

Submitted by: Dr. Amber Strong Makaiau, private citizen

To: Board of Education, Student Achievement Chair, Margaret Cox

Date/Time: Tuesday, June 6, 2017, 11:00 a.m.

Agenda Item: Update on C3 Social Studies Framework and progress of development of standards in social studies

Aloha Chairperson Cox and Members of the Student Achievement Committee,

My name is Dr. Amber Makaiau. I am an Associate Specialist at the University of Hawai‘i Manoa (UHM) College of Education (COE). On my own behalf, I am submitting this testimony in strong support of the progress that is being by the Hawai‘i State Department of Education (HIDOE) to use the C3 Framework to: (1) provide new standards for social studies and (2) support the development of meaningful, broad based, and rigorous curriculum.

From my perspective as a social studies methods instructor, supervisor of social studies teacher candidates, and coordinator for the Hawai‘i Geographic Alliance it is important to know that since the adoption of the C3 Framework by the Hawai‘i State Board of Education the HIDOE and UHM have made great strides in collaborating on the improvement of social studies education in the state of Hawai‘i. Together we have:

- Coordinated and lead numerous C3 Framework professional development workshops and courses for both in-service and pre-service teachers
- Worked to ensure that teacher candidates graduating from the UHM COE know how to use the C3 Framework when planning, instructing, and assessing student work
- Partnered with the National C3 Teacher’s initiative to create online resources for social studies educators in our state
- Initiated a National Geographic curriculum writing project to develop sample C3 Framework inquiries for educators who are teaching Hawaiian History, Hawaiian Studies, and Pacific Island studies

As I reflect on these initiatives and the overall ongoing impact of the C3 Framework on social studies education in our state, there are four main reasons why I continue to believe that the C3 is good for Hawai‘i’s teachers and students.

- 1) The C3 provides teachers with clear guidance about what constitutes good social studies teaching and learning AND it gives them enough flexibility to modify the framework so that it meets the needs of their particular students and teaching context.
- 2) The framework’s “Inquiry Arc,” which begins with students’ questions and ends in student lead civic action helps to transform social studies from a discipline that has been traditionally focused on students’ acquisition of fact-based content knowledge to an exciting field of study that emphasizes learning how to think and build community.
- 3) Dimension four of the framework makes clear that citizenship education is about “taking informed action” and that student participation in a democracy should be an integrated part of all social studies lessons instead of just a content area that is reserved for one particular course in high school.

- 4) The C3 supports students and teachers in making school meaningful. It encourages students to ask questions, gather information, form reasonable conclusions, and take action in their lives. It positions teachers as co-inquirers who are there to learn and think alongside their students. And it reclaims the civic mission of schools by providing students, teachers, parents, and community members with the type of education that we need for learning how to work together to solve the complex problems of our modern democracy.

In light of these benefits—and the overall progress being made in social studies education in our state—it is my sincere hope that the Hawai‘i State Board of Education continue to support the adoption of the C3 Framework in Hawai‘i.

Mahalo,
Amber Makaiau



Cindy tong <mrscondytong@msn.com>

06/04/2017 04:11 PM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>

cc

Subject Testimony

Mrs. Cynthia Tong, teacher, Ewa Makai Middle School
Student Achievement Committee, Board of Education
Agenda item: Statewide Assessment program
Position: Comment

Dear members of the Student Achievement Committee, Hawaii Board of Education,
I am Mrs. Cynthia Tong and as of June 1, I became an eighth-grade history teacher at Ewa Makai Middle School in the Leeward District. I have been in the DOE for over 20 years and I have taught 7th to 12th graders, from special needs to regular to gifted, in schools including Aiea Intermediate, Waialua High and Intermediate, and Mililani High in Central District and Waipahu and Highlands Intermediate in Leeward District. Most of my schools have been Title 1 schools or very nearly so.

I am asking this board to severely limit the amount of testing that public schools are mandated or even "strongly encouraged" to administer to students and instead allow teachers to administer authentic assessments.

1. The current and proposed mandated testing hurts students and their learning by taking away instructional time and subjecting students to DAYS of tests that were NOT designed to help them. When I started teaching 20+ years ago, there was a SINGLE two-day test administered to high school juniors. This past school year, so many tests were required that the Testing Coordinator at my former high school issued a two-page list at the beginning of school so that student field trips, student activities, and school events could be worked **around** the testing requirements. I taught freshmen and juniors last year and EVERY junior's semester grade dropped during the testing period. Students who were normally strong, consistent performers became sick and so exhausted during the testing weeks they could not turn in work that they easily did in the first semester.
2. State-mandated or "state-encouraged" testing over the past 20 years has not helped schools, teachers, or students. Why? Because the data shows up months later so the teachers and students never see individual results during the school year they take the test. Three months ago, four regular education juniors came to ask me why they had to take the Smarter Balanced Assessment. They **already** knew they would not see the

results that school year and wanted to know how the SBA would help them; they were frustrated that they were required to take the tests and upset they would lose class time for their collaborations and projects.

3. Authentic assessment is humane, fair, and equitable. Only the teacher in the classroom knows the student well enough to assess learning in a way that each student is treated as a child who wants to and can improve and in a way that respects the child's real life. A state-mandated test cannot allow for the day-to-day difficulties my students have faced this year: becoming homeless; losing a parent to divorce or death; being bullied to the point of suicide; and going to court to testify against father for beating mother. None of these situations will excuse a student from taking a mandated test.

The DOE will say that testing problems will be alleviated by the "new" testing; I hear this every two or three years and instead, the problems multiply. The DOE will say that testing problems are only at the school level; I've taught at several different schools in two different districts and the testing problems are NOT different from school to school -- those problems are systemic. As members of the Board of Education, you can direct the Department of Education to limit mandated testing severely and allow teachers to do authentic assessment. The students and teachers need you to take the lead on this issue. Thank you for your time.

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Submitted by: Dr. Jyoti Castillo, private citizen

To: Board of Education, Student Achievement Chair, Margaret Cox

Date/Time: Tuesday, June 6, 2017, 11:00 a.m.

Agenda Item: Update on C3 Social Studies Framework and progress of development of standards in social studies

Aloha Chairperson Cox and Members of the Student Achievement Committee,

My name is Dr. Jyoti Castillo. I am the Curriculum Coordinator and a social studies teacher at Washington Middle School in Honolulu. Through my own accord, I am submitting this testimony in strong support of the progress that is being by the Hawai'i State Department of Education (HIDOE) to use the C3 Framework to: (1) provide new standards for social studies and (2) support the development of meaningful, broad based, and rigorous curriculum.

