

Mireille Ellsworth, English Teacher, Waiakea High School, Hilo, Hawaii District

Submitted on March 14, 2016 at 7:00 am

Testimony for BOTH the **Human Resources Committee meeting at 10:30 am**, March 15, 2016
AND the General **Business Meeting at 5:00 pm**, March 15, 2016

Agenda Item: New metric for Department of Education's Scorecard (measuring progress against the desired outcomes of the Board of Education and Department of Education's Joint Strategic Plan) for Goal 2 (Staff Success)

Position: Comment

Aloha Chairman Mizumoto and Board members,

My name is Mireille Ellsworth, an English teacher for the past 12 years at Waiakea High School in Hilo on the Big Island. I have submitted written testimony that provides specific links to the studies I will reference, and I urge you to look into these documents before final decisions have been made to revisit the Strategic Plan. This testimony speaks to Goal 2B, Strategies for Staff Success.

We are at the brink of a wonderful opportunity with changes to the federal law, the Every Student Succeeds Act, to do better for our students by paying attention to the research and at the same time take into consideration our unique challenges here in Hawai'i.

I have to say, I adore my principal, Kelcy Koga. He has always promoted life long learning and research-based teaching practices at our school, and I have taken this to heart. As a professional, I do my very best to stay at the cutting edge of issues in education, and through my research, I have found that using the Student Growth Model as 50% of teachers' evaluation is not only invalid and unreliable, but it is contributing to the chronic teacher shortage in Hawai'i by overtaxing teachers with time-consuming and often meaningless data-collection. It is demeaning to our very best educators and making them either retire earlier than they had planned, to leave the state, or just to leave the teaching profession altogether.

Board Policy 2055 included a mandate to use standardized tests in teacher evaluations in order to win the Race to the Top grant, but those days are over. With ESSA, we as a state have the freedom to stop this practice and put in place ways to nurture our teacher workforce and encourage collaboration. For the last two years, my professional development from the department has primarily focused on two things: how to complete the non-research-based demands of the EES and how to use technology in the classroom (and I only have two computers in my classroom, so I don't see how that training can help me).

If teachers are deemed unsatisfactory under the EES, what is our alternative? Fire that teacher and replace him or her with a full-time substitute or emergency hire who is not even going to be evaluated at all? It's not like we have a waiting list of people clamoring for teaching jobs in Hawai'i. We have a SHORTAGE!

Research backs up what I'm saying:

RESEARCH & WEBSITE LINKS	WHAT IT TELLS US
<p>"Problems with the Use of Student Test Scores to Evaluate Teachers" August 27, 2010</p> <p>written by 10 top-notch education experts including Linda Darling-Hammond and Diane Ravitch</p> <p>Link:</p> <p>www.epi.org/publication/bp278</p>	<p>Teacher evaluation ratings using VAM:</p> <ul style="list-style-type: none"> • show inconsistency from year-to-year for same teacher • can easily identify average or lower quality teachers as effective • do not account for class size nor presence of an EA or co-teacher • do not provide incentives for better teaching • contribute to teacher attrition and demoralization • prevent people from entering the teaching profession • emphasize quantitative measures instead of qualitative measures (which are used in most other industries, especially for professionals) • must consider the quality of the tests themselves*
<p>"Statisticians slam popular teacher evaluation method"</p> <p><i>Washington Post</i> April 13, 2014</p> <p>Link:</p> <p>http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/04/13/statisticians-slam-popular-teacher-evaluation-method/</p>	<ul style="list-style-type: none"> • there are statistical problems with VAM's reliability and validity according to the American Statistical Association, the largest organization in the United States representing statisticians and related professionals • ratings are being attributed to individual teachers who have not necessarily taught students tested on skills outside of their subject areas • VAM can only indicate correlation, not causation
<p>"Use and Validity of Test-Based Teacher Evaluations"</p> <p>put out by the National Education Policy Center, June 2012</p> <p>Link:</p> <p>http://nepc.colorado.edu/publication/analysis-la-times-2011</p>	<ul style="list-style-type: none"> • concerns with factors out of a teacher's control • notes disparity between teaching assignments** • "may reflect (and perhaps encourage) teaching to the test rather than high-quality, comprehensive instruction" • tests only assess a fraction of the content taught • major year-to-year fluctuations in the same teacher's ratings • same teacher's ratings change significantly when teacher moves from one school to another

	<ul style="list-style-type: none"> • strong evidence that students are not randomly assigned in schools *** • teacher evaluation ratings using student test scores therefore are not reliable for comparison or prediction of teacher performance
<p>Review of the literature on Student Learning Objectives commissioned by the U.S. Department of Education released in Sept. 2013</p> <p>By Brian Gill, Julie Bruch, and Kevin Booker of Mathematica Policy</p> <p>(National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences and REL Mid-Atlantic, Regional Educational Laboratory and ICF International also put their names on this report)</p> <p>Link: http://files.eric.ed.gov/fulltext/ED544205.pdf</p>	<p>On VAM (or what Hawaii calls SGP):</p> <ul style="list-style-type: none"> • pg. i "Little is known about growth/value-added models based on locally-developed, curriculum-based assessments" • pg. ii "More research is needed to inform the decisions of states and districts as they expand growth models to teachers" <p>On SLOs:</p> <ul style="list-style-type: none"> • "no studies have looked at SLO reliability...More research is needed as states roll out SLOs as teacher evaluation measures...Until some of the research gaps are filled, districts that intend to use SLOs may want to roll them out for instructional planning before using them in high-stakes teacher evaluations...SLOs are difficult to make valid and reliable."

* The Smarter Balanced Test is brand new and was never field-tested to assure validity and reliability. Throughout the country, people have reported errors on these tests as well as shown how the Smarter Balanced test is not developmentally appropriate, especially for younger students.

** When one considers how test scores in high school are counted for teachers of all subject areas and are merely based on one grade level's scores. Many teachers are being held accountable for the scores of students they have never taught.

