



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

Date: 02/04/2020

Time: 01:59 PM

Location: 309

Committee: House Lower & Higher
Education

House Labor & Public Employment

Department: Education

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

Title of Bill: HB 1695 RELATING TO STANDARDIZED TESTING.

Purpose of Bill: Requires each complex area superintendent to submit an annual report to the Board of Education on the number of standardized tests required for each school within the complex area and the amount of instructional time devoted to such tests. Requires the Board of Education to inform students and their parents or guardians of ability to opt out of standardized tests. Removes standardized test results as an evaluation metric on performance reviews for teachers or educational officers.

Department's Position:

The Department of Education (Department) respectfully offers comments on HB 1695, which is related to standardized testing.

Since 2016, the Department has taken intentional actions to reduce required standardized testing time. The state standardized test was reconfigured and short answer items and performance tasks were removed from the test. In addition, several End-of-Course exams are no longer required. Currently, the Department administers only the minimum number of standardized tests to meet federal and state requirements.

The broad definition of "standardized tests" proposed in this bill would eliminate many forms of assessments used to improve the educational outcome for students, including but not limited to diagnosing students' instructional needs; informing on-going classroom learning; evaluating instructional programming; and predicting future performance or achievement.

In regards to instructional and assessment decisions, empowerment and local control are afforded to school leaders and teachers, founded on 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. Since instruction and assessment are both integral to the learning process, the learning experience becomes seamless when executed in authentic and relevant methods. Requiring complex area superintendents to submit annual reports on the number of assessments required and the amount of instructional time devoted to standardized testing for each school would require data collection at the school level, disrupting time that should be dedicated to curriculum and instruction and disrupting the natural cycle where instruction and assessments are intertwined.

Federally-required standardized testing provides information on academic progress to students, parents, teachers, and educational administrators, while aggregated results inform educators and policymakers by providing a measure of accountability for public education systems. Beyond the required standardized test results, no objective measure exists for policymakers to identify student academic achievement. Statewide testing is important because it helps ensure all public school students receive a quality education, no matter where they go to school, because they are measured to equal standards. This information assists schools in improving instructional practices and curriculum and gives families valuable information about how well their child is doing and where additional help might be needed. Statewide test results are one piece of information about how a student is doing in school. Together with standards-based report cards and other information, test results let educators and parents know if a student is on track for success in higher grades as well as for college and career.

The federal Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), section 1111(c)(4)(E) clearly states that not less than 95 percent of all students who are enrolled in public schools must participate in the administration and reporting of statewide assessments, of which the results must be reflected in the state accountability plans. If the Department fails to meet the requirements, the U.S. Secretary of Education may withhold federal funds until the Secretary determines that the State has fulfilled those requirements (20 U.S.C. § 6311 (a)(7)). The Department strives to maintain the required 95 percent student participation rate and has not instituted an “opt out” option as this would jeopardize federal funding for Hawaii’s public schools.

As we look ahead, ESSA provides states the opportunity to apply for the Innovation Assessment Demonstration Authority (IADA). The Department has submitted an application for the IADA to the U.S Department of Education. If approved for the IADA, Hawaii may implement a unique assessment design that will yield comparable information for our state and our students.

Lastly, Teacher and Educational Officer performance evaluations systems, informed by nationally recognized best practices, continue to be monitored and refined through collaborative joint work groups between the Department and employee unions. Introduction of additional laws may unintentionally restrict and undermine the collaborative effort to ensure a high-quality workforce.

The Department respectfully suggests that HB 1695 is not necessary at this time.

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

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. 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.



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
THIRTIETH LEGISLATURE, 2020**

ON THE FOLLOWING MEASURE:

H.B. NO. 1695, RELATING TO STANDARDIZED TESTING.

BEFORE THE:

HOUSE COMMITTEES ON LOWER AND HIGHER EDUCATION AND ON
LABOR AND PUBLIC EMPLOYMENT

DATE: Tuesday, February 4, 2020 **TIME:** 1:59 p.m.