Through my experience as a social studies educator for the past 18 years in Hawai'i as well as through the work and research that I have done with social studies education, I believe the effort being made by the state in regards to the C3 Framework is ensuring that our students will be prepared for the 21st century. I have had the opportunity to personally engage in this process by

- Implementing various C3 lessons in my 8th grade social studies class
- Working on the elementary standards writing team
- Engaging in various professional development at the school and state level
- Conducting research on effective social studies educators

My various involvement in the C3 framework has reinforced my belief its importance because it

- 1) Transforms social studies classrooms through an emphasis on core social studies skills including inquiry, critical thinking, empathy, and perspectives. Classrooms will no longer focus on a passive transfers of knowledge but rather focus on active searches for understanding.
- 2) Provides a model of effective social studies teaching as substantiated by research.
- 3) Contains a call for action in dimension 4 that requires students to engage in civic action.
- 4) Provides a framework for in-depth understanding of social studies disciplines (history, geography, economics, and civics).

I strongly believe that the C3 Framework moves social studies education in the right direction and I strongly encourage the Hawai'i State Board of Education to continue to support the adoption of the C3 Framework in Hawai'i.

Mahalo,
Jyoti Castillo



"Toni Reynolds" <toni_reynolds@email.com>

06/05/2017 08:53 AM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony Policy 102-6

To Members of the Board of Education: I am an elementary teacher on the Big Island of Hawaii, (Kealahou Elementary School) and I want to share how sad it makes me to see the increasing low morale, and increased anxiety among my students and fellow teachers in recent years, due in part to the increased pressure from "high stakes" testing. In the last school year, in a typical first grade classroom, my colleague informs me that approximately 75 hours (15 school days) was devoted to mandated testing. (That amounts to approximately 12% of the school year--for a 6 year-old child!) Additionally, much of our work days prior to these mandated tests are spent prepping and teaching "test prep" type material (or practicing sample writing prompts to prepare for mandated writing assessments.) Students in the higher grades (3-5th) have many more hours of testing (including the time consuming SBA tests). I am an adamant advocate for my students and developmentally appropriate curriculum. 'Testing is not Teaching'. For 6 and 7 year olds, their educational day should **not** be spent in anxiety-producing testing or test-prep type activities. The early education experience should be spent encouraging creative thought and imaginative, cooperative, developmentally appropriate activities. The increased focus on having schools produce higher test scores has created an anxiety-filled environment that has adverse impacts on the children in public schools in Hawaii. As an elementary teacher in a "high needs" school, I can testify that the drive to improve student test scores is having a serious impact on **every student** at our school. The entire school is requested to remain in "quiet mode" for several hours each morning during the "testing window" for SBA (which can last for several weeks because of our large school size (8 sections of each testing grade). The computer labs are shut down to other grade levels because of the testing. Our school has a increasingly larger pool of students from non-English speaking, low socio-economic backgrounds. The more affluent, middle-class families continue to leave our public schools for private or home-school situations. Many of my previous parents who have left our school tell me it is because of the low morale, and "too much focus on testing". One parent said her child had "lost the love of learning" (because of the loss of hands-on learning opportunities due to more time spent on test prep in the 4th grade.) Additionally, the declining morale and resulting loss of teachers to our community and State is further eroding public schools in Hawaii. We need programs that encourage creative thought and cooperative, engaging curriculum. Overtesting is one of the more disturbing trends in the ongoing tearing down of public education in our state (and nation.) I urge the DOE to do whatever they can to help control this test-obsession and let us get back to common-sense, standards-based education policies that lift, rather than discourage our keiki and hard-working teaching staff in Hawaii.

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June 4, 2017
Hawai'i Board of Education
Student Achievement Committee Meeting
Maggie Cox, Chair
Patricia Bergin, Vice Chair

Dear Chair Cox, Vice Chair Bergin and Members of the Board of Education,

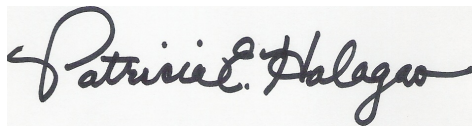
I would like to express my support for Agenda Item IV. Update on C3 Social Studies Framework and progress of development of standards in social studies.

I am a professor of education, who specializes in social studies and multicultural education. During my tenures as a BOE member and Vice Chair and Chair of the Student Achievement Committee (2014-2016), I oversaw the adoption of the College Career and Civic Life C3 Social Studies framework.

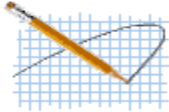
The College Career and Civic Life C3 framework supports the Hawai'i DOE-BOE Strategic Plan's (2017-2020) goal of providing students with a well-rounded education. Teachers have expressed to me that the framework's focus on inquiry and project-based learning gives deeper meaning to student learning at both the elementary and secondary levels. In addition, the framework's emphasis on problem solving and taking action promotes the DOE's mission to foster citizenship and civic life in students who make a difference in their local communities and global society.

I believe the Department is on track to implement the C3 Framework through focused professional development and the development of the revised social studies standards that align with the C3 Framework.

Sincerely,

A handwritten signature in black ink, reading "Patricia E. Halagao". The signature is written in a cursive, flowing style. The first name "Patricia" is written in a larger, more prominent script, followed by "E." and "Halagao". The signature is set against a light gray rectangular background.

Patricia Espiritu Halagao
Professor



<tsuji@hawaii.rr.com>

06/05/2017 10:33 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony--Student Assessment

My name is Jenifer Tsuji. I am currently a 2nd grade teacher on the Island of Hawaii, and I teach at Mountain View Elementary. Thank you for taking the time to read my testimony on assessment.

I am testifying on the subject of Student Assessment. I would like to give you a brief snapshot of what testing and assessment looks like in a rural school that has been a focus and priority school for a number of years.

Our school has a very high rate of poverty and absenteeism. There are many negative factors in our community that contribute to this, but our school has been hard at work to mitigate these as much as possible. We are constantly evaluating our students and data relating to school attendance and reading and math scores because of the additional scrutiny we have been subjected to from our complex and the state. This evaluation and monitoring is not always a bad thing, it gives us the opportunity to see what we can do to help our students in every way possible.

