opportunity to testify on this measure.

Marcia Linville

536-4466

SB-2080

Submitted on: 1/30/2018 12:41:15 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jun Shin		Support	Yes

Comments:

Dear Chair Kidani, Vice Chair Kahele,

Honorable members of the Senate Committee on Education. My name is Jun Shin. I am a Freshman Political Science Major at the University of Hawaii at Manoa and a board member at-large for Young Progressives Demanding Action - Hawaii. I am in strong support of SB2080 relating to standardized testing which is due for a hearing on Wednesday January 31, 2018 at 2:45 PM.

As someone who was still in high school 8 months ago, I have seen up close the effects of standardized testing. Students who were amazing at artistic endeavors such as drawing, film making, etc but that was diminished when it came time for standardized testing as they were not the best at Math, Science, English, etc and so when it came time to talk to parents, the students were frankly looked upon as though they were lesser in standard and that is very wrong. Just because they are not the best at mainstream academics, it doesn't mean they are less likely to succeed in life, they just have different skills they can use to succeed with. This culture really is very worrying.

With more and more jobs being automated, things really need to change. We can no longer have an education system that makes students conform to one standard. We need thinkers, we need people who are independent, who stand out in the crowd, we need people with interpersonal skills like teamwork. We seriously need people who have new ideas, people who are willing to bring their own talents and passions to the table and distinguish themselves above the mold. The education system needs to continue to reform with the times so this effort is very welcomed and I really support it.

Thank you for your hard work and deliberation on this issue,

Jun Shin

Board Member At-Large

YPDA Hawaii

1561 Kanunu St. #2106 Honolulu, HI 96814

Phone: 808-255-6663

EDU Testimony

From: Juliana Romero <julianamoose6@gmail.com>
Sent: Monday, January 29, 2018 8:13 PM
To: EDU Testimony
Subject: RE: Subject: RE: SB 2080 - RELATING TO STANDARDIZED TESTING

Chair Kidani and Members of the Committee:

I am Juliana Romero, an Autism Consultant teacher at the Central District Office. Please pass SB 2521 to provide special education teachers with critical funds for classroom needs. I moved to Hawaii to become a teacher 17 years ago. I wanted to become a teacher to teach all students, not only those without disabilities. Public school teachers do not have the resources to effectively teach special education students. A 10th grade student on Oahu with multiple disabilities has to learn curriculum meant for students without a disability. He has to perform activities, such as writing when he is not able to hold a pencil. Others are expected to perform and be assessed using grade level standards, when they are still at the first grade level. The special education population in the Hawaii public schools is growing rapidly across the spectrum from learning disabilities to multiple disabilities. Let me quote the Board of Education POLICY 105-12 SPECIAL EDUCATION AND RELATED SERVICES. This policy says: "Provide appropriate instructional resources, planning time, and support staff to meet the individual needs of students." It goes on to say, "Provide programs and services in all schools for students with disabilities to learn alongside their peers without disabilities." This sounds good, but in reality we know that this is not the case. Our teachers do not have adequate resources to meet the needs of ALL STUDENTS. As an autism consultant teacher I see this in the schools I visit, some more than others. I see students struggling to perform the requirements placed on them. I see not only those students with autism but students with other disabilities in this struggle. Even more important is to remember that all students learn in different ways and should have the curriculum to meet their basic needs. All students, regardless of their abilities are entitled to learn from a curriculum that best meets their needs.

Juliana Romero Central District Office Oahu

EDU Testimony

From: Inga Park <ingapark@me.com>
Sent: Tuesday, January 30, 2018 1:10 AM
To: EDU Testimony
Subject: SB 2080 Relating to Standardized Testing

Chair Kidani and Members of the Committee:

I am Inga Park Okuna, a counselor at Kalihi Uka Elementary School. I writing to you as an educator (teacher / counselor) of 30 years with the DOE and a parent of a middle school student and of adult children who attended public schools in Hawaii. I am asking that you please pass SB 2080 to limit standardized testing in public schools. I have seen the changes that have occurred in our schools as we became more and more focused on testing and test scores. I have seen the loss of the arts, physical education, social studies, and more because of over testing. We KNOW we must teach the WHOLE child but we also know we must have more and more students pass standardized tests and that if we don't raise scores annually, there will be negative consequences so we don't teach the whole child!