*** This is particularly true for special education teachers and teachers of honors and Advanced Placement Tests.

I urge the board to follow my principal's advice. Make decisions for our students taking into consideration the educational research available. Let's seize this opportunity to work together not to chase teachers away from the profession but to embrace what we know -- Students are MORE than a score! Teachers are teaching WAY more than reading, writing, and math. Even our superintendent recognizes successes in our schools that are not dependent on succeeding on a test, like the fabulous arts program in that elementary school she mentioned last meeting and how at my school, Waiakea High students win international robotics competitions in Japan against college engineering students. Let's stop demeaning teachers and start developing the precious adults who are willing to work with

our students despite the scant resources. You can't expect improvement by merely continuing to measure and collect data. We can do better.

Thank you,

Mireille Ellsworth

Hawaii State Board of Education
General Business Meeting
Strategic Plan
Oppose

March 15, 2016

Chair Mizumoto and Board members,

My name is Amy Perruso, and I would like to share my thoughts on the Strategic Plan as a parent, a political scientist, and as veteran public school teacher. I am very excited about the possibilities opened up by ESSA, and wanted to focus my comments on the opportunities for substantive improvement of current state policy provided by this federal law.

I think that the possibilities created by ESSA, taken together with a stated intention to "move forward" using "lessons learned," require a dynamic and democratic process of policy review. As a political scientist, I know that if you want to really explore "lessons learned" in any public policy cycle, you need to be very thoughtful about process. It might not be the best approach to ask the architects of the policy, such as the P-20 group, to act as the main advisory group. Also, it is actually worrisome that 'philanthropic' organizations like the Castle Foundation, would be included in this 'review and extension' process - such organizations already have a vested interest in the continuation of the status due to previous 'strategic investment' in current policy. We don't want to waste time, energy and public resources on an insular, rigid and narrow process of public policy review, with a clearly predetermined outcome of simple "review and extension" foreclosing any real opportunity for substantive improvement.

That this path is being recommended is not surprising. Honest reflection is difficult. And toxic testing is so institutionalized as part of the 'accountability regime' that it's hard for educators and those who make education policy to see alternatives. I would humbly suggest the DOE's approach to revising the Strategic Plan seems to be seriously disconnected from the clear failure of No Child Left Untested, failure that has led to these changes in federal law.

The teachers who will testify today are all current and veteran classroom teachers, reading ESSA with an eye to authentic student learning, with a finely tuned sense of what student learning looks like, sounds like and feels like. From our perspective, ESSA does create the possibility for substantial and dramatic change, including a reduction in time spent on testing, the ability for teachers to use our professional judgment and expertise to determine what skills our students need to focus on, and to develop authentic assessments methods that meet the needs of our students in Hawaii nei.

ESSA can be a game-changer, especially if educators are involved and engaged in the process now to make sure new standards and assessments are developed with our input and expertise. As an association of trained, professional educators grounded in our classroom experience, we would like to collaborate and partner, with you, the Board of Education, state legislators, parents, our superintendent and complex area superintendents, to make sure this is a thorough and useful review of the DOE's Strategic Plan, and that, ultimately, all of our young people have access to the exciting learning experiences that they deserve.

Sincerely,

Amy Perruso, Ph.D.
NBCT Social Studies
Mililani High School



Lisa Morrison <lamorrison17@gmail.com>

03/14/2016 12:55 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony for March 15, 2016,
General Business meeting

Aloha,

My name is Lisa Morrison and I teach 8th grade at Maui Waena Intermediate School, on Maui. Thank you for the opportunity to provide comment on the agenda item: Update on review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan. I have reviewed the "revision and extension" presentation made by Asst. Superintendent Tammi Oyadomari-Chun at the last Board meeting, as well as the current Strategic Plan. From my perspective in the classroom, working with students, as well as from the standpoint of witnessing the work of my colleagues and dynamic of our school, I respectfully request a more critical review of the Strategic Plan than is currently being suggested.

First, I was surprised to find that the Strategic Plan hasn't been updated since 2012, and the copy of the plan available from the DOE indicates many data points awaiting baseline measurements from SY 2012-13 (those are visible on many charts throughout the document). Apparently, those were never updated for inclusion in the Strategic Plan that is available to the public. Those may have been updated and circulated among the BOE and DOE, but I urge you to also include those for public review as you seek feedback and input on revision from various stakeholders.

Among the data that is available in the Strategic Plan, an extensive revision of the attainment goals needs to be completed. The data needs to include accurate numbers for years 2013-15, and reasonably, most of the targets in place will have to be adjusted down. The numbers in place are aspirational at best, and in some cases should be more accurately described as unrealistic. The reason I stress this point is that there is very little time to gather input for the plan revision, and stakeholder groups should have at their disposal the proper information to provide feedback. The data needs to be updated and presented to all.

Perhaps because of its outdatedness, the current Strategic Plan seems not to take into account the deleterious effects of SBA and EES implementation that should have been foreseen. These elements are missing from the plan, and while they could and should be eliminated, their effects need to be addressed if an updated plan is to provide any meaningful guidance for Hawai'i educators. Reports from other states about student achievement scores that halved during the switch from state-made to consortium-made tests have rung true here in Hawai'i, with the implementation of SBA. Yet schools and teachers continue to be told that it is their fault and they must produce better results, as if something they have control over caused the drop in scores. Fortunately, the new federal law, ESSA, provides an opportunity to eliminate the punishment and explore options for authentic, state-based assessment.

On the topic of EES, one of the charts for 2a Targets, Effective Teaching, indicates that for last school year, the first year of full EES implementation, the goal for the percentage of teachers being rated "highly effective" was 75% (and it increases by 5% for each year after). Knowing what we now know about how EES is structured, it's clear that the goal is impossible. The actual number of teachers rated highly effective for that year was significantly lower. Furthermore, the state will never reach the 75% goal (let alone surpass it) if punitive test-score-based teacher ratings and high teacher turnover rates continue.

Lastly, I'd like to urge that the final list of questions for Stakeholder Engagement & Input include opportunities for critical feedback. The sample questions set forth in the "revision and extension" presentation focus on identifying what is working and what people like. These are not the queries that will elicit change. You have to ask what isn't working, what needs to be done differently, and what isn't happening that should be. We don't have to "stay the course" when we've been given the opportunity through ESSA to make substantial change for the better. If you are going to spend the money to revise the Strategic Plan, make it worth it.

Thank you for your time and consideration in reading my testimony.

