

Public administration today has fallen so short from its original philosophies and values. True public servants are tasked with consistently creating policies and regulations that maintain a pareto efficient; making citizens better off without making anyone worse off. To ensure fairness and equity, by making ethically rational decisions that support and enhance the wellbeing of everyone. Now I am not unrealistic and can certainly agree that sometimes a policy, regulation, or law may not work out as initially planned, but it is at the point of such realization that the discrepancies of such are reviewed, assessed, and the correct changes are made.

Standardized testing has exponentially widened the education disparity in America. Critically the level education that a student attains is based off of their zip code and in communities that do not have the property tax base, whether inner city or rural, students are not provided with the necessary tools to prepare to pass the standardized test. Even more disheartening, there has been an exponential amount of literature regarding the negative impacts of standardized that have gone unheard since NCLB and that because of such regulations student are not receiving a true education because teachers are teaching to the test. Conclusively, and the at the forefront of my argument, school budgets are affected by the results of its students standardized testing, and teachers are evaluating, yet the consideration into the ability of the students to effectively take and pass the tests, not because they are not necessarily capable, but because they do not have the support and resources to adequately prepare.

A lot of times individuals may say that in some cities that are negatively impacted by standardized testing, that it may be because the students just don't want to learn, or the teachers are bad, or that many of the bad circumstances are the residents own but that is far from the truth. I was born and raised in Chester, Pennsylvania and I have attended school in the Chester Upland School District from Kindergarten to the 12<sup>th</sup> grade. I lost my first classmate to gun violence, shot dead in the streets at the age of 16. When I went to school there were no resources for those affected by the trauma of seeing a killing before their eyes or for losing a friend or loved one. I went to school in a environment that was not conducive for learning. The school setting was very straightforward, those who were smart had full class schedules, were given the good school books and had access to the laptops when they needed them. Those who the school deemed 'not smart' often times had gym twice a day and I rarely seen in any class. Walking into school was like going through TSA metal detectors, wands, police, and K-9 dogs. Many classmates ended up in jail, others dropped out to take care of their families, others came to school because that was the only peace and security that they had and dreaded going home. I had classmates who came to school because they knew there they would get at least two meals. Do you know what wasn't thought about; taking a test that had no bearing on whether or not I graduated from high school and held no weight on my college applications. And unlike the majority, I was fortunate enough to have a stable household and support system that showed me to aim higher; but sadly, I am not the rule, I am the exception. It is unfair and unjust to judge and rate schools based on the results of

test scores without adequately assessing and providing support that is needed for students to be prepared to pass the test.

When track athletes set to run a race, if it is a long distance race (800m, 1000m, etc.) everyone can start at the true starting line because each runner have more than one lap to run and enough time to solidify their place in the race. It is not at first, fast straight out so they are able to start off very close to one another, mostly shoulder to shoulder. But, when track runners prepare to run short distance races (400m, 200m, 100m, etc.) notice the difference in where each runner starts and how many less is in each race. Typically during short distance races the runners start at different starting line; the track is numbered 1-6 and each number a few feet in front of one another. This is so that each runner has equal space based on where they begin, so that the all have an equal opportunity to win 1<sup>st</sup> place in the race.

I am using this as an example as how standardized testing should be but is not. If lawmakers agree that standardized testing has to happen, then it should be disseminated fair and equally as if all school districts are running an equal race, and to date, we know that this is not happening. You can give the same test, to the same high school year after year; the administrators and educators can teach to the test until they are blue in the face; but if the majority of the students are not provided the same resources in both the best ranked school district and the worst in Pennsylvania, their will be a continuous widening in education disparity.