And yet our fear of not having a positive Strive HI rating (and formerly not making AYP) has caused a huge increase in pressure and the amount of assessments we subject our kids to. I am a teacher in a "non-testing" grade, and yet these 8 year old students are being almost constant assessed. In addition to our grades 3-5 taking the SBA, our entire school does DIBELS Progress Monitoring testing every 2 weeks K-5 (in addition to the major benchmark testing 3x a year). We also use iReady, and there are diagnostic tests 3x a year in addition to quizzes and daily lessons. For Reading Wonders we have mid and post tests on a variety of standards for each unit. The data from the RW tests is then collected school-wide and analysed by academic coaches. Similarly, we also have mid and post tests for each module of Stepping Stones, and the data from that is also collected and analysed. We also collect data on our character education program--we are asked to input data for each student, each lesson, to see whether they are internalizing the skills being taught.

As teachers, we are also subjected to assessment--not just through EES and administrative walkthroughs, but through once monthly walkthroughs by coaches as well. These walkthroughs by our peers are supposed to be for our own feedback and to collect schoolwide data, and not specifically for evaluation (which would be against the contract). However, it is very disruptive to both teachers and students to have yet another adult with a clipboard and a 2 page document checking off Danielson objectives. Teachers get nervous and cannot concentrate on the lesson at hand ("Did I post my learning target in a place where the coach can see it?" "Am I spending too much time on this one section to get a 'yes' rating in that area?"). Students are distracted by a nervous teacher and a somewhat unfamiliar adult in the room. Then the data is taken

back to our PLC meetings as grade level data, but when there are only 4 teachers in a grade level, it's easy to figure out who that one 'no' is when 3 out of 4 teachers get a 'yes' in the areas being scrutinized. While feedback from coaches can be a useful tool in ongoing professional development, I do not feel that the current setup in our school truly allows for this in a non threatening way.

Of course teachers need a variety of student assessments, both formative and summative. As teachers, these assessments are part of the best practices we use constantly in the classroom. But the amount of schoolwide data being collected as a result of the assessments being required of each student and teacher is frankly overwhelming. We not only have to interrupt our teaching to administer these assessments, we also have to put the data into the schoolwide spreadsheets in a timely manner, etc. There is a very famous saying that I'm sure you have all heard many times--"weighing the pig does not make it fatter". My students have so many needs--I had deaths of parents, neglect, abuse, domestic violence, etc. You name it, my class probably experienced it this year. They needed my help in so many ways, not only as a teacher of reading and math skills, but as a counselor, as a surrogate parent, as a mandatory reporter. All the stress and time taken from them in order to complete these numerous tests and assessments left me stretched very thin when it came to meeting their other needs. Testing so much took away time from teaching needed skills to those still struggling and/or not getting support at home. I left school this year feeling burned out and discouraged,, because--despite all that emphasis on testing/"weighing of the pig" and narrowing of our curriculum, pulling kids out constantly for small group instruction based on reading level, coaches coming in to evaluate, etc.--guess what? Our SBA scores actually went *down* this year.

More testing is not the answer. Putting so much emphasis on those scores, to the point of depriving our students of a well-rounded education (ESPECIALLY in a high poverty/rural area like ours, where they do not get extra-curricular activities through their families) is not the answer. Punishing our school for low attendance is not the answer. I do not blame my administrators and coaches for the increasing pressure put upon us, it is obvious that the pressure is being put on them as well. If I did know the answer, I would probably not be a discouraged 2nd grade/wannabe music teacher in a rural high-poverty school. I do know that we need to expand our educational opportunities for these students, and not narrow everything to the point where reading and math scores are the only things that matter, forcing them to have to 'earn' a well rounded curriculum by improving test scores first.

I will leave you with this last saying: Insanity=doing the same thing over and over again and expecting different results. Testing so much has not helped our students, at least not this year at my school. The end-of year feedback given from the teachers after reviewing the data at my school was pretty unanimous in wanting to expand opportunities to give our students the well rounded education they need and deserve, and to decrease the amount of high stakes testing we subject them to. If teachers are allowed to use their professional expertise and teach in such a way that kids can be engaged and see how the world all fits together, the test scores and knowledge will follow. We cannot keep narrowing our curriculum to only reading and math, and we cannot continue this culture of toxic testing that we have gotten ourselves into. Not if we want future citizens who not only know how to read, write, and do math, but who are critical thinkers and creative contributors to humanity.

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Mireille Ellsworth <ellsworthhsta@gmail.com>

06/05/2017 11:33 AM

To testimony_boe@notes.k12.hi.us
cc
Subject TESTIMONY Student Achievement
Committee 6-6-17 11:30 am

TESTIMONY to the Hawaii State Board of Education

Student Achievement Committee Meeting Tues. June 6, 2017 11:30 am

Agenda Item IV. A. Hawaii Statewide Assessment Program

POSITION: Inadequate reduction in testing time

Chair Cox, Vice Chair Bergin, and Committee Members:

My name is Mireille Ellsworth, an English teacher at Waiakea High School in Hilo for the past 13 years. While HIDOE's attempt to reduce testing time for students is notable, it **does not go far enough to effectively move schools away from the toxic testing culture** that still pushes school administrators and complex area superintendents to focus more on test scores than actual learning. Until HIDOE puts a limit on the multiple forms of data collection and monitoring through various forms of standardized testing, like interim testing, pre-assessments, and the like, there will still be an undue focus on using precious learning time for testing and test prep.

Members of this board have claimed to want to "listen to those closest to the students," but listening has not manifested into sufficient action to change the direction of the system. As teachers have been testifying to this board ad nauseum, **teachers learn about the strengths and weaknesses of their students through various AUTHENTIC types of formative (diagnostic, if you will) assessments that include classroom assignments and projects, observations,**

informal conversations with students, student-teacher conferences, and teacher-made assessments. Teachers and students value real world learning, and standardized tests are not that.

For those who claim that "testing is a part of life" and "students will have to take tests their whole lives well into their careers," this is utterly false. While some professions still have exams as part of licensure (including teachers), the **standardized tests that are being sold at a great profit to our K-12 school district** are by no means preparation for testing in adult life. Also, it is true that standardized tests are used as a component to determine promotions in the military, but success in a vast majority of careers is determined by performance and "soft skills" which standardized tests do not even come close to measuring.