Sincerely,

Lisa Morrison

Teacher

Maui Waena Intermediate School

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Andrew Jones <jonesbaron23@yahoo.com>
03/14/2016 02:09 PM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>
cc
Subject Testimony from Andy Jones on the
Educator Effectiveness System

Andy Jones
Radford High School
General Business Meeting, Tuesday, 3-15-2016
Re: Agenda Item VI.B. Review and Extension of Strategic Plan
Aloha, members of the Board of Education.

I'm writing to you on the topic of teacher evaluations, which pertains to Goal 2A and 2B of the Strategic Plan. A resolution has just been introduced that essentially would place the Educator Effectiveness System (or EES) in abeyance. I'm here to encourage you to support this resolution.

I'll begin by quoting from the first paragraph of the Teacher and Principal Performance Evaluation Policy 2055, the second sentence of which reads, "The most critical factor in a student's success is an effective teacher." I doubt that any teachers would disagree with the observation that effective teachers are critical to student success, despite the fact that, contrary to the policy wording, educational research has demonstrated that parents rather than teachers are the most critical factor. Two sentences later, the policy argues that "[t]o invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance."

The apodeictic wording of the policy (and by "apodeictic" I'm referring to the use of the word "must") forbids but at the same time begs me to ask two questions: First, is a teacher evaluation mechanism really necessary to effective teaching and effective school systems as it ostensibly is in other areas of human and professional endeavor? Second, does the system currently in place in Hawaii provide accurate information on teacher performance?

The first question I'm really not sure about. In the world's top-performing school system, namely Finland, there are no teacher evaluations. Rather, teachers are selected from the academic top as opposed to the academic middle here in the U.S. Teacher training and induction is highly rigorous, and no teacher enters a classroom prior to at least six years of university education, including a Masters degree. From thereon teachers are trusted. So this all hangs together with the question of teacher Recruitment and Retention. The mere fact of a formalized teacher evaluation system suggests that we do not need to recruit the brightest and most promising teacher candidates, as they do in most Asian and European countries, and that instead we can recruit whomever, shuffle them through a minimal and perfunctory certification program, and micromanage their teacher activities ad infinitum thereafter.

I'm not suggesting that teacher evaluation systems are entirely out of the question in our current educational climate. But the example of Finland and I'm sure other high-performing countries should at least lead us to reconsider the value and worth of this particular approach to encouraging and developing teacher quality.

The second question, in contrast to the first, leaves me with no doubts. This year – a year in which, like the majority of Hawaii teachers, I am temporarily off the hook from the EES drudgery - I am having the best and most effective school-year I've had in quite some time; indeed, my administrators have acknowledged my hard work in the classroom by bestowing on me the Radford OC16 Outstanding Educator award for this school year. I am far more effective this year than I was in the previous two school years, during which I was forced essentially to suspend my earnest transition from 20th-century to 21st-century Language Arts practice and methodology so as to deal with the mountain of paperwork associated with EES. During the 2014-15 school year I received a Highly Effective rating. To be honest, however, looking back on it, it is hard to see how the system demonstrated that I was highly effective at anything besides dutifully complying with bureaucratic mandates that were incredibly time-consuming and simply got in the way of my progress as a classroom teacher, not to mention causing me to use up nearly all of my 18 personal and sick days in order to complete all of the work, as well as more holidays, Saturdays and Sundays than I would care to count.

The OECD reports tell us that American teachers were among the most overworked teachers in the world even prior to the new generation of misguided and demoralizing teacher evaluation systems.[*] There is simply not enough time in the day to adequately complete our basic professional duties associated with classroom teaching *and* the various components of EES, regardless of their relative worth and merit. I would strongly urge the Board to take EES off of our plates until a reasonable and worthwhile evaluation system has been developed.

Sincerely,
Andy Jones
Radford High School Teacher

[*] See *Education at a Glance 2014: OECD Indicators*, Table D4.2. "Number of teaching hours per year." Of the 36 nations studied in the report, the United States was second only to Chile in the number of teaching hours per year. American high school teachers taught 1,076 hours per year in 2012, in contrast to the OECD average of 655 and 547 of top-performing Finland.

<http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>

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Kellee Kelly <kellyk79@me.com>

03/14/2016 02:25 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Kellee Kelly Testimony for BOE
meeting 3/15 Item IV B

Kellee Kelly Testimony for BOE meeting 3/15 Item IV B Update on review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Hello my name is Kellee Kelly. I teach third grade special education in an inclusion classroom on the island of Hawaii. I'd like to share a story.

Last week I created a lesson in which students would mimic Piet Mondrian's work. He was known for his interpretations of realism art into its simplest form. I started with having students sit outside to observe and draw trees. We took the tree drawings and then discussed with each other how to break down these drawings into their most simplest form using shape. The students then went on to drawing their trees in simplest form. The last step is to paint the shapes in primary colors. However, I ran into a problem. We had no paint. As a matter of fact, after asking around, my whole third grade level had no paint. Well, there was one teacher who said she could dig through some old boxes but it would be old paint if any at all. Why does third grade have no paint?

The answer is, because it's not on the test. We only have a 45 minute block one time a week for art. Students who are well below grade level are pulled out to receive additional reading instruction. No time for paint, it's not on the test. We are required to do 90 minutes of reading and 60 minutes of math a day why? It's on the test. All of our CFA questions are aligned to the language that is used in the test. We are mandated to use a scripted curriculum that aligns to the test. We must administer the Evaluate assessment every Friday because it mirrors the format of the test. We must condense math lessons so that our curriculum can be completed by the time we take the test. We need to do three weeks of test preparation in February to get them ready for the test. We must be observed on a monthly basis regardless of EES standing to ensure we are following all these requirements so that our school will do well on the test. Then finally in May we will spend another 3 weeks taking the actual test.

I have heard before that the test was never meant to hold so much weight or that we were never meant to teach to the test, but I am here today to tell you, in practice, the test is EVERYTHING. Just because "teachers should not be teaching to the test" is said out loud, it doesn't make it true.

So here sits a missed opportunity where students were asked to engage in planning, spatial sense, proportion, patterning, reducing, lines, part to whole, geometry, creativity, art history, and social interaction during a once a week 45 minute art block, because we have no paint. And what I really should have been doing anyway was having students practice writing conclusions because 90 minutes just isn't enough to get the kids where they need to be in time for the test.