I work at a school that does quite well with standardized test scores. My daughter attends a school that does rather well for the most part also. I want to be clear that this is not a letter complaining about low scores and how they make us look bad or that it's unfair because we are a Title 1 school. I am writing to say that even though many of our students do well and my own children did well, over testing is harming Hawaii's children. There are many children who do not do well on standardized tests but have gifts and talents that should be nurtured. However, due to the pressure to raise test scores, these children are given more time learning math and reading and less time developing areas of strengths. How many of our future artists, musicians and athletes are we losing because they couldn't score high enough on the test so must take additional math or reading classes instead of electives in middle and high school?

I have worked with students who are simply unable to master certain math or reading standards. Certain concepts elude them. Needless to say, these students do not score well on our standardized tests. It is heartbreaking to watch them struggle with the simplest math concepts and to see the frustration and disappointment on their faces when they can't solve a problem or grasp the concepts being taught. As a counselor, I have worked with students who think they aren't smart, who are embarrassed because they don't know the answers, and who believe tests scores determine their worth despite reassurances from teachers. Additionally, taking the actual tests can take away 1-2 weeks of time, more than once during the school year. That time could have been used to build students up, not bring them down.

When I ask students why they come to school, the saddest answer is when they think they come to school so they can get good grades or high scores on tests. We test our students all the time with classroom assessments. Then we add in a couple of interim and the summative SBA (Smarter Balanced Assessment). We have so many assessments to gather the data to drive our decisions, that it seems we care more about test data than people. When the demand for high test scores comes from the top, then school administrators and teachers have very little power to make things better. You have the power to help reverse the trend and bring sanity and reason back to our schools. When I was a child in Hawaii's public schools, we played house and blocks in kindergarten

whereas now they don't have time for such things. Did you know that kindergartener students no longer have nap time? There isn't time for it. I grew up with lots of art, music, physical education and with many lessons in social studies and science. There was balance. And ironically, my generation did better on standardized tests.

Please help us limit standardized testing in public schools. Pass SB 2080!

Sincerely,

Inga Park Okuna
Kalihi Uka Elementary School
Oahu

EDU Testimony

From: Lynn Otaguro <lmotaguro@yahoo.com>
Sent: Tuesday, January 30, 2018 12:46 AM
To: EDU Testimony
Subject: Testimony in support of SB 2080 Relating to Standardized Testing

January 29, 2018

Chair Kidani and Members of the Committee:

I am Lynn Otaguro, a teacher at Lincoln Elementary School. Please pass SB 2080 to limit standardized testing in public schools.

I am writing in support of SB 2080 because of the negative impact testing has on our students and our schools. Last year, students in our school were taking tests until the last days of school. Weeks of instructional time were spent either on preparing for the tests or administering tests, yet teachers and students did not receive timely or meaningful feedback from these tests that could help in instruction, remediation, or learning.

When requiring these tests, we should be looking at the purpose of the tests and what they accomplish. We should ask whether the tests benefit our students or whether they result in a misallocation of resources. We need to jealously guard our instructional time and resources so that we can teach as much as possible and provide the most educational benefit for our students. The large amount of testing under our present system does not allow us to do this. Please help us to fix this.

Thank you for your consideration,

Lynn Otaguro

Lincoln Elementary School

Oahu, Hawaii

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: SB2080 –RELATING TO STANDARDIZED TESTING

WEDNESDAY, JANUARY 31, 2018

Chair Kidani and Members of the Committee:

I am Jenny Nomura, a librarian at Aiea Intermediate School. Please pass SB 2080 to limit standardized testing in public schools.

Students are tested for a whole month at our school with testing of English, Math and Science. The teachers are instructing the students on how to pass these tests. Curricula that would be of most interest and keep students in school as well as having them become life long learners are thrown on the side. There is no time to have these innovative hands on kind of teaching to occur when so much time is spent on learning how to pass the tests as well as time on taking these standardized tests.

We need to adopt a new model of education that encompasses the whole child education. This means that we should broaden our curricula to include such classes as art, music and languages.