If the Hawaii State Board of Education truly listens and actually RESPONDS to those closest to the students, **resources will be dedicated to nurturing the whole child using the community school model** which, when implemented effectively, responds to the underlying issues that impede students from succeeding, like Adverse Childhood Experiences (ACE), which correlates with extensive research in brain development that has lead to promising solutions, lack of adequate housing, health care, and nutrition, access to mental health services for family members as well as children, and parent education and support.

I urge you, our Board of Education who has the power to steer policy away from quantifying children in test scores, to effectively create policy that addresses the actual needs of students, especially those who you deem to be "struggling" (according low test scores which have only been shown to correlate with low socio-economic status). No matter what curricula or measurements the HDOE puts in place, until our students needs are met and our teacher shortage crisis is solved, NONE of these weak attempts to "reduce testing time" will address the real issues struggling students face.

I am testifying on behalf of my students who all school year cheered me on when I told them I was going to have to be absent while I came to testify to the Board to stop the testing culture. Students thanked me profusely and asked me to tell you that they do not learn anything from standardized tests and that the tests unfairly represent their talents and abilities. Those who perform poorly simply get discouraged and want to give up despite teachers' attempts to motivate them and build on their strengths while working on their weaknesses in a way that encourages them rather than labels them failures.

I have yet to see HODOE feature a "bright spot" that focuses on a struggling student who was supported by the system to succeed. The supports in such a "case study" should be the focus of our efforts, not the measurements.

Thank you for your time and attention,

Mireille Ellsworth,

English and Acting Teacher,

Waiakea High School

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"atyndzik ." <ambertyndzik@gmail.com>

06/05/2017 01:24 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

Student Achievement Committee
Action Number II

Good morning Board of Education Members,

Thank you for taking the time to review my testimony. I am currently an elementary school teacher with the DOE. I am going into my 7th year of teaching within the DOE and have taught 3rd, 4th, and 5th grades. Last year I taught 4th grade. My 4th grade students were subjected to an overwhelming amount of testing. I will break down for you the tests they were required to take and then share with you the amount of time it has taken away from instructional time in the classroom. First, the students are required to take a Science HSA exam three times during the year. Each time it took the entire morning block for them to complete it, equaling 4 hours each time, with a 15 minute recess break in between. That is 3 hours and 45 minutes for each test, equalling 11 hours and 25 minutes of teaching time taken away. The second standardized test they were required to take was the SBA for both ELA and Math. Both assessments include two different tests, a Computer Adaptive Test and a Performance Test, totaling 4 different testing days. Again, all 4 tests took up at least the entire morning teaching block, with a few students taking the entire day. That is a minimum of 15 hours taken away from instructional time. Adding that to the HSA Science exams, we have lost a total of 26 hours and 25 minutes of instructional time. That is an immense amount of time taken up by standardized testing.

Each school, from the Administration to the teachers, to the students and their parents, have felt an enormous amount of pressure to perform well on these tests. Because of this pressure, the way we teach has changed and the way we "prepare" for these tests has also impacted the amount of instructional time we are afforded with our students. In response to this pressure our school has bought and subscribed to various screeners to help (in theory) us to prepare our students for the tests. One such screener our school purchased was the "Catapult Evaluate" system this past school year. Our students were required to take one ELA and one Math test every month, for 10 months. That is 10 times at 2 tests a month, equalling a total of 20 tests. Each test took my students at least an hour to complete, totaling a minimum of 20 hours for the year. If we add this to the total time taken to complete the required standardized tests, it indicates that we have lost a total of 46 hours and 25 minutes of instructional time. In addition to the Catapult Evaluate tests our students also take tests for STAR Reading and Math at the beginning of the year and at the end of each quarter, totaling 10 tests. Each of those tests take about an hour each, as well. Looking at the math we are now at 56 hours and 25 minutes of testing time taken away from instructional time in order to take the mandated standardized tests and the tests our school feels pressured into having our students take in preparation for those standardized tests.

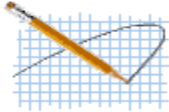
Please ask yourselves, what is the best way to allocate the time our teachers have with our students? I believe we must give teachers back their instructional time in order to truly move our students forward, and I hope that upon hearing these statistics, you will agree.

Mahalo for your time and attention,
Amber Tyndzik
Lunalilo Elementary
4th grade teacher

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Logan Okita <lokitahta@gmail.com>

06/05/2017 01:45 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

Logan Okita, MEd NBCT
Student Achievement Meeting
Agenda Item IV A Update On Hawaii Statewide Assessment Program
Comment

Dear Members of the BOE's Student Achievement Committee,
My name is Logan Okita. I am a National Board Certified Teacher and currently teach first grade at Nimitz Elementary School. While my students are not directly impacted by the statewide assessment program, I'd like to share with you how testing impacts our learning. My students participate in the STAR Early Literacy universal screener assessment at least three times each year. Once a year the kindergarten-grade two students at our school take the TerraNova assessment.

In addition to our own assessments, we follow very strict "no movement" guidelines at our school during SBA testing. When the older students are testing, we have indoor recess, cancel most resource classes (PE, computer, library), and limit our movement through the halls. The stress of limiting our movement, staying quiet, and not being able to play outdoors increases the number of behavior incidents in the classroom.

Then there are the students and parents who come back to tell me stories about tears and test anxiety. There's Catherine who sobbed the afternoon before a test. Macy who became so anxious about testing that she even worried that they did not have the right breakfast foods to help her be successful.

While my school's decision to use TerraNova is excessive, I've also taught at a school where we used the Edison Learning assessments for ELA and Math each month. The DOE and BOE might not require the extra assessments, but the pressure put on schools to meet score requirements lead them to provide students with more "practice" and teachers with more "data."

My request is simple, please consider the emotional well being and physical needs of our students as you make decisions about the statewide assessment program.

Sincerely,

Logan T Okita, MEd NBCT

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S E A C
Special Education Advisory Council

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June 6, 2017

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Amanda Kaahanui, Staff
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Maggie Cox, Chair
Student Achievement Committee
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: IV. A. Update on Hawaii statewide assessment program

Dear Chair Cox and Members of the Committee,

The Special Education Advisory Council (SEAC) supports the Board's directive and the Department's efforts to reduce the inordinate amount of time Hawaii public school students have been spending prepping for and participating in mandatory statewide assessments. The Board has heard numerous eloquent testimonies from teachers and testing coordinators over the past school year describing the negative effects of excessive testing on teaching and learning. For students with disabilities who trail non-disabled peers by a whopping 50+ percentage points in reading and math achievement, these harmful effects can include poor self-esteem and flagging motivation.