**Thank You,
Kellee Kelly**

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Debbie Anderson/WAIAKEA/HIDOE

03/14/2016 02:46 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject "Testimony" for 15 March 2016
Tuesday

Aloha,

Am submitting for Tuesday BOE meeting(s), 2 pages double-sided attachment:



HumanResources15Mar16.docx

Deborah V. Anderson, NBCT Library Media Specialist Waiakea Intermediate School Meeting (Human Resources, and General Business Meeting (full Board));

Agenda items: **A.** Presentation on new metric for Department of Education's Scorecard (measuring progress against the desired outcomes of the Board of Education and Department of Education's Joint Strategic Plan) for Goal 2 (Staff Success) **new (03/11/16)**

A. Human Resources Committee Report: (1) Presentation on new metric for Department of Education's Scorecard (measuring progress against the desired outcomes of the Board of Education and Department of Education's Joint Strategic Plan) for Goal 2 (Staff Success); (2) Update on status of Department of Education employees on Department Directed Leave ("DDL") or Leave Pending Investigation ("LPI"), including status of Committee request for information relating to DDL and LPI; (3) Committee Action on Department of Education investigations (DDL and LPI): procedures, deadlines, and timelines for investigations; (4) Committee Action on declaration of annual reduction in force ("RIF") for classified employees to initiate collectively bargained placement rights for employees displaced due to changes in staffing needs

B. Update on review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan **new (03/10/16)**

Position (oppose Extension without changes).

Thanks!

Monday, March 14, 2016

Aloha Chairman Mizumoto and Board members,

The Every Student Succeeds Act (ESSA) ensures that decision-making at the federal, state, and local levels teachers' includes teacher voices. I'm Debbie Anderson, NBCT, a 25-year veteran of the DOE on two islands. Thank you for reading this and listening to us.

Our Joint BOE/DOE Strategic Goal 2B is Staff Success. The purpose of evaluation of human resources is improvement. In light of ESSA, as we re-authorize the Strategic Plan we can use models which are **Effective**, had **Potential**, and consider some significant Changes needed in BOE Policy 2055 and our Educator Evaluation System (EES) (See *headings*).

EFFECTIVE:

With over 200 studies verifying its effectiveness, the National Board for Professional Teaching Standards (NBPTS.org) is our grassroots definition of Accomplished Teaching. We propose that a key teacher group to involve in ESSA implementation would be HSTA NBCTs, particularly relating their forte of Teacher Leadership development. The distinction we'd like to promote is that ANY & EVERY teacher can become Accomplished, which meets the concern of Equity promoted by Finland and the Education Institute of Hawaii (EIH), while membership is exclusive in groups selected from outside criteria.

POTENTIAL:

Sometimes even the best laid plans for education workforce capacity building go awry, by becoming too cumbersome to sustain. Kamehameha Schools implemented an evaluation system based primarily on Charlotte Danielson's Framework between a 2009-2010 Pilot and a 2010-2014 Field Test. The underlying objective of Ka Pi'ina was to "provide a structure that enables Kamehameha Schools to better recruit, retain and reward our Education workforce. According to Danielson, a framework for teaching is useful not only to practicing educators but also to the larger community, because it conveys that educators, like other professionals, are members of a professional community. A framework also promotes excellence and can serve as a structure for educators to discuss, practice and reflect on effective practices." For Ka Pi'ina, teachers developed an ePortfolio using Blackboard (<http://bb.ksbe.edu>) as a repository to store ...bodies of evidence and other supporting documents and files. Their rubrics were "dynamic and should always reflect our best thinking around practice and align with research (See the attached page listing Danielson Framework Implementation Forms)." Nevertheless, Ka Pi'ina sunsetted as a project. Selected work will continue such as Performance Management Evaluation Process.

TEACHER AND PRINCIPAL PERFORMANCE EVALUATION POLICY 2055

Board of Education Policy 2055 bases 50% percent of their personnel evaluation rating on "performance" measures which are outside of personnel control and statistically invalid, which was based on NCLB "requirements" to garner a Race To The Top grant. Under ESSA, these clauses are mandated federally no longer!

Educator Evaluation System (EES) improvements needed

Design flaws in the Educator Evaluation System Rating Calculations for Observations and the Working Portfolio (EES Manual, 19 & 23) "The level of performance assigned by an evaluator on the rubric is quantified using the following ratings... The final WP rating is a number from 0 to 4 that is produced by averaging the scores from all five-component ratings:"



The DOE's modified Danielson scale is indefensible as it stands currently in 2 portions (Observations and the Working Portfolio). The EES includes but is NOT limited to four ratings and only whole numbers, which provide little formative assessment *for learning*. Why only whole numbers? Does growth show only in chunks?

Transferring the whole number scale to a usual % scale, only 4 choices are possible: 0, 40-60%, 60-80%, 80-100%. Why are principals' hands tied? How can our BOE wonder that most teachers are rated in the 60-100%? Would this satisfy parents for their children?

What is the problem with this EES math? A range of 0 2 3 4 is actually 5 placeholders. A scale of 0, 2-4 is not a four-point range, it includes only 4/5 points. We're told what the other ratings mean, with 4 an idealized height of Distinguished.

What is the effect of the 0 signifier for Incomplete? A baseline of 0 could mean either dead on arrival (DOA) or missing in action (MIA), by virtue of "failure to complete (EES p. 24)," aka punishment theory (Reeves, p. 324) Grading with a 0 is referred to elsewhere as "tyranny," because of its devastating effect on an average. Philosophical proposals include a 'No-Zero Policy.' Why is 0 a mathematical option, with no 1 to guide toward improvement?

To empower constructive conversations, we need changes toward formative assessment *for learning*! What's the hole? If the DOE wants a rating labeled Marginal, why isn't that in the missing 1 column? A baseline of 0 with no option of a 1 provides insufficient feedback. Greater formative feedback could add 1 point for Marginal between 2 for Basic and 0 for Unsatisfactory, similar to the SLO/SSIO's Ineffective: 1, (EES Manual, p. 30)

Flawed instruments can lead to consequences which are devastating. Let's extrapolate a couple of examples: Why does Basic exist? [Danielson's rubric modeled from bottom to top: Unsatisfactory, Basic, Proficient, and Distinguished.] The teacher performing at the *basic* level "appears to understand the concepts underlying the component and **attempts** to implement its elements." Any teacher in a new/transfer position is expected to function in basic for at least 2-3 years, according to Danielson.