Please support this bill and thank you for your consideration

Jenny Nomura
Aiea Intermediate School
Oahu

SB-2080

Submitted on: 1/29/2018 8:18:49 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Alexa Corideo	UHM Student	Support	No

Comments:

January 31, 2018

HEARING BEFORE THE
SENATE COMMITTEE ON EDUCATION

TESTIMONY ON SB2080
RELATING TO STANDARDIZED TESTING

Conference Room 229

2:45 pm

Aloha Chair Michelle N. Kidani, Vice Chair Kaialii Kahele, and Members of the committee: Donovan M. Dela Cruz, Donna Mercado Kim, and Will Espero

My name is Alexa Marie Corideo and I am currently a second year Masters of Social Work candidate at the University of Hawaii at Manoa in the Myron B. Thompson School of Social Work with a specialization in Behavioral Mental Health. My practicum site that I am currently placed in is alongside the Department of Education in the Honolulu District where I experience the trials and tribulations of standardized testing with students daily.

I strongly support SB2080, and the legislators findings on the overemphasis of standardized testing. I completely agree that having these standardized tests take away very important time that could be spent learning more realistic values of life. Being a Masters Graduate student myself, and have gone through all of these grueling experiences of standardized tests, I can state this strongly that it created a very uncomfortable and stressful learning place, rather than emphasizing creativity, learning,

and educational growth. Standardized testing forces students to memorize, and learn a specific way to test a subject, but will not be a skill that sticks with the student for a long period of time. It would be more beneficial to have more time and energy spent doing subjects on social issues, expressive art, ect. I agree with the limitation of four different standardized tests per student.

I respectfully request your **strong support of SB2080** which will positively affect the education system for students at every age and grade level in the state of Hawaii.

Alexa M. Corideo

University of Hawaii at Manoa Myron B. Thompson School of Social Work Graduate Program

acorideo@hawaii.edu

SB-2080

Submitted on: 1/29/2018 8:32:54 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Caroline Freudig		Support	No

Comments:

Aloha Chair Kidani and Members of the Committee:

I am Caroline Freudig, a resource teacher at the Kaua'i Complex Area. Please pass SB 2080 to limit standardized testing in public schools.

We have an opportunity with the new federal Every Student Succeeds Act to make drastic changes on how we view our students and how we measure their success.

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 condsidering passing proposals to limit testing and, in turn, broaden their curricula to include more time for arts, languages and vocation education.

To deliver the schools our keiki deserve, please support this bill. Mahalo!

Caroline Freudig, Kaua'i Complex Area, Kaua'i

SB-2080

Submitted on: 1/29/2018 10:36:44 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Osa Tui, Jr.		Support	No

Comments:

Chair Kidani and members of the committee,

I am Osa Tui, registrar at McKinley High School. Please pass SB2080 to limit standardized testing in public schools.

They say "a watched pot never boils." Similarly, a tested keiki never learns. Our keiki are becoming zombies to over-testing. All of this to satisfy the data analysts and administrators who feed off of more and more metrics. This doesn't come without harm and at the expense of our keiki receiving the well rounded education they deserve to excel in the real world.

Please help to stop the madness and allow our keiki to learn and flourish.

Osa Tui, Jr., McKinley High School, Oahu

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

RE: SB 2080 Relating To Standardized Testing

Wednesday, January 31 2018

Aloha, Chair Kidani and fellow Committee members,

Strongly supporting SB 2080

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.

As a Special Education Teacher, teaching at an elementary school, I would like to see parents be informed of their rights to opt out of the state wide assessments. I would like to address whether or not a student with a disability should even be forced to take the state wide standardized assessments at every IEP (Individual Education Program) meeting. Currently if I talk to parents about opting out, I could lose my job. Forcing a child with a disability to complete a third grade assessment when they are reading at a kindergarten level is torture. I am tired of watching my students cry because they feel overwhelmed. One student I taught had a brain tumor. The DOE policy states that the child must refuse and then they don't have to take it. If I followed the DOE policy I would have subjected the student to having seizures and possibly dying, if the third grade student didn't refuse. The mother was unaware of how to opt out because the DOE had not informed her of her rights. I had a meeting with my administrator and we decided not to follow the policy since the child's health was in danger.

As a teacher who was a special education student with dyslexia, standardized assessments just made me feel stupid. I didn't take a fraction of the amount of tests our kids are subjected to annually. If I was subjected to this misery as a child with a disability, I would never have graduated high school, let alone graduate from the number one liberal arts school in the country, The Evergreen State College. Building up confidence and a joy of learning is very difficult for kids with special needs. I would never have; studied sculpture in Florence, became a teacher, bought a home on Maui, and never would have put forth a resolution that allowed Hawaii too be the first state legislature to pass a resolution against the Citizens United Supreme Court ruling.