While the proposed changes to the assessment system are positive, they don't extend far enough. SEAC has joined the Hawaii State Teachers Association and numerous others in recommending that the Department apply for a State Waiver for Innovative Assessments under the Every Student Succeeds Act State Plan.

In light of the recent Internal Audit of the Student Assessment Administration reveal that testing accommodations and designated supports are not consistently administered to disabled students with documented needs, we also recommend the Department commit to the following:

- mandatory training of testing coordinators and special education teachers to ensure that appropriate designated supports and accommodations related to the Smarter Balance Assessment are included in the student's IEP and tracked for implementation; and

-- continued



- timely repair and maintenance of classroom computers and tablets to ensure that students with disabilities have opportunities to practice using accessible testing features prior to the administration of an assessment.

Thank you for the opportunity to provide testimony on this important issue. If you have any questions, please don't hesitate to contact us.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair

Hawaii BOE Testimony June 6, 2017

Testing

Aloha Members of the Board,		
My name is Vickie Parker Kam and I am the Test Coordinator, Academic Growth Coach, Induction & Mentoring Site Lead and the RTIa Lead for Ilima Intermediate School in Ewa Beach.		
Back in November I came and shared my “Student Profiles” with you. Since then I have run all 890 of my students through their testing paces. This is the list of mandated tests that the State or Complex require of all my students:		
SBA ELA	2 parts	8 hours
SBA Math	2 parts	7 hours
WIDA 2.0	4 parts	3+ hours
NAEP	2 parts	1.5 per section
HSA Sc	3 opp	total of 6 hours
Screeners	3 x	1 hr each = 3
EOC Alg1	1 opp	<u>2+ hours</u>
	Total	30.5 hours
The bulk of this testing takes place 4th quarter basically insuring students only have 3 quarters to learn a year's worth of material. I'd like to introduce you to some of my tested students.		
<ul style="list-style-type: none">First, I'd like you to meet 7th grader, T T. He immigrated from Thailand in Feb and does not understand or speak English, he doesn't know how to read his schedule, can't find his way to lunch. His teacher contacted me and said, “How can I test him? What do I do?” So I had her bring him to me with an escort. I smiled and gave him hard candy. I sat him at a computer and handed him a test ticket with his info on it. I pointed from the card to the screen spots and after a minute of looking confused he got the idea and he smiled. When the test came on I pointed to the button for the speaker check... he did not understand. I smiled and smiled and nodded and pointed so he pushed the button and the computer ran through the audio check as he jumped back. I smiled and smiled and nodded when the first math passage - a FULL page of text and instructions - popped up on the screen. He looked me straight in the eye and began to silently cry. I patted his shoulder while I logged him off. I looked him in the eye and said, “I am sorry. I am sorry. It's ok.” But, IT IS NOT OK! T T did NOT take an SBA test this year. I wrote an exception report.		

- I received an email from the assessment office reminding me to “offer” the SBA testing to homeschool students. I sent out 25 personalized letters.... 3 home school students tested with me. They showed up the first day nervous and excited at 8 am tested till 2pm with recess and lunch breaks. It took them 3 full days to complete just the 4 portions of the ELA/Math SBA testing... the 8th grade student had to come back the next week to do Science testing. All three of these students cried at some point during those three days. Forcing these students to sit there hour after hour and test test test... that is not what education is about. I ask you, why would any of these students decide to attend public school after that experience?
- Student S is failing all his classes. He will be socially promoted to the next grade level as he has “aged out” of intermediate. He does come to school sometimes and his behavior has landed him in the Alternative Learning Center. Since he is still registered with us, I bring him into test with me. He does NOT want to test. I bribe him with candy. He begins testing and quickly gets frustrated. He starts yelling at me. I talk him down, let him go drink water. He is contrite and logs onto the test again. I tell him if he gets frustrated this time, just tell me and he can stop. No pressure. I watch the administrator’s screen, watch his answer count slowly slowly go from 5, to 6, to 7... he starts fidgeting. I quietly sit next to him. He turns and sadly states... “No miss, I can’t. I am too dumb.” Now, I am the one crying.
- Finally, I’d like you to meet an A++ high achieving student. This student is focused, bright, hard working. Reads for fun! She put every moment of test time to good use. There was NO goofing around or zoning out. Yet this student, because of her advanced critical thinking skills and intrinsic drive to succeed, took MORE time to complete the test than her peers. This means she has to come to the “make up” testing sessions with me... in the room with the behavior issues, chronic absentee students and the Alternative Learning Center kids, she missed regular classroom instruction to focus on testing... because we said it was important.

In speaking with my peers, we share test “war stories”, students cutting themselves (self-mutilation!) from the stress, students acting out from frustration, students destroying computers and disrupting test rooms which leads to referrals. So many students throw up from stress it is common place now. It was not like this 4 years ago. Our students looked forward to the opportunity to get their score and work to show growth. There is no hope while testing anymore. There is no timely feedback for teachers from the SBA test. There is no value for students if they don’t get the chance to keep trying or feel rushed or dumb :(

As educators, we are here today asking the Student Achievement Committee to put BOE Policy 102.6 on its September agenda, so that committee members and our new superintendent may consider HSTA’s recommended policy amendments to reduce testing in our schools.

Thank you.



Bridget Hannu <bridgethannu@gmail.com>

06/05/2017 09:55 PM

To testimony_boe@notes.k12.hi.us, Roy
Hannu <roy.hannu@gmail.com>

cc

Subject testimony on testing

Bridget Hannu, special education teacher, grades 3-5

Board of Education Meeting, June 6

Strive High, ESSA, testing

Opposing, "One size fits all" testing

I am a 3rd through 5th grade special education teacher at Mililani Waena Elementary School. Although I have been teaching for 10 years, this has been my first year teaching students who are just beginning high stakes standardized testing (HSA, SBA, NWEA, etc.)

I am fortunate to teach some of our special needs keiki as well as their non-disabled peers in an inclusion setting. All students are filled with passion, excitement, and a desire to achieve greatness when presented in an engaging way. I am a teacher because I love seeing the lightbulb go on when students learn a concept. I push my students to work hard and keep trying, to revise and improve their work, to create assignments that they are proud of. Work that they want to share with others and make them feel confident and excited about learning.