Teachers in Danielson's Basic category/ equivalent should receive salary increases they've earned and need, especially with few service years. Administration reserves the right to transfer teachers involuntarily; any teacher could be assigned so an expected rating would be Basic (relabelled Marginal in the overall Department of Education [DOE] rating). At my school, 14 teachers in Gr. 6 are moving positions next year. Denying these teachers a salary increase is unfair, as a remedy is time to adjust. With only the 3 & 4 "earning" pay increases, that leaves 60% of "spaces" not even allowing "Cost Of Living Adjustment (COLA)." How is this acceptable when we are facing educational underfunding which contributes to teacher shortages? To fulfill ESSA, we need to have discussions about this.

What circumstances would be considered "fair" analysis and providing sufficient feedback? If the EES scale is to INFORM improvement, it needs a re-design by fair psychometricians.

Thank you for your ongoing consideration that an "Extension" of current DOE Human Resource tools is not good enough.

Literature References (inc. discussion of a 'No-Zero Policy')

Danielson, C. (2007). *Enhancing Professional Practice: A framework for teaching*. Alexandria, VA: ASCD. <https://www.danielsongroup.org/charlotte-danielson/>

Kamehameha Schools. (2014). Danielson Framework Implementation Forms. <https://apps.ksbe.edu/kapiina/forms/danielson-framework-implementation-forms>

McMillan, J. (1999) *Devastating Effect of Zeros on Grades: What Can Be Done? ED428136.pdf*. A zero could bring down an average so far that recovery is not an option.

Naluai, N. (2014). Through the eyes of Librarians: Helping ourselves and others "see" what we do. *Knowledge Quest Inquiry* Volume 43, No. 2 November/December 2015, E 10 -14. The Nov/Dec 2014 issue of *Knowledge Quest* also featured three online exclusives, including: <http://www.ala.org/aasl/sites/ala.org.aasl/files/content/NovDec14OE3Naluai.pdf>.


National Education Association. (2015). [ESSATeacherEmpowerment120415.pdf](#)

Reeves, D. (2004). "The Case Against the Zero," *Phi Delta Kappan*, Vol. 86, No. 4, December 2004, pp. 324-325.


Ø Grading Practices. <http://www.slideshare.net/klafrancis/the-power-of-zero>.

Wormeli, R. (2006). *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*. Portland, ME: Stenhouse. p. 138-139.

Danielson Framework Implementation Forms

 [Form A - Teacher Preparation Audit](#)


FormA-TeacherPreparationAudit.doc 56.5 KB

 [Form B - Clinical Observation Notes](#)


FormB-ClinicalObservationNotes.doc 44.5 KB

 [Form B3 - Feedback Guide for the Unit Plan](#)


FormB3-FeedbackGuidefortheUnitPlan.doc 53.5 KB

 [Form B4 - Feedback Guide for the Activity or Assignment](#)


FormB4-FeedbackGuidefortheActivityorAssignment.doc 50 KB

 [Form B5 - Feedback Guide for Communicating with Families](#)


FormB5-FeedbackGuideforCommunicatingwithFamilies.doc 50 KB


 [Form B6 - Feedback Guide for Instructional and Non-Instructional Records](#)

FormB6-FeedbackGuideforInstructionalandNoninstructionalRecords.doc 46 KB


 [Form C\(a\) - Teaching Interview \(Annotated\)](#)

FormC(a)-TeachingInterview(Annotated).doc 34 KB

 [Form C - Teaching Interview](#) FormC-TeachingInterview.doc 31 KB

 [Form D - Teacher Lesson Reflection](#)


FormD-TeacherLessonReflection.doc 109 KB

 [Form E - Informal Classroom Observations](#)


FormE-InformalClassroomObservations.doc 99 KB

 [Form F - Formal Classroom Observations](#)


FormF-FormalClassroomObservations.doc 34 KB

 [Form G - Formal Observation Summary](#)


FormG-FormalObservationSummary.doc 131 KB

 [Form H - Evidence for Domain 4](#)


FormH-EvidenceforDomain4.doc 76.5 KB

 [Form I - Self-Assessment of Practice](#)


FormI-Self-AssessmentofPractice.doc 148 KB

 [Form J - Individual Professional Development Plan](#)


FormJ-IndividualProfessionalDevelopmentPlan.doc 45.5 KB

 [Form K - Individual Professional Development Log of Activities](#)


FormK-IndividualProfessionalDevelopmentLogofActivities.doc 49.5 KB


 [Form L - Reflection on the Individual Professional Development](#)

FormL-ReflectionontheIndividualProfessionalDevelopment.doc 43 KB

 [Form M - Artifacts Cover Sheet v4](#)

FormM-Artifacts Cover Sheet v4.pdf 481.24 KB

 [Form N - Annual Evaluation 1](#) FormN-AnnualEvaluation1.doc 30.5 KB

 Form O - Annual Evaluation 2 FormO-AnnualEvaluation2.doc 48.5 KB

Testimony concerning Standardized Testing
Chaleia Tamashiro
Mililani High School Student

To whom it may concern,

Standardized testing limits the capability of high school students to learn and reach their capacity in the state of Hawaii. The emphasis was adopted by the Hawaii Department of Education to be in compliance the “No Child Left Behind” Act of 2002. It was hypothesized that standardized testing would benefit students in a variety of subjects. I believe that the statement is false and that the accomplishments of an individual are decided by that individual. Testing is not a reliable source evaluating student understanding in any particular subject. Every student has different interests and depending on the level of their appeal to that subject will dictate what they choose to pursue as a career. As a student of Mililani High School, I strongly disagree with the proposal of standardized testing in the state of Hawaii. There are students who are able to do their assignments and fully understand them, but struggle with taking tests. There are many reasons that explain why standardized testing will not improve the education system. There are many situations where the teacher is unqualified and their teaching skills either are too advanced for their grade level or they lack the ability to cultivate interest in that topic. In opposition to that statement, teachers who use advanced methods to teach their students will prepare them for college. I propose that the DOE should not invest in testing, but invest in making their students feel safe and comfortable in school. We should invest in positive discipline and ensuring that bullying among the students is handled by the administration. In my opinion, people making policies about public education should consider spending time in a classroom before making any decision on how to improve the education system. Discussing ideas with the public will give them a first hand look on how to handle the situation. I hope you take my suggestions in consideration and thank you for your time.