LOCATION: State Capitol, Room 309

TESTIFIER(S): Clare E. Connors, Attorney General, or
Melissa J. Kolonie, Deputy Attorney General

Chairs Woodson and Johanson and Members of the Committees:

The Department of the Attorney General provides the following comments.

This bill limits the number of standardized tests administered by Hawaii's public schools, provides for notice of the opportunity to opt out of standardized tests, and prohibits use of standardized test scores for the evaluation of teachers and educational officers.

On page 2, lines 19-21, the bill requires the Board of Education to notify students and the students' parents or guardians of the right to opt out of participating in standardized tests. On page 3, lines 1-6, "standardized testing" is defined as,

[A]ny assessment that is 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 for such an assessment.

The federal Every Student Succeeds Act (ESSA) does allow flexibility in academic assessments, including allowing parents to opt out of academic assessments, if a state enacts such a law (currently there is no such state law). Nevertheless, ESSA requires certain assessments to be conducted in particular grade levels on specific subjects. See 20 U.S.C. § 6311(b). The 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). So as not to jeopardize this federal funding, we recommend amending page 2, lines 19-21, to read:

(c) The board shall notify students and their parents or guardians of the right to opt out of participating in standardized testing, excluding those tests that are required under 20 U.S.C. § 6311(b)(2), which are described in the Hawaii Consolidated State Plan.

Thank you for the opportunity to provide comments.



HAWAII

AMERICANS FOR DEMOCRATIC ACTION

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John Bickel, President	Melodie Aduja	Chuck Huxel	Stephen O'Harrow	P.O. Box 23404
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Doug Pyle, Secretary	Stephanie Fitzpatrick	Dave Nagaji		

January 29 , 2020

TO: Honorable Chairs Woodson & Johanson and Members of the LHE/LAB Committees

RE: HB 1695 Relating to Standardized Testing

Support for hearing on Feb. 4

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 1695 as it would require an annual report to the Board of Education on standardized testing and would remove standardized test results as an evaluation metric on performance reviews for teachers or educational officers. We refer you to an article in Educational Leadership entitled " Why Standardized Tests Don't Measure Educational Quality" by W. James Popham. The title makes our point. Therefore they should not be used to evaluate teachers.

Thank you for your favorable consideration.

Sincerely,

John Bickel President





HOUSE BILL 1695, RELATING TO STANDARDIZED TESTING

FEBRUARY 4, 2020 · HOUSE LOWER AND HIGHER
EDUCATION COMMITTEE AND HOUSE LABOR AND
PUBLIC EMPLOYMENT COMMITTEE · CHAIRS REP.
JUSTIN H. WOODSON AND REP. AARON LING
JOHANSON

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports HB 1695, relating to standardized testing, which requires each complex area superintendent to submit an annual report to the Board of Education on the number of standardized tests required for each school within the complex area and the amount of instructional time devoted to such tests; requires the Board of Education to inform students and their parents or guardians of ability to opt out of standardized tests; and removes standardized test results as an evaluation metric on performance reviews for teachers or educational officers.

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, but that does not include resources and personnel needed to administer each test, the cost of test-linked curricula, the price of test preparation materials and testing security contracts, and more).

HIDOE spent at least \$60 million on testing-related contracts from 2015 to 2018, including a \$36.4 million contract with the American Institutes of Research to furnish the Smarter Balanced Assessment and HSA alternate assessment, the state's predominant standardized tests. Disappointingly, rather than eliminate this costly burden in favor of real-life learning opportunities, HIDOE leaders renewed AIR's multi-million dollar contract in September of 2019.