Unfortunately for our students, these types of assignments that engage and develop complex problem solvers are often pushed aside for testing. Pushed aside so that students are prepared and ready for the test. Pushed aside so students can take practice tests to prepare for the real test. Finally, pushed aside for the actual testing. I have been extremely discouraged this year. I would like to share 3 stories of how testing negatively impacted a few of my students this year:

-I have a student that is on the autism spectrum and is working on using coping skills rather than aggression when feeling frustrated. During the weeks of testing, his schedule was thrown off, he was asked to take a test above his comprehension level, and he had to sit and stare at a computer screen. During these weeks, he needed to be removed from the classroom because he was frustrated and overwhelmed. He flipped his desk, threw his computer, and yelled at others. This in turn, impacted the rest of the class causing them to be distracted. I later had a conversation with one of his non-disabled peers about

how he was also frustrated from the test. He shared that he felt as though he wanted to flip a desk too. The entire time that students take these standardized tests I am, "flipping desks in my head."

-I have a non-disabled student that is creative, works well with others, loves hands-on-activities, thrives in science and is a great problem solver. During the weeks of testing, I saw the light in his eyes diminish. He sat there dazing at the screen, asking how much more we had left and dozing off from boredom. I would give him a pep talk to be followed by a few moments of focus and effort. This lasted a brief time. I have no doubt in my mind that this student has the potential to achieve greatness in a future profession. Although his test scores won't show that.

-A third student I teach loves to move. He has energy that should be bottled up and sold for a profit. This student earns average grades, but because he struggles to focus on the testing, scores poorly. His mother approached me concerned that he must have a learning disability because he scores poorly. I do not believe he has a disability, I believe the test does not accurately show his knowledge and understanding. What would you say to his mother?

These along with countless other stories are why I believe we over test our students. I became a teacher to inspire students to be life long learners, to challenge themselves and become global citizens. I envy countries that focus on the whole child and use the research that has been conducted to improve their schools. Finland for example, has had the highest achieving scores in the world. As the Smithsonian Magazine quotes, "We prepare children to learn how to learn, not how to take a test," said Pasi Sahlberg, a former math and physics teacher who is now in Finland's Ministry of Education and Culture.' The article also shares how play is important and that teachers are highly respected and trusted to do what they know is best for children's education. (Read more:

<http://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/#YYXYtlq9ERBfuUJc.99>)

As I mentioned earlier, I have been a teacher for 10 years. I love educating children. This year however has been challenging. I question the pressure put on the students and teachers to pass one test on one day. I worry that teachers are losing their passion for teaching and that students are losing their desire for learning. I am concerned about where we are headed. I think of my 3 year old son who will one day be sitting at a desk taking a test. If the over testing does not improve, my husband (also a teacher) and I have already talked about opting our son out of testing. I do not want him or any of our children to feel that stress. We have talked about moving to a different country where teachers are respected more and students have the opportunity to shine for their individual skills. A country that does not place as much value on high stakes testing.

I encourage you to ponder how high stakes testing is negatively impacting our education system and look at more authentic ways of assessing the incredible growth of our students. Thank you for taking the time to read my testimony know that I am available to help or share more information if that would be of use.

Thank you,
Bridget Hannu

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Aloha Chairperson Cox and members of the Student Achievement Committee,

My name is Rebecca Hadley-Schlosser and I am special education teacher at Ma'ili Elementary School. I have been at Ma'ili for 19 of my 20 years in the DOE, all as a special education teacher. I have taught every grade level at Ma'ili from preschool through sixth grade in the years I've been there. Thank you for allowing me time to share the story of assessments gone wild at Ma'ili Elementary School.

I would like to share what testing looks like for most grades at Ma'ili. We have three universal screeners that we use on every child. The first is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) a one-minute timed reading where you are given three passages to read for one minute each which means the teacher has to test each child individually and it takes about 5 minutes per child. Our second universal screener is i-Ready which is an online reading and math assessment that is done as a whole group and can take anywhere between two and three hours per child based on the child's abilities. The final universal screener is a math computation assessment which is administered whole group. This can take anywhere from 5 to 15 minutes to complete. Each of these universal screeners must be administered three times per year.

When a student arrives at Ma'ili, on their first day at the school, they are pulled from their new classroom to another room on campus to be assessed to determine their reading proficiency and math proficiency so that they can be placed in a reading and math group for instruction. They take the three universal screeners on this day and at least a reading comprehension assessment (using the Wonders beginning of year assessment). How this student performs on these tests determines which group he/she will be placed in.

If you're not a new student, you were given these tests at the end of the last school year so that grouping could be done before school got out. However, by the second week of school, all students are scheduled to take the three universal screeners in their classes.

Kindergartners start out their year being administered a Kindergarten Diagnostic test and they end their year with the same assessment. Each time this is done, it has to be done individually and takes anywhere from five to 15 minutes per child to complete. Kindergarten students are also given pre and post assessments for their ELA program (6 units) which take 20-30 minutes per child to complete. Parts can be administered whole group. Math assessments are also given pre and post and take about the same time to complete. Because Kindergarten focuses on foundational skills, the Kindergarten teachers use Reading Mastery (a Direct Instruction reading program). In this program there are mastery tests given every 5 lessons and checkouts every five lessons. The mastery tests take around 2 minutes per child and must be done one-on-one. The checkouts take about 2-3 minutes per child, but don't start until around the middle of the year. Students are also assessed once per quarter on their letter and number identification.

Across the school, students who need oral reading fluency progress monitoring are assessed every two weeks on their oral reading fluency which can take up to 5 minutes per child. Students are also given a math fact fluency assessment every two weeks. We are also required to develop and administer data cycle assessments for ELA or math every quarter.

If you are an English Language Learner you have to take the WIDA Access assessment which can take up to three and one-half hours per child to complete. If a student is suspected to be an English Language

Learner, they are given the WIDA at the beginning of the school year as a screener. The time on this assessment varies, but can be close to three hours per child.

First grade administers formative and summative assessments in addition to the ones required for Stepping Stones and Wonders. The formative assessments can take between 2 and 5 minutes while the summative assessments take between 10 and 15 minutes.

As students advance grade levels, the time for their formative and summative assessments increases. As a sixth grade teacher last year, my students took close to two or three hours just to complete a writing task.

If you are on a testing grade level, you also take the Smarter Balanced Interim Assessments. When I looked at our school testing calendar, I noticed that each grade level had four days of taking the IABs. That's four days of instruction in ELA and four days of instruction in math that are lost for these assessments.