Mahalo,
Chaleia Tamashiro

Honorable Chair Kidani and committee members,

I, Cody Villegas support the reduction of standardized testing in schools, because I and a great number of my peers believe that the way we are being taught is geared too much to the tests. And are not learning enough information that we will need to know when we enter the "real world."

According to the SOKD (Schools Our Keki Deserve) report "Since No Child Left Behind (NCLB) was enacted in 2001, Hawai'i schools have gradually been forced to shift their focus from teaching to preparation for testing. Although it may not have been the intention, teachers have spent more and more class time preparing their students for tests, and much less time engaging in rich and meaningful instruction that does not pertain directly to the narrow goal of achieving a desired test score." What I see in this statement, is what I am arguing for in the first place; that the curriculum being taught to our keiki and us which is geared too much towards the testing which the schools receive profits from. Standardized testing takes too much time out of the day, time that could be better spent on learning information that could help students in preparation for college, and life after college such as career pathways that would help them. Much of the content we are learning currently in many of our classes is taught "to the test" and we do not learn enough meaningful information. When teachers are held accountable by the standardized testing results of their students, they feel pressured into teaching to the test, and this is what the students are afraid of. That the teachers will only teach to the test, and not spend time on what the students are passionate about, or on what is needed for them to know when they move on to a higher education.

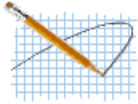
What we are learning in school is geared too much toward the standardized tests, and this cannot continue anymore. With the education that the younger generation are receiving, Hawaii's next generation of adults will be ones with no proper education from their grade school, high school, and won't be able to understand new standards that are being taught to their children because they were not educated well enough. If we are the leaders of tomorrow, we deserve to be properly taught in order to be what we are intended to be.

Sincerely,
Cody Villegas

My name is Tyler Villegas, and I am a Senior at Mililani High School. For the past six years, my education has been radically restricted and hindered due to the national Common Core standards that our state adopted in June of 2010. Although these standards do not directly determine the curriculum that our teachers follow each year, they implicitly require our teachers to reform and direct their curriculum in order to meet the expectations set forth by Common Core. This forces my teachers to provide a strictly regulated education with little freedom of expression and interpretation. I am required to think as Common Core directs me. I am expected to analyze and interpret text as the Common Core defines. If I step out of these boundaries, my performance is labeled inadequate by Common Core.

The entity of Common Core itself has not solely impacted my education. Here in Hawaii, the Smarter Balanced Assessment Consortium, or the SBAC, is the national standardized test that we use to measure student success in the classroom. Preparation for this test invades our instructional hours, utilizing valuable class time for students. Now, I recognize the value of testing in determining the effectiveness of our teachers and institutions. However, I have witnessed firsthand the mental anxiety and anguish that these high stakes tests inflict on students. They have had to sacrifice their physical health and emotional stability to meet the poorly designed standards that are imposed on our students, standards meant to merely measure our achievement.

And with that, I implore you all to allow teachers, the stakeholders in our educational institutions, the opportunity to develop their own curriculums that are not limited by an ill-developed national standard. Dissolve and reform the high stakes testing system in our schools, because they cause more harm to us than good. Take advantage of the ESSA's opportunity for educational reform that we have in front of us. Invest deeply and meaningfully into our country's future.



Yumena Kawasaki <ykawasaki19@gmail.com>

03/15/2016 09:53 AM

To boe_hawaii@notes.k12.hi.us

cc Amy Perruso

<amyathomas@hotmail.com>

Subject public testimony for BOE

Public Testimony for the BOE and ESSA

As a senior now, I have been able to reflect on the past twelve years of my public education curriculum and the ways it could have been improved. Beginning middle school, I have noticed a lack of proper learning and enthusiasm in teachers and the lesson plan. Many of my teachers in high school did not seem to care if the students truly learned or not. I could tell because the work we did in class was mostly busy work and teaching to the test where the emphasis was placed on the numbers and scores. The busy work we did did not teach us to learn and it did not stimulate our senses. This has become a further problem along with the advancement of technology where most of our facts and learning can be done easily without a thought. Because of this, students including me, have decreased the amount of thinking and problem solving in our brains. Everybody is on their phones and refusing to have a human connection and our classes only reinforce this habit: they are lacking in connection and depth.

The classes I have truly enjoy and learn in are the ones where the teachers dedicated much of their time and have passion in their teaching. My AP biology teacher sophomore year would get to school at five am to set up our labs; these labs enhanced her richly detailed lesson plan that always kept us thinking. She had an infectious passion for teaching and biology that made the students know that she cared about us and how much we learned. Although she taught to the test, she reminded us that the score does not matter in the end but what matters is the amount that we have learned. Another excellent teacher I had was my AP psychology teacher who thought of creative activities that made us use all our senses. She taught us that it was okay to make mistakes and never doubted our abilities to learn and she adjusted to each student's learning style to make it easier for anyone to learn.

This act would extend this safe and engaging learning environment for more classes. A student would be able to have an intrinsic motivation to learn and they can understand the value of a good education. I wish that I could have experienced these benefits while I was still in school but I have been able to realize what difference this could have. Instead of letting lazy dependent students take over our society, let us help to make a better world by changing the value of our education. Thank you for your time.

-Yumena Kawasaki
Mililani High School
Class of 2016

**

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**

Hello! My name is Eileen Roco, a senior from Mililani High School. I am writing to express my support of ESSA.

You may remember my in-person testimony in support of the Schools Our Keiki Deserve Bill (SB2586) (I was the tiny asian girl) and I testified about my experience with tutoring students that are under pressure from standardized testing. Thank you for listening! Honestly, honestly—the time the you have invested in considering these issues means so much to me as a student.