Department of Education
Active Contracts as of December 1, 2018

Table 14

Program ID	MOF	Amount	Frequency (M/A/O)	Max Value	Outstanding Balance	Term of Contract			Entity	Contract Description	Explanation of How Contract is Monitored	POS Y/N	Category E/L/P/C/G/S
						Date Executed	From	To					
EDN100 EDN200	A A	\$ 300,000	A	\$ 300,000	\$ -	06/29/17	06/29/17	07/31/19	Fuel Education, LLC	Curriculum Program/Enterprise License	Monitoring is completed periodically as needed throughout the school year as student and instructor accounts are activated and access is coordinated.	N	G/S
EDN100 EDN200	A	\$ 81,590	O	\$ 81,590	\$ -	06/22/18	06/22/18	12/22/18	Soderholm Sales and Leasing, Inc.	Purchase of 14 Passenger School Bus for transportation of students for school activities	Monitoring is completed as needed by checking equipment is delivered as agreed and in working order before payment is made.	N	G
EDN100 EDN200	A	\$ 80,547	O	\$ 80,547	\$ -	10/02/18	10/02/18	03/31/19	Solderholm Sales & Leasing, Inc.	School Bus for Pahoa High and Intermediate	Paid upon receipt.	N	G
EDN100 EDN200	N A	\$ 28,434,483	O, quarterly	\$ 28,434,483	\$ 4,603,503	02/17/15	12/15/14	09/30/19	American Institutes for Research in the Behavioral Sciences	Furnish and Implement the Smarter Balanced Assessment (Ref. MAAC RFP No. 2014-09)	Weekly webinar management meetings; invoices reconciled with project management plan	N	G/S
EDN100 EDN200	N A	\$ 7,934,978	O, quarterly	\$ 7,934,978	\$ 3,554,430	07/06/18	07/06/18	06/30/21	American Institutes for Research in the Behavioral Sciences	To Develop and Implement the Hawaii State Alternate Assessment for the Hawaii Department of Education	Weekly webinar management meetings; invoices reconciled with project management plan	N	G/S
EDN100 EDN200	N A	\$ 4,227,466	O, quarterly	\$ 4,227,466	\$ 1,068,878	06/26/17	06/26/17	06/30/19	UH on behalf of its College of Education	Develop/Implement Assessments in the Hawaiian Language for HIDOE	Bi-weekly webinar management meetings; invoices reconciled with project management plan	N	G/S
EDN100 EDN200	A	\$ 451,500	O	\$ 451,500	\$ -	06/30/17	06/30/17	11/30/19	Healthmaster Holdings, LLC dba Healthmaster	Web-Hosted Suite of Software Applications for school electronic health records	Contract monitored by a program manager	N	S
EDN100 EDN300	A A	\$ 10,399,557	O - payment is rendered upon delivery of services	\$ 10,399,557	\$ 2,717,357	03/27/15	03/27/15	03/26/19	Infinite Campus, Inc.	Student Information System Replacement	Status reports; review of each completed deliverable; review and verification of invoices for services rendered.	N	G, S
EDN150	P	\$ 37,500	O, 4 pymts/yr	\$ 37,500	\$ 7,500	11/02/15	11/02/15	12/31/18	Marion E. Bounds (Betsy)	External Evaluator for for DoDEA Special Education federal grant (Radford/Leilehua)	External Evaluator services includes consultation on grant activities and completion of annual evaluation report for federal grant	N	S
EDN150	N	\$ 745,780	A	\$ 745,780	\$ 36,445	05/11/17	05/11/17	06/30/19	Enome, Inc dba Goalbook	Goalbook Toolkit District Membership (500) and Onsite Professional Development Courses	Monitoring is completed periodically as needed throughout the school year as accounts are activated and access is coordinated.	N	S

Make no mistake, when we discuss standardized tests, we're talking about the Common Core State Standards Initiative, a set of profit-driven 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 high-stakes tests.