Our fourth graders are required to take the HSA Science assessment three times per year, so that's another four days of instruction lost for those students each time the assessment is given. Students typically take anywhere between one and two hours to complete these assessments.

On top of all of this testing we are required to also administer the Smarter Balanced Assessments for ELA and Math. Each administration can take between four and six hours or more for each child to complete. Our students with significant cognitive impairments must also take the alternative assessment which is administered on the iPad. Depending on the student, this can take an entire day or more to complete.

Unfortunately, the month of April gets to be very tricky because all four testing grade levels now must schedule their Smarter Balanced Assessments. Our calendar show students taking the SBA on multiple grade levels every week in April! Some even had to go into the first week of May.

While I understand the need to assess student progress, I believe we need to take a look at which assessments are necessary and which can be eliminated. We have become so test-heavy that students are no longer having fun and teachers who are teaching to the test at the expense of everything else.

As a teacher, parent, and grandparent, I am asking that you put BOE Policy 102.6 on your September agenda so that committee members may consider HSTA's recommended policy amendments to reduce testing in our schools.

Thank you,

Rebecca Hadley-Schlosser



Lisa Morrison <lamorrison17@gmail.com>

06/06/2017 07:45 AM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony for SAC meeting, 06-06-17

Honorable Chair Cox and Members of the Student Achievement Committee,

I am a teacher who just finished 6 years of service in Hawaii public schools. I am glad that you are discussing a revision of assessment requirements, and I urge you to consider changing BOE Policy 102.6 by putting it on a September meeting agenda. We need strong limits in place to ensure that testing does not dictate school-level decisions. Testing as an accountability measure was intended as a temperature check for how schools were doing. Instead it has become a mechanism for control and meaningless compliance.

I work at a Title I school and I teach 8th grade, the most tested grade level statewide. My students take two separate Smarter Balanced Assessments in both Math and English Language Arts. They participate in two administrations of the HSA for Science. In addition, despite the fact that we have last year's test scores available to us, we have to meet requirements that we "screen" each student to know their baseline performance and progress. So my students also have to take the STAR Assessment at the beginning and end of the school year in both Math and Language Arts. That's 10 standardized tests for 1 student in one school year.

Sadly, that's the absolute minimum number of tests a student at my school will take. During a year when our school is required to administer the NAEP, it adds one more test. Plus, if an 8th grader is also a special education student or an English Language Learner, she will take many more standardized tests of "progress". Math and ELA teachers are also pressured to administer the interim and practice SBA, as if students needed more practice taking tests.

Finally, if an 8th grader is talented in math, she will take Algebra I in place of regular math and therefore take the End Of Course Exam. While the state has made this test optional, our school uses it to determine if a student has adequately mastered Algebra I so they can get high school credit and move on to Geometry in 9th grade. It is the one assessment my students take that has a useful purpose and that seems in my math colleagues' estimation to be a fair assessment of what we teach Algebra I students.

On this last point, I urge you to consider allowing 8th grade Algebra I students to use the EOC scores IN PLACE OF the SBA for Math. The Every Student Succeeds Act allows for this very exception, and it would eliminate at least one test for these students, allowing them more class time to actually learn the concepts they are trying to study. I have been hopeful the HDOE would recommend this, but have seen nothing in the state ESSA plan to address the possibility.

We need to take every opportunity available to minimize testing and its deleterious effects on our keiki. Time is of the essence; please consider reducing testing in BOE Policy 102.6 at your September meeting.

Thank you,
Lisa Morrison
Maui Waena Intermediate

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Adrianne Hale
<adrianne_hale@holualoa.k12.hi.us>
06/06/2017 08:22 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony on Hawai'i Statewide
Assessment Program

Samantha Cook
Adrianne Hale
Holualoa Elementary School
76-5957 Mamaloahoa, Hwy
Holualoa, HI 96725

June 5, 2017

Re:Testimony on Hawai'i Statewide Assessment Program

To the Hawaii Board of Education:

We are fourth grade teachers who teach at Holualoa Elementary School on Hawaii Island. In submitting our testimony, we hope that you gain an important perspective on our state's assessment program. As public school teachers, we feel that the state's standardized testing serves an important purpose. It helps to inform our instruction as teachers, and gives us a measure of student growth. However, we feel that these assessments should take less time to administer and be more reasonable in length. Larger schools are struggling more than smaller schools in the area of standardized testing, largely due to inadequate testing devices and insufficient time to teach. For some schools, in order to get all students through the testing process, all of the required standards need to be taught and learned by the end of the third quarter, well before the end of the school year. In order to remedy this, schools either need increased funding to supplement them with more testing devices, or need revised state assessments that take less time to administer.

Currently teachers are required to administer four assessments, the computer adaptive and the performance task for both English Language Arts and Mathematics. Embedded in the performance task assessment, more especially in the ELA assessment, is a lengthy amount of instructions and information students are expected to read and synthesis within a 120 minute period. We fear that when an assessment's instructions are so overwhelming, the accuracy of the results can become skewed and possibly lose its validity as a measure of student growth. We ask that the directions for the performance tasks be simplified so that students have more clarity as to what they are being asked to think about and complete.

Again, we feel that the Smarter Balanced Assessment and other national assessments are important and needed measures of student progress, but we ask that the Hawai'i

Board of Education deeply consider the points we have made here today. We want to ensure fair and accurate measures of student growth to further our students in their learning and in our instruction.

Sincerely,
Samantha Cook
Adrianne Hale
Grade 4th Teachers

Holualoa Elementary School

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Beatrice DeRego-Coffield – Kahuku High & Intermediate
Re: Student Achievement Committee Meeting
Agenda Item: Update on Hawaii State Assessment Program

Aloha, Chair Cox and Members of the Student Achievement Committee.

My name is Beatrice DeRego-Coffield. I am the Test Coordinator, Data Analyst, RTI Team Member, and PLC Data Resource Specialist at Kahuku High and Intermediate.

Once again I am here to advocate on the behalf of our students, especially those who are subjected to mandated testing. As the Student Achievement Committee, and probably parents and/or grandparents yourselves, I am certain you understand that the goal of student success is NOT higher test scores. Standardized tests are, at best, a snapshot in time used for oversight. The best tests are limited in time, provide minimum stress for the test taker, and direct consequences. Research has proven the tests most effective at increasing student progress provide quick and specific feedback regarding student strengths and challenges. Teacher created, graded, and explained have the strongest impact on learning.