However, I'd like to clarify more of my opinions. I, as a student that has experienced a variety of compulsory education settings—homeschool, online school, private school, public school—*completely advocate student assessment*. Educators need standards to hold curriculum towards, students need set educational goals to achieve, and overall I understand the state itself needs to have some formal assessment to illustrate how successful our keiki are. When I speak against standardized testing, I am not speaking against evaluation, assessment, or student-produced results. Absolutely not. I believe they are vital in determining how our keiki are doing in schools, based on the core subjects.

I just believe that there is a better way to evaluate students, instead of standardized tests that we've been using for decades. Literally, decades. Bubble fill-ins. For decades? Oh my goodness. These are the same standards, bubble-fill ins, test themes and strategies used by a bygone era, when technology was dismal, children were sheltered, and teachers had little to innovate with, only stuck to traditional printed materials.

Our students nowadays are so innovative, productive and creative that not nearly all of their potential can be encapsulated by a single printed circle, filled by stained lead in a cold test room. To have their entire educational potential measured by this is nearly insulting. And to have their entire *school's effectiveness* measured by those inaccurate results nearly ridiculous. It may sound unbelievable, but trust me. I tutor K-12. Our generation filtering through will be one never seen before, if guided and encouraged correctly. Their potential is amazing. So should we still asses them, guide them, with standardized tests and benchmarks that are now steadily becoming more and more obtuse and ill-fitted?

The ESSA provides different options for evaluating our students, instead of old standardized testing. It introduces student-produced projects. Ideas crafted and implemented by the students, made by themselves, illustrating how their minds work, learn, and produce 'success'. And I know, concepts that ESSA is founded on— that standardized testing is not ineffective in assessment, that teachers are weary and exhausted by the system, that real 'learning' cannot always be expressed by a bubble-fill-in— may be hard to conceptualize.

So BOE, I urge, urge, urge you: Please, sit in on our classrooms. I promise you. You will see what actually 'learning' looks like; with students exploring their world and connecting themselves to it, and students learning from curriculum that teachers create to help them succeed. And even if you happen to walk away still disagreeing with ESSA, at least you will have more perspective on what our students are going through in their classrooms.

I am now a senior, leaving the realm of high school and I would love to see the future keiki— the keiki I tutor, the keiki I know have potential unimaginable— released from obtuse standardization that does their potential no justice, and for once assessed for the actual project, product, and success that they can produce themselves.

There is much work to be done to make this goal come true, and so I urge you to take the first step for all of us, and consider supporting ESSA with a compelling sincerity that parallels my own as I write these words.

Again, thank you, thank you!

- Eileen Roco

BOE March 15, 2016 Board Meeting**Student Testimony**

Jannah Kalai

Mililani High School Student Testimony

March 14, 2016

Chairperson Mizumoto and Board Members,

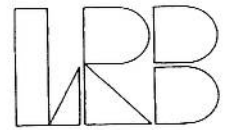
Some psychologists describe the relationship between a student and their teacher as simple; an arithmetic equation, even. A teacher in a federal job with a federal syllabus and engaging secondary education students equals success. But others highlight a more complex relationship, that one might have even with a close friend or guardian. Education must be nurtured to a student, stretched and formulated to fit the mindset of, for many teachers, over 100 students everyday. A cut-throat plan benefits the teacher, and forces the students to mold their habit to fit the lesson.

In many cases this is beneficial—the student matures, the teacher progresses faster and can meet more material and a quicker rate. But what happens when the progression of the teacher's lesson plan has an drawn-out, state or federal-dictated end. What happens when the state teaches the teachers what to teach?

Standardization of education and testing is not always a George Orwellian 1984 future. The root word itself emits a stigma of setting something to look up to, to reach towards, to strive to be. But working towards the standard itself, is more like an oxymoron. We limit ourselves in the process. I stand here not as one student, but as a student that represents thousands in Hawaii deliberating if they even have a higher future in education because of fears of the ACT, SAT, S-BACK and various other standard exams. These tests should be a standard, but a growing one, molded around a teacher's plan. The plan for his or her students—not the state.

Charlotte A. Carter-Yamauchi
Acting Director

Research (808) 587-0666
Revisor (808) 587-0670
Fax (808) 587-0681




LEGISLATIVE REFERENCE BUREAU
State of Hawaii
State Capitol, Room 446
415 S. Beretania Street
Honolulu, Hawaii 96813

February 12, 2016

MEMORANDUM

TO: Honorable Bob McDermott
Representative, 40th District

FROM: Devin Choy 
Research Attorney

SUBJECT: Current and Projected Student Enrollments of Campbell,
Kapolei, Maui, and Baldwin High Schools

You requested the current and projected student enrollments of James Campbell High School (Campbell), Kapolei High School (Kapolei), Maui High School (Maui), and Henry Perrine Baldwin High School (Baldwin).

We contacted Colleen Matsumoto, Information Specialist of the Department of Education Office of Strategy, Innovation and Performance, who provided us with the following student enrollment information.

The official student enrollments, taken on August 11, 2015, for the 2015-2016 school year, are as follows:

Campbell:	3,049
Kapolei:	2,038
Baldwin:	1,398
Maui:	1,906

During the 2014-2015 school year, the Department of Education made the following six-year projected student enrollments:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Campbell	3,086	3,184	3,294	3,365	3,451	3,545
Kapolei	2,063	2,127	2,202	2,250	2,306	2,373
Baldwin	1,408	1,411	1,435	1,405	1,416	1,400
Maui	1,849	1,861	1,901	1,728	1,606	1,448

Additionally, during the 2015-2016 school year, the Department of Education updated the projected student enrollments for the 2016-2017 school year as follows:

Campbell: 3,102
Kapolei: 2,018
Baldwin: 1,410
Maui: 1,957

Before May 2016, the Department of Education expects to update the six-year projected student enrollments (covering the 2016-2017 to 2021-2022 school years).

If you have any questions or require further assistance, please contact me by phone at 587-0666 or by email at d.choy@capitol.hawaii.gov.

APPROVED:



Charlotte A. Carter-Yamauchi
Acting Director

sli
Enc.