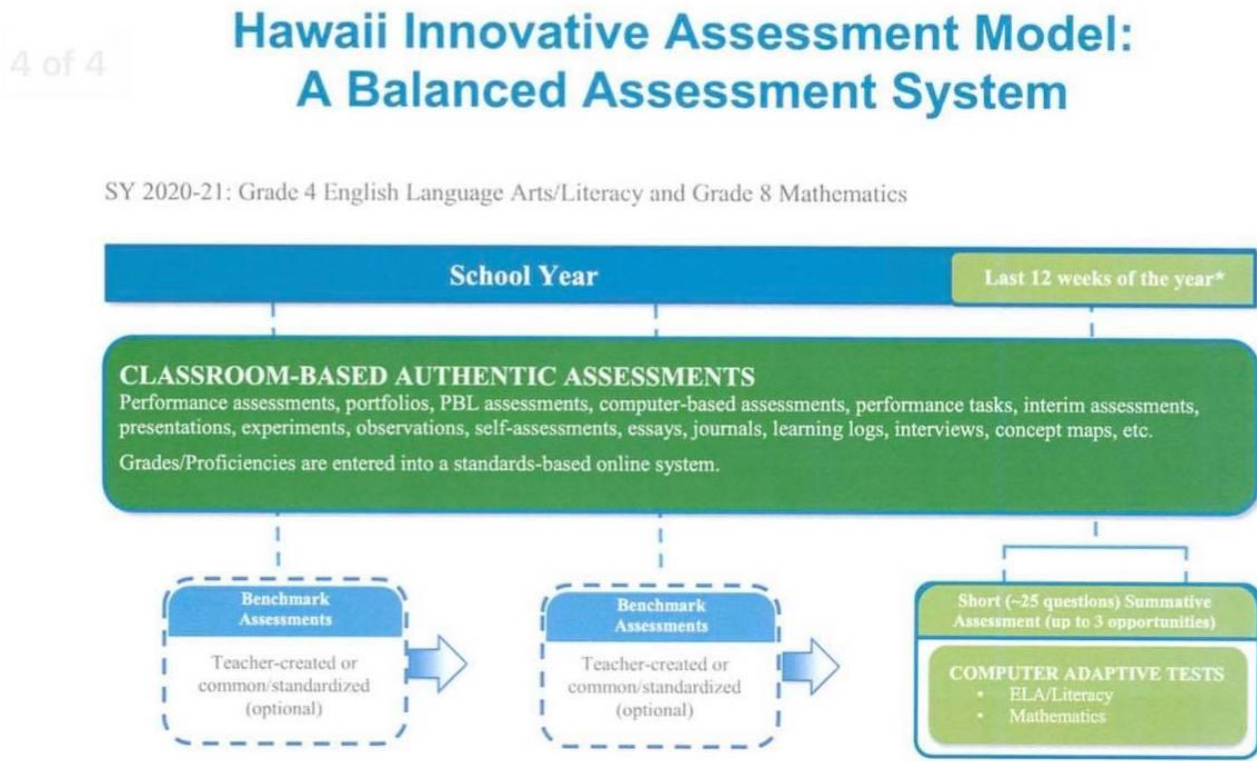
Both former President Obama and the U.S. Department of Education have called for an end to overtesting, with Obama calling for testing time to be capped at no more than 2 percent of student instructional time. Even the Gates Foundation, the alchemists responsible for the Common Core monstrosity, have 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, 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 employ authentic assessments that connect classroom learning with real-world problem-solving (project-based and problem-based learning are two examples of authentic assessment methodologies).

Notably, in November, the Hawai'i State Department of Education sent the U.S. DOE a letter of intent about applying to be one of seven states participating in the pilot program and has begun developing a model “authentic assessment” program, largely focused on project-based learning, to submit for federal review.



Toxic testing undermines our schools’ curricula, our teachers’ autonomy, and our students critical thinking skills. We can abolish the “test and punish” education culture that *still* enslaves the learning experiences of our keiki. We must move quickly to set them free.

HB-1695

Submitted on: 1/31/2020 4:31:23 PM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Michelle Cabalse	Individual	Support	No

Comments:

HB-1695

Submitted on: 1/31/2020 4:45:44 PM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Debbie Anderson	Individual	Support	No

Comments:

Representatives JOHANSON, KITAGAWA and WOODSON, mahalo for introducing this measure.