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 inform

parents of their rights and conduct a survey to 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: tsuji@hawaii.rr.com
Sent: Tuesday, January 30, 2018 2:46 PM
To: EDU Testimony
Subject: RE: SB 2080 - RELATING TO STANDARDIZED TESTING

Chair Kidani and Members of the Committee:

I am Jenifer Tsuji, currently a 2nd grade teacher at Mountain View Elementary School on the Big Island in the Kea'au/Ka'u/Pahoa complex area. Please pass SB 2080 to limit standardized testing in public schools.

My 2nd graders, who are not even in a 'testing' grade for SBA, are already subjected to an overload of testing at our school. We are expected to complete DIBELS Benchmark reading tests for each student 3 times a year, with 2x monthly progress monitoring tests as follow ups. (These are individual 1 minute tests where speed and accuracy are the focus). We also have iReady, an online computer program, where they are again tested 3X a year in math and reading, and these tests are over an hour long and very comprehensive. Our school also mandates us to have unit/module pre and post tests for each unit/module in Reading Wonders and Origo Stepping Stones math. Our K-1 students have similar testing, and 3rd 4th and 5th graders have all of this in addition to SBA testing.

Our school is in a rural, high poverty area. Our attendance numbers have been an issue, as well as students having access to technology and stable living conditions at home. The results of these multiple tests are not high enough yet, and we are being told to devote even more time during the day to reading and math, at the expense of all other subjects. As a former music teacher, I have been forced to return to the classroom because our test scores are not considered high enough for our school to allot funding in the arts. The test results and subsequent data drive our school's curriculum and permeate everything we do, to the point where reading and math are all that seems to matter. These students, who are already at a cultural disadvantage, are then forced to narrow their education further because their test score are not high enough.

Please, please, pass this bill so that our schools can focus on educating the whole child and not just on raising test scores. Thank you.

Jenifer Tsuji
Mountain View Elementary
Hawaii Island (East Hawaii)

EDU Testimony

From: Natasha Taketa <tsunrise12@gmail.com>
Sent: Monday, January 29, 2018 1:25 PM
To: EDU Testimony
Subject: TESTIMONY SB 2080 - RELATING TO STANDARDIZED TESTING WEDNESDAY, JANUARY 31, 2018

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION RE: SB 2080 - RELATING TO STANDARDIZED TESTING WEDNESDAY, JANUARY 31, 2018

Chair Kidani and Members of the Committee:

I am Natasha Taketa, a teacher at McKinley High School.

Please pass SB 2080 to limit standardized testing in public schools. Life is not a standardized test. Under the federal No Child Left Behind and Race to the Top programs, schools experienced a “test and punish” culture in which test scores became the most important measure of student success and teacher performance. Yet, most countries that outperform the United States on international exams test students an average of only three times during their school careers.

At McKinley the student don't appreciate excessive testing. I especially feel sorry for the special education students who already have many tests to take for their abilities and aptitude, but they are also subjected to doing all the exams all the other students are also required to do. The students don't feel empowered by the tests, the students are stressed out over the excessive testing, and the students are also discouraged and depressed from doing these exams.

Now, we can adopt a new model of education that embraces whole child education. 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 passing proposals to limit testing and, in turn, broaden their curricula to include more time for arts, languages, and vocation education.

To deliver the schools our keiki deserve, please support this bill.

Mahalo.

Natasha Taketa, McKinly High School, Oahu

SB-2080

Submitted on: 1/30/2018 7:41:34 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Sandy Webb	Mililani High School	Support	No

Comments:

I support SB 2080! I have been a high school science teacher in Hawaii for 25 years and the Biology End of Course test has limited the time I can spend implementing problem-based, project-based and inquiry-based lessons. These types of lessons are vital for the development of higher order thinking skills in my students and instrumental in curriculum that is relevant and engaging to students. Do we still need to have our students memorizing the parts of the cell? I think not, and yet, questions of this nature are a part of this standardized assessment.