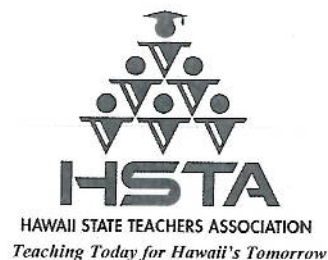
Where is new high school really needed?

Current and projected student enrollment (provided by the DOE)

	Leeward Oahu		Maui	
	Campbell	Kapolei	Baldwin	Maui
2015-2016	3,086	2,063	1,408	1,849
2020-2021	3,545	2,373	1,400	1,448
	New Students +769		New Students - 409	

Percent of capacity (provided by the DOE)

	Leeward Oahu		Maui	
	Campbell	Kapolei	Baldwin	Maui
2014-2015	151%	118%	88%	120%
2020-2021	177%	136%	83%	90%
Increase	+23%	+18%	-5%	-30%



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TESTIMONY BEFORE THE BOARD OF EDUCATION

TUESDAY, MARCH 15, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Board:

At the beginning of 2015, we had over 800 positions that were either unfilled or filled by emergency hires. Additionally we had over a hundred teachers who were teaching outside their area of expertise. In the 2010-11 school year, voluntary teacher separations was at 829, 2011-12, 934, and last year that number had increased to 1069. The numbers for emergency hires has gone down, but the reality is that we have so many vacancies, so many classes filled with emergency hires or subs, and so many classrooms being taught with teachers outside of their expertise is a problem. This is not a problem we should gloss over, but be public about it. That is the only way we can bring about change.

At the Human Resources Committee meeting this morning, the department was tasked to find a way to measure the quality and quantity of teachers coming into our schools. We need to begin data collection on a variety of teacher employment statistics. How many classrooms are being taught by substitutes over 3 weeks? How many applicants applied for each job opening at a school? Which schools have the most classrooms with emergency hires and substitutes? How are schools and districts being impacted by the amount of substitutes in our classrooms?

Right now the public may not be aware of the teacher crisis in our classrooms, because the assumption is if there is an adult at the front of the classroom, then that must be a qualified teacher. What if the law was that only qualified teachers were allowed to teach, and we had ten thousands of students not being taught every day, then the public may become aware of the problem facing Hawaii.

Table D4.2. Number of teaching hours per year (2000, 2005, 2010 and 2012)

Net statutory contact time in public institutions, by level of education

	Primary education				Lower secondary education				Upper secondary education			
	2000	2005	2010	2012	2000	2005	2010	2012	2000	2005	2010	2012
	(1)	(2)	(7)	(9)	(10)	(11)	(16)	(18)	(19)	(20)	(25)	(27)
OECD												
Australia	882	888	868	871	811	810	819	809	803	810	803	801
Austria	m	774	779	779	m	607	607	607	m	589	589	589
Belgium (Fl.)	767	761	761	748	682	690	675	652	638	645	630	609
Belgium (Fr.) ¹	804	722	732	721	728	724	671	661	668	664	610	601
Canada	m	m	799	802	m	m	740	747	m	m	744	751
Chile	m	1 128	1 105	1 103	m	1 128	1 105	1 103	m	1 128	1 105	1 103
Czech Republic	m	813	862	827	650	647	647	620	621	617	617	592
Denmark ²	640	640	650	659	640	640	650	659	m	m	377	369
England ²	m	m	684	680	m	m	703	692	m	m	703	692
Estonia	630	630	630	619	630	630	630	619	578	578	578	568
Finland	656	677	680	673	570	592	595	589	527	550	553	547
France	936	936	936	924	648	648	648	648	648	648	648	648
Germany	783	808	805	804	732	758	756	755	690	714	713	718
Greece	609	604	589	569	426	434	415	415	429	430	415	415
Hungary	583	583	604	604	555	555	604	604	555	555	604	604
Iceland	629	671	624	624	629	671	624	624	464	560	544	544
Ireland	915	915	915	915	735	735	735	735	735	735	735	735
Israel	731	731	820	838	579	579	598	629	524	524	521	558
Italy	744	739	770	752	608	605	630	616	608	605	630	616
Japan ²	635	578	707	731	557	505	602	602	478	429	500	510
Korea	865	883	807	694	570	621	627	568	530	605	616	549
Luxembourg	m	774	739	810	m	642	634	739	m	642	634	739
Mexico	800	800	800	800	1 182	1 047	1 047	1 047	m	848	843	838
Netherlands	930	930	930	930	867	750	750	750	867	750	750	750
New Zealand	m	m	930	935	m	m	845	848	m	m	760	760
Norway	713	741	741	741	633	656	654	663	505	524	523	523
Poland ²	m	m	644	633	m	m	572	561	m	m	571	558
Portugal	815	855	779	756	595	564	634	616	515	513	634	616
Scotland	950	893	855	855	893	893	855	855	893	893	855	855
Slovak Republic	m	m	841	819	m	m	652	635	m	m	624	607
Slovenia	m	627	627	627	m	627	627	627	m	570	570	570
Spain	880	880	880	880	564	713	713	713	548	693	693	693
Sweden	m	m	m	m	m	m	m	m	m	m	m	m
Switzerland	884	m	m	m	859	m	m	m	674	m	m	m
Turkey	639	639	621	720	a	a	a	504	504	567	551	567
United States ²	1 080	1 080	1 097	1 131	1 080	1 080	1 068	1 085	1 080	1 080	1 051	1 076
OECD average	780	783	783	782	697	698	701	694	628	659	656	655
OECD average for countries with 2000, 2005 and 2010 and 2012 data	776	774	775	773	690	689	694	689	626	639	642	639
EU21 average for countries with 2000, 2005 and 2010 and 2012 data	776	771	768	761	658	661	663	657	635	639	644	638
Partners												
Argentina ³	m	m	720	680	m	m	1 448	1 368	m	m	1 448	1 368
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	1 255	m	m	m	734	m	m	m	734
Latvia	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation ²	m	615	615	561	m	507	507	483	m	507	507	483
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Note: Years 2006, 2007, 2008, 2009 and 2011 (i.e. columns 3-6, 8, 12-15, 17, 21-24, 26) are available for consultation on line (see StatLink below).


1. Break in time series following methodological changes in 2006.

2. Actual teaching time.

3. Year of reference 2011 instead of 2012.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/888933120043>