All three clauses of **HB1695** are valuable improvements to public education in Hawaii and deserve our support.

1. Far too many tests are required within each school along with their administrative time, though the extensive amount of instructional time devoted preparing for such tests would be very difficult to measure. My son testified to the Board of Education as a fourth grader asking for "More teaching and less testing." As a school librarian who supports Project-Based Learning (PBL), I experience far too often a restriction of real learning because of multiple-choice type testing and test prep which is not relevant for real-life. Much more authentic measures are available, such as the [New York Performance Standards Consortium](http://performanceassessment.org), performanceassessment.org.

2. As a parent, I have "refused" standardized tests per the Attorney General's language, but would like "opt out" language to be more accessible for others. In particular my family is concerned about the racial supremacy philosophy behind such test designs. <https://www.fairtest.org/racism-eugenics-and-testing-again>

3. Specifying language which prevents standardized test results from being used as an evaluation metric on performance reviews for teachers or educational officers is helpful. Using student results like this neither fair, nor valid or reliable, clearly NOT within the test designers' purview. This follows the United States Supreme Court's reliance on definitions and expectations explained in the *Testing Standards*, a joint product of the [American Educational Research Association](http://aera.org) (AERA), the [American Psychological Association](http://apa.org) (APA) and the [National Council on Measurement in Education](http://ncme.org) (NCME). Published collaboratively by the three organizations since 1966, it represents the gold standard in guidance on testing in the United States <http://teststandards.org/>.

We appreciate your efforts to support educators and free student learning!

Sincerely,

The Anderson 'ohana of Hilo

HB-1695

Submitted on: 1/31/2020 8:55:05 PM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Cynthia Reves	Individual	Support	No

Comments:

HB-1695

Submitted on: 2/1/2020 4:12:55 PM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl	Individual	Support	No

Comments:

ENOUGH with the standardized testing overload. YES, parents should be advised of their ability to opt out AND without the guilt laid on them by schools and legislators. Many have been misled to believe that the tests actually provide meaningful data (some legislators). What this testing craze has done has created a bunch of people who just want to know their scores. Teachers and schools who believe the scores say how well they are doing etc. NO CHILD in our schools should take more than ONE standardized test in a year and probably it should be back to the assigned years, like 4 and 8. Students now days sit at computers taking practice tests, sitting for IREADY and more. Instead, they should be learning in real, place-based situations. JUST stop.. enough is enough... OH and here's another place for the AUDIT.. how much money was used for them, truly.

HB-1695

Submitted on: 2/2/2020 8:13:09 AM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Rexann Dubiel	Individual	Support	No

Comments:

Stop SBA.

As a 3rd Grade teacher for 31 years at Sunset Beach Elem., I have seen the waste of time, stress on 8-year olds, and felt the utter frustration of "teaching to the test."

Waste of millions of dollar which could be spent more wisely.

HB-1695

Submitted on: 2/2/2020 3:40:01 PM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Mike Landes	Individual	Support	No

Comments:

Other states allow parents to opt their children out of standardized testing. Hawai'i only allows us to "refuse" permission for our children to go through the ridiculous standardized testing regimen. That means my children and I have to engage in civil disobedience in order to avoid the standardized tests, which is fundamental unfair. Standardized testing has been proven to be an invalid and unreliable way to measure a student's learning, it only accurately shows a student's socio-economic status (as wealthy students tend to do better than poor students), it erodes the confidence of our students, and it furthers the privatization efforts of the opponents of public education. Please join the rest of the nation, and protect our students and schools, and allow parents and students to "opt out" of standardized tests.