Another key example of the detrimental impacts of standardized testing are the weeks during which large numbers of school computers are used for testing and unavailable for other learning activities. Teacher developed assessment, which include performance based assessments provide more useful information for teachers and students to improve teaching and learning. Please pass this bill to limit the negative impacts of standardized testing and increase opportunities for meaningful assessment and learning.

SB-2080

Submitted on: 1/29/2018 2:40:03 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

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

Comments:

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: SB 2080 - RELATING TO STANDARDIZED TESTING

WEDNESDAY, JANUARY 31, 2018

Chair Kidani and Members of the Committee:

I am David Negaard, a teacher at Henry Perrine Baldwin High School. Please pass SB 2080 to limit standardized testing in public schools.

Under the federal No Child Left Behind and Race to the Top programs, schools experienced a “test and punish” culture in which test scores became the most important measure of student success and teacher performance. Yet most countries that outperform the United States on international exams test students an average of only three times during their school careers. Life is not a test and the commercial standardized tests provide a better indication of the socio-economic status of students rather than their ability to think and produce.

With the passage of the Every Student Succeeds Act, we can adopt a new model of education that embraces whole child education. 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 passing proposals to limit testing and, in turn, broaden their curricula to include more time for arts, languages, and vocation education. With fewer mandated tests, teachers will have more time and opportunity to focus on integrated and enriching learning experiences rather than test prep.

To deliver the schools our keiki deserve, please support this bill. Mahalo.

David Negaard, Henry Perrine Baldwin High School, Maui

SB-2080

Submitted on: 1/27/2018 2:05:01 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez		Support	No

Comments:

SB-2080

Submitted on: 1/30/2018 2:15:18 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jeanne Kapela		Support	No

Comments:

Life is not a standardized test. Under the federal No Child Left Behind and Race to the Top programs, schools experienced a “test and punish” culture in which test scores became the most important measure of student success and teacher performance. Yet, most countries that outperform the United States on international exams test students an average of only three times during their school careers.

Now, we can adopt a new model of education that embraces whole child education. 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 passing proposals to limit testing and, in turn, broaden their curricula to include more time for arts, languages, and vocation education.

To deliver the schools our keiki deserve, please support this bill.

SB-2080

Submitted on: 1/27/2018 4:38:15 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kaulana Dameg		Support	No

Comments:

EDU Testimony

From: mykie ozoa <meozoa@gmail.com>
Sent: Tuesday, January 30, 2018 3:51 PM
To: EDU Testimony
Subject: TESTIMONY IN SUPPORT OF S.B. 2353

TESTIMONY IN SUPPORT OF

S.B. 2353 – RELATING TO DISCRIMINATION IN EDUCATION

Senate Committee on Education

January 31, 2018, 2:45 p.m., Conference Room 229

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

I would like to thank the Committee for the opportunity to testify in SUPPORT of S.B. 2353, which would enact a state version of Title IX by prohibiting discrimination on the basis of sex in educational programs and activities that receive state financial assistance.

S.B. 2353 is urgently needed in light of the current federal administration's overt and concerted effort to dismantle federal anti-discrimination laws. The Trump administration has reversed the federal government's previous interpretation of the prohibition against discrimination based on "sex" that included discrimination based on sexual orientation, and gender identity and expression. The administration also rescinded protections for transgendered students that had been put into effect by President Obama. In addition, USDOE rescinded its guidance on the investigation of campus sex assaults. As a result, those who have suffered sex-based harm must now contend with weaker protections from sex discrimination, including sexual harassment and sexual assault. This war on women, girls, and LGBT individuals calls upon all of us to take action.

The recent University of Hawai'i Climate Survey Report, which polled 44,671 adult students across ten UH campuses, further reveals the necessity for a state-level solution. For example, 1 in 8 students felt that it was likely that they would experience sexual assault or sexual harassment while on campus, while 1 in 4 felt that an off-campus, university-sponsored event incident was likely. [1] In addition, 1 in 16 UH survey participants system-wide reported non-consensual sexual contact at any time while enrolled at UH. [2]

Accordingly, I SUPPORT S.B. 2353. I respectfully urge your Committee to PASS this important bill. Thank you for the opportunity to provide testimony.

Sincerely,

Mykie E. Menor Ozoa, J.D.

[1] Loui, P. “University of Hawai‘i Student Campus Climate Survey on Sexual Harassment and Gender-Based Violence: Executive Summary,” Sept. 11, 2017.

[2] Id.