Under ESSA, NCLB's minimum testing mandates remain, to ensure that a spotlight shines on certain populations. It is imperative that the tests used model best research practices – short, minimum stress, and timely, specific feedback. None of Hawaii's tests fit the model. Instead, there is a continued emphasis on raising test scores. The tests are too long in an attempt to measure all the standards students are required to master in each content area in a year. Even the shortest tests, the HSA Science tests, include a dearth of trivial memorization questions. Most astute adults would consult a reference for immediate answers – using their time and energy for critical thinking.

Due to the focus on test scores, testing has increasingly taken over instructional time. Without specific guidance from the BOE, schools have instituted a variety of programs to analyze student progress, often with overlapping programs delivered to the same students. With the increasing use of computer devices, consultants and corporations promise individualized learning for each student in front of a screen. Interaction mostly exists with a bland avatar rather than in discussion with other students. And each of these programs has required tests to measure knowledge and skills gains.

The DOE's priority focus on test scores, currently a minimum of 80% of a school's evaluation, ensures resources in time and curriculum will continue to waste student learning time and funds. Some schools value instruction over testing and expect only the minimum number of tests and equivalent time to meet the DOE mandate. In the middle and high schools, this equates to 3 or 4 required tests at each grade level – still taking approximately 15-25 hours on average. The SBA tests are the bulk of the time, requiring over a week of lost instructional time in both English and Math.

Unfortunately, current teacher and administrator evaluations, as well as school rankings, are based on test scores. The Star Advertiser has made it clear that schools will be ranked whether the DOE chooses to provide the structure,

or external entities do the work. Because of the heavy-handed focus on test scores, 80-90% of a school's report card, there are also schools and districts that have mandated "optional" test prep. The SBA Interim tests are mandated in some schools, often more than once, in an effort to toughen the students for the real test and prepare them for the experience. The full Interim test requires as much time as the actual SBA. So students in these schools now lose over a month of instructional time. Additionally, some schools and districts are encouraged to spend their resources on test prep programs rather than more teachers, lower class sizes, and authentic assessment. Again, the promise is a raise in test scores – a very narrow measure of student progress.

I am cautiously optimistic that the DOE is finally starting to move away from the mandates of NCLB, a program promoted as a means of ensuring no failing students were hidden under state DOE averages. The current presentation claims to shorten SBA test time by 1.5 hours. I have questions. Will this be 1.5 hours for each test, or all 4 tests overall? If each test in ELA and Math – both the Cat and Performance Tasks have been reduced by 1.5 hours, then our educational system is making a strides towards research based practices: Short, focused, minimum stress tests. They can never provide actionable feedback for classroom use, they are not designed to accomplish that task.

If the reduction in time, 1.5 hours is for overall SBA testing, I expect our scores will continue to flat line as students lose interest in this grueling exercise with no personal consequences. Our participation rates will continue to decrease as both parents and students choose to refuse these tests, instead demanding an alternate assignment that enriches their child's learning. As the agency tasked with oversight of student achievement, I ask that your committee place BOE Policy 102.6 on your September Agenda in an effort to return the major purpose of our public school system to learning and student success in life – whether that be college, careers, or other futures of students' dreams.

Mahalo for providing the time and the avenue for our continued growth toward schools all stakeholders our proud to attend and support.



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TESTIMONY BEFORE THE BOARD OF EDUCATION
STUDENT ACHIEVEMENT COMMITTEE

RE: AGENDA ITEM IV, A, UPDATE ON HAWAII STATEWIDE ASSESSMENT
PROGRAM

TUESDAY, JUNE 6, 2017

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Cox and Members of the Committee:

The Hawaii State Teachers Association is asking the Board of Education to reduce the amount of standardized testing that we are asking of our students. In Hawaii we have 6 and 7 year olds taking 10 or more standardized tests a year. In a study by the Council of Great City Schools students will take 112 mandatory standardized tests between pre-kindergarten and high school graduation.

In October of 2015, former President Barack Obama proposed limiting testing to 2 percent of schools' total instructional time. As President Obama stated, "Learning is about so much more than just filling in the right bubble. So we're going to work with states, school districts, teachers, and parents to make sure that we're not obsessing about testing." Since then, numerous states have enacted or are considering enacting similar proposals. This 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 currently reviewing legislation to dramatically slash the number of states given in their states to increase personalized learning opportunities and broaden curricular offerings.

Importantly, the "test and punish" culture on which our school system continues to rely 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.

Today, we are asking the Student Achievement Committee to put BOE Policy 102.6 on its September agenda, so that committee members may consider HSTA's recommended policy amendment to reduce testing in our schools. Our amendment would limit 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 with accommodations. Schools would be allowed to seek a waiver from the board to require additional tests, which BOE members would be empowered to review on a case-by-case basis. Critically, our proposed amendment does not conflict with the requirements of STRIVE HI 3.0 or the DOE's proposed ESSA accountability system. Instead, it merely codifies into board policy our collective effort to limit testing time.

Life is not a standardized test. To expand authentic learning experiences to all of our children, please place BOE Policy 102.6 on the Student Achievement Committee's September agenda and allow us to discuss how to create an education system based on students' aspirations, rather than test scores.

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)

POLICY 102-6 STATEWIDE ASSESSMENT PROGRAM

The Department shall establish a statewide assessment program that provides annual data on student, school, and system performance, including public charter schools, at selected benchmark grade levels, showing student performance, relative to the applicable statewide performance standards and relative to nationally representative norms, as applicable. The results of the statewide assessment program shall be reported publicly, at least annually, while maintaining student privacy.

No more than four different standardized tests shall be administered to any student, other than students with disabilities or English language learners, in a single school year as part of the statewide assessment program, including diagnostic, interim, and practice tests administered as part of or in addition to the program. Schools may administer end of unit, classroom-based formative, program-specific summative, and school-created assessments in addition to the statewide assessment program. Upon application to the Board of Education, a school may be granted waivers from the standardized testing limitations imposed by this policy.

Rationale: Systematic school, curricular, and program improvement efforts directed toward student attainment of the applicable statewide content and performance standards requires the collection and communication of relevant and accurate student assessment information.

[Approved: 11/17/2015 (as Board Policy 102.6); amended: 06/21/2016 (renumbered as Board Policy 102-6)]

Former policy 2520 history: former Code No. 6142; approved: 04/1962 (Title changed from "Testing Program - Group"); amended: 10/1970; 03/1988; 01/1999