HB-1695

Submitted on: 2/2/2020 9:23:31 PM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Josh Reppun	@MLTSinHawaii	Support	No

Comments:

For the past four years retired venture capitalist turned education change agent, Ted Dintersmith and I have worked side by side to support empowerment, teacher collaboration, student voice, school design and innovation in the State of Hawaii. Mr. Dintersmith is the executive producer of the film, "Most Likely to Succeed" and the author of the book, "What School Could Be." I, Josh Reppun am the producer of the film "Ka Helena A'o: The Learning Walk," and the founder/host of the What School Could Be in Hawaii podcast series, which features innovative and creative educators from all over Hawaii. I can speak for Mr. Dintersmith in saying we stand in support of HB1695. Standardized testing is a relic of the 19th and 20th centuries; its relevance as a means to know what students know, who they are and what they can do is decreasing by the hour. Businesses, agencies, NGOs, non profits and other employers care little about the results of standardized tests. What they really care about are the so-called soft skills, what Mr. Dintersmith and I call "essential skills," which are key predictors of what makes students most likely to succeed. Hawaii has a chance to be on the cutting edge of project-based, problem-based, challenge-based, essential question-based, product-based, place-based, culture-based, intentional design-based, personalized, individualized, multiple intelligences-based, inquiry-based teaching and learning. We can also be on the cutting edge of 21st century assessments, but only if we move away from shallow standardized tests. The time teachers are spending getting kids ready for these tests could be well spent preparing kids to work collaboratively to solve the difficult issues of the next 10-20 years. Teacher evaluations should be tied to students ability to solve problems, not take tests. Thank you for reading my testimony. ~ Josh Reppun

HB-1695

Submitted on: 2/3/2020 9:28:13 AM

Testimony for LHE on 2/4/2020 1:59:00 PM

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

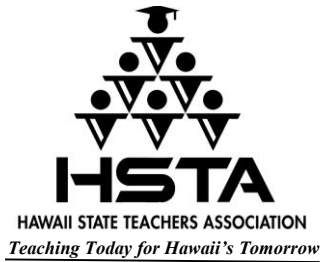
Comments:

To the Members of LHE/LAB Committee,

I am a mother of three older children and would appreciate your support for HB 1695. Standardized testing is a not a good or useful measure of student success. I believe this bill would place less weight on testing and allow teachers and school administration to focus on sutudent learning.

Thank you for hearing this bill.

Mitsuko Hayakawa



Corey Rosenlee
 President
 Osa Tui, Jr.
 Vice President
 Logan Okita
 Secretary-Treasurer
 Wilbert Holck
 Executive Director



TESTIMONY BEFORE THE HOUSE COMMITTEE ON
 LABOR AND PUBLIC EMPLOYMENT

RE: HB 1695- RELATING TO STANDARDIZED TESTING

TUESDAY, FEBRUARY 4, 2020

COREY ROSENLEE, PRESIDENT
 HAWAII STATE TEACHERS ASSOCIATION

Chair Johanson and Members of the Committee:

The Hawaii State Teachers Association **strongly supports HB 1695**, 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 continue to spend **over 60 hours of instructional time on standardized testing** including using universal screeners such as STAR, iReady, and similar programs, 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.

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. In 2018 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. Governor Michelle Lujan Grisham ordered the state's Public Education Department to immediately take the steps necessary to terminate New Mexico's use of the Partnership for Assessment of Readiness for College and Careers standardized test, commonly known as PARCC (similar type of standardized test, based on Common Core, as SBA that we use in Hawaii). Lujan Grisham, in an executive order, called on the department to immediately begin working with key stakeholders to identify and implement a more effective, more appropriate and less intrusive method for assessing school performance that is compliant with the federal Every Student Succeeds Act.



Corey Rosenlee
President

Osa Tui, Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

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 entire 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 (students with special needs). 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, this bill's proposal does not conflict with, but rather amplifies the principles of, the requirements of STRIVE HI, the state's school accountability system, or the DOE's consolidated state plan for the Every Student Succeeds Act (The HIDOE officials have applied for Hawai'i to be one of seven states selected for the federal innovative assessment pilot program). This bill would merely codify into law our collective effort to limit testing time, while also requiring that parents be notified of the right to opt their children 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.

