Standardized Testing, an inequitable system
How can schools innovate to create learning experiences that promote inclusivity and equity over systemic racism and classism?
01 Objective
You will be able to express your thoughts on how we can replace our current systems with more equitable ones.

02 Outcomes
Thoughtful conversations among school communities about better systems, leading to implementation of improvements.

03 Process
Presentation of information, then discussion

04 Resources
Systems (Tools) that can cause harm

Standardized Tests
They were designed to sort students rather than actually measure their skills

Grading
Teachers tend to grade the way they were graded.

The Standards Themselves
Were they designed to help us progress?

Discipline
School discipline policies were considered during Teacher Institute Week in February
“For some college officials, an aptitude test, which is presumed to measure intelligence, is appealing since at this time (1926) intelligence and ethnic origin are thought to be connected, and therefore the results of such a test could be used to limit the admissions of particularly undesirable ethnicities.”

—Erik Jacobsen, a New Jersey writer and math-physics teacher based at Newark Academy in Livingston, N.J.
“Standardized tests have become the most effective racist weapon ever devised to objectively degrade Black and Brown minds and legally exclude their bodies from prestigious schools.”

-Ibram X. Kendi,
Testimony in Support of the Working Group Recommendation to #SuspendTheTest,
October 2020
Systems (Tools) that can cause harm

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Social Justice Policies

Are there policies that seem to disenfranchise, discriminate, or disparage?

List on a sticky note as we wait to get started.

- Not having culturally relevant curriculum, or including figures that represent and reflect our students
- Universal Screeners
- Gendered classroom organization assignment
- Requiring the purchase of school uniforms
- Low standards in rigor
- Credit recovery options
- Attendance policies for military families that may have to leave for long periods of time due to family death/illness
- Statewide testing
- Educate teachers and staff of new ways and policies
- Requiring families to purchase their own school supplies
- Gender specific bathrooms
- Inclusion in sports, "male/female" teams
- Honors & AP classes
- ACT test
- Picnic
- Not recognizing students home languages in the classroom or mistreating students for using slang or home language in class INCLUDING ACCENTS
- Field trip payments
- Not honoring bilingual students, but looking at them in a lower way because their English skills are still developing.
- Standards based testing
- Greater numbers of certain ethnic groups in SPED
- Dress codes are discriminatory against women in particular
- NJHS requirements via our school
- Use of pronouns
- In order to be on the Robotics team, you have to be invited by the coaches. Unclear how The Chosen are chosen, but it’s certainly not lottery.

Charging for period products

Hi
Are there policies that seem to disenfranchise, discriminate, or disparage? List on a sticky note while we wait to get started. Continued from slide one.

- **Boy/Girl Lines (esp. when it's a school-wide norm)**
- **Standardized Testing esp. for qualifying for SPED services**
- **Inconsistent "return to school" policies in different districts**
- **EL and SPED ohana bubbles**
- **EL and SPED ohana bubbles**
- **SPED in general - inconsistencies - some are integrated with gen ed population, others are not - who decides? Schools? Teachers?**
- **Not honoring bilingual students, but looking at them in a lower way because their English skills are still developing.**
- **Liberal late fees**
- **Telework policies (as it varies by complexes/schools)**
- **Lunch debts. Jelly sandwiches for those with large debts.**
- **Late policy. Some students from cultures with nonlinear relationships to time.**
- **Avoid/leadership classes requirements and recommendations**
What does respect look like to you?

- Apologizing when making a mistake.
- Appreciate families, and acknowledge all they do for their children. Also, to welcome and encourage students to learn from and celebrate diversity.
- Acknowledging all our different worldviews.
- Acknowledging everyone's strengths.
- Recognizing each other's disabilities.
- Listening openly to opinions without interruptions.
- Understanding that we are all different and that we celebrate each other's differences.
- Encouraging and cheering on your classmates.
- Inclusivity
- Listening sharing and being honest with our students.
- Honesty
- Giving students grace, especially with distance learning.
- Apologizing to students when you are wrong.
- Make space for each other to share our feelings and listen.
- Helping kids build a culture of intellectual safety.
- Learning about each other.
- Asking students for their forgiveness.
- Taking responsibility and owning up to your own mistakes--as a teacher, as a colleague, as an employee.
- Respect means students acknowledge my place in the classroom as well as their's (ask, they're here to learn and grow in any way they can and I will help them do that). We respect each other's time, knowledge, and presence and how they benefit our classroom.
- Everyone has an equal voice.
- In a respectful classroom, students and teachers speak to each other kindly and take responsibility for their actions with apologies. My goal is to create a classroom of inclusivity.
- Equity
- Respect looks like people taking care of each other. Respect looks like conversations happening all parties listening and working to understand.
What are the next steps you could take?

Continue to encourage students to develop their voices.
- Have multi-cultural Fridays (like Aloha Friday) in the classroom where the students share about them.
- Encourage more “talk story.” The more we know about each other, the better we can connect.

Empower students to speak up.
- Organize teacher at my school to be more involved.
- Keep a safe distance, but still show I care, to show respect to my students.
- Want to get involved more on the union level.

Listen more.
- Put less emphasis on cameras as showing engagement. Focus more on actual real time work.
- I will be submitting someone for the Pono award - recognizing a teacher I know who fights for equitable education for Hawaiian immersion students, even when her position is not popular to the “powers that be.”
- Relationships over curriculum: ex: student wants to express personal experiences to educate class, cease the lesson.

With distance learning: working more to have those conversations about student comfort with having their camera on with coworkers. Talk to them about possible reasons why the students don’t have cameras on and to encourage them to talk to their students about their comfort.

Speak up when amongst colleagues.
- Be open to students turning their cameras off.
- Create opportunities for student/faculty voice and advocacy.
- Be aware of my implicit biases and check myself when needed. Continue to educate myself on racism. Teach my students about celebrating - not just being aware of diversity.

Have a student-led social/racial justice club/organization within the school.
- I will get more involved with the union going forward.
- Examining my own classroom to consider ways I can celebrate students’ diverse cultural backgrounds.
Exhibit shows ongoing racism hinders Hawaiians

By Ku Kahakalau, Ph.D.

A new exhibition at the Bernice Pauahi Bishop Museum acknowledges that a research project supported and funded by the museum in the early 1980s helped perpetuate scientific racism as it concerned Native Hawaiians.

According to exhibition co-curator Jillian Swift, Native Hawaiians are still dealing with the damage these racist ideas have caused — and the social, political and economic consequences of inequalities justified through false notions of race and racial hierarchy. But racism is not a thing of the past here in Hawai‘i.

During a recent keynote address at the Ka Waiwai No Na Kupuna Conference, attended by more than 2,000 Hawaiian and Hawai‘i educators, I talked about the harmful effects of ongoing institutionalized racism on Hawai‘i’s native student population, who make up not only the largest ethnic Department of Education (DOE) population, but also the most under- and uneducated major ethnic group.

Since Hawai‘i was among the top three literate nations in the world at the time of the U.S.-supported overthrow of our Queen Lili‘uokalani, it clearly cannot be that we are less intelligent, less motivated, less industrious, or less educable than other ethnic groups.

In fact, our low achievement levels and the fact that at least since 1981, Native Hawaiians have consistently scored below parity in education, are a direct result of ongoing systemic racism, exhibited by the collective failure of the DOE to provide appropriate, i.e., culturally-based education to Native Hawaiian students that assures a baseline for success.

Honolulu Star-Advertiser
March 7, 2021
Digging Into Data on Equity

Research for Action used 2015-16 data on all schools to evaluate student access to educational opportunity, based on race, ethnicity, and poverty level.

Access to Quality Educators measured the percentages of schools with certified teachers: teachers certified in STEM, experienced teachers; low teacher/student ratios; and low student/counselor ratios.

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>FRPL</th>
<th>Non-FRPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>44</td>
<td>48</td>
<td>38</td>
<td>38</td>
<td>43</td>
<td>41</td>
<td>46</td>
</tr>
</tbody>
</table>

Access to College and Career Readiness Curriculum measures the percentage of schools that offer advanced math, Advanced Placement courses, calculus, chemistry, and physics.

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<thead>
<tr>
<th></th>
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<tr>
<td>Access</td>
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<td>91</td>
<td>87</td>
<td>91</td>
<td>96</td>
<td>88</td>
<td>93</td>
</tr>
</tbody>
</table>

*FRPL = eligible for free- or reduced-price lunch

SOURCE: Research for Action

Education Week
12/11/19 issue
The Education Trust used 2015-16 federal data to track student enrollment in rigorous classes by race and ethnicity.

<table>
<thead>
<tr>
<th></th>
<th>Overall Enrollment</th>
<th>Black Students</th>
<th>Latino Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled in Gifted and Talented Programs</td>
<td></td>
<td>16%</td>
<td>28%</td>
</tr>
<tr>
<td>Enrolled in 6th Grade Algebra I</td>
<td></td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td><strong>Middle School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled in AP Course</td>
<td></td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled in AP Course</td>
<td></td>
<td>15</td>
<td>21</td>
</tr>
</tbody>
</table>

SOURCE: The Education Trust
Suggested Solutions from NEA

Moving forward, the focus should be on promoting authentic assessments that reflect the broad range of students learning and skills, including creativity, leadership, critical thinking, and collaboration.

This was a conversation that drove many of the educator-led victories in the years before the pandemic. Joining forces with families and other allies, educators worked diligently to reduce the over-reliance and misuse of testing and shift the focus to fairer, more effective assessment systems that actually support the academic, social and emotional needs of their students.

NEA Article, The Racist Beginnings of Standardized Testing, 3/20/21
Questions to Consider

1. How can we notice when some of our tools or systems are sending a racist message?
2. What evaluation methods can we use to see if our tools are being used equitably?
3. How can we reliably and equitably assess students’ knowledge and skills?
4. How can we report accurately and fairly our students’ progress toward becoming educated individuals?
5. How can we select standards that are fair for an equitable society?
6. How can we create learning experiences that promote inclusivity and equity?
7. How can we implement school culture in a way that promotes equity for all?
Resources

**NEA Article, The Racist Beginnings of Standardized Testing, 3/20/21**

**Ku Kahakalau Opinion 3/7/21**

**Unequal Opportunity: Ethnic Inequality in Public Education in Hawai‘i**

Education Week 12/11/19 issue

**Model Code of Ethics for Educators**

**Schools Our Keiki Deserve, p. 18, “Ending High-Stakes Testing”**
Mahalo!

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