LATE

HB-1695

Submitted on: 2/3/2020 8:44:23 PM
Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
justin	Individual	Support	No

Comments:

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: HB1695 RELATING TO STANDARDIZED TESTING. FEBRUARY 4, 2020

1:59 p.m.

Chair Woodson and Members of the Committee:

My name is Justin Hughey. I am a teacher at King Kamehameha III Elementary and live in Wailuku on Maui. **I am submitting testimony in support of HB1695.**

October 12th 2013 the Maui News ran a story called, "Testing reform hottest topic of teachers event." The Hawaii State Teacher's Association's guest speaker was Jesse Hagopian a history teacher at Seattle's Garfield High School. He led the historic boycott against standardized testing in Washington State. He told the crowd of over 1,000 teachers, "The message we have for the country is that we face incredible challenges and social crises in our world today, economic stagnation, endless wars. . . . mass incarceration. None of these problems can be solved by bubbling in a, b, c or d. We need assessments that can get at all the talents our kids have and can encourage them to help transform our world," Mr. Hagopian's message was given a heart felt standing ovation but Hawaii is still debating the issue.

As a special education teacher I would like to have the conversation about parents ability to opt out of the standardized testing for their child, during every IEP (individual education program) meeting. I am dyslexic and struggled with my own learning as a child. Standardized tests just made me feel stupid. If a parent doesn't want their child exposed to the anxiety of high stakes testing then they should have the right to opt out.

I had a third grade student a few years ago with a brain tumor. The mother did not want her child to take the standardized test because when exposed to a monitor, her daughter could have seizures and die. The rules at the time stated that the child could refuse to take the assessment but I might lose my job if I said anything about opting out.

The dark cloud of standardized testing rained down on our public schools thanks to George Bush No Child Left Behind act. NCLB was never true reform. Sen. Jim Jefford 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." Bush made a million dollar testing industry into a billion dollar one overnight. NCLB was about corporate profit not accountability. Parents should have the ability to trump Pearson's profit margins if they feel the standardized assessment is negatively impacting their child's well being.

Mahalo,

Justin Hughey

Special Education Teacher

King Kamehameha III Elementary

LATE

HB-1695

Submitted on: 2/3/2020 9:49:30 PM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jodi Kunimitsu	Individual	Support	No

Comments:

Chair Woodson, Chair Johanson, and Members of the Committee,

I am Jodi Kunimitsu, a math teacher of 17 years, currently teaching at Maui High School. I am writing in support of HB1695. As a math teacher, I feel that the effectiveness of my teaching has often been measured by how my students perform on standardized tests. I can tell you all about how tests don't measure everything a student knows, but I know you've heard that before. I'd like you to consider this from a different viewpoint.

Math is already a tough subject for most students. It causes anxiety in a lot of students and it is likely the favorite subject of less than 5% of the overall school population - no matter what school and what level the students are. All I really want is for my students to enjoy math. I want them to look forward to class and learning new things - no matter how difficult the content is. I will be the first to admit that my class is not the most engaging and there is much room for improvement. However, I believe there are many factors that contribute to the lack of engagement and motivation from students.

One of the main reasons is the focus on standardized testing. When we (students and teachers) are constantly being measured by test scores, there is the pressure of having to cover a certain amount of content within a specific time. For a student who already struggles with prerequisite math skills, trying to close that achievement gap is a really daunting task and most will just give up because it seems so out of reach. As a teacher, it is really difficult to try and plan engaging lessons when you just need to get through the content while still giving students enough time to practice the material. We know that success in math requires a lot of practice.

The bottom line is that standardized testing has created a really unengaging environment for students to learn an already difficult subject. I urge you to pass this bill so that schools can start moving away from such a strong focus on standardized testing.

Mahalo for your consideration and time.

Aloha,

Jodi Kunimitsu
Kihei, Hawaii

LATE

LATE

HB-1695

Submitted on: 2/4/2020 10:32:06 AM

Testimony for LHE on 2/4/2020 1:59:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Amy Brinker	Individual	Support	No

Comments: