

September 15, 2016

TO: Hawaii ESSA Task Force  
State of Hawaii, Board of Education  
State of Hawaii, Department of Education

FROM: H. Mitchell D'Olier

RE: A PATH FORWARD – US GUYS TOGETHER

The State of Hawaii, in an effort to design, reform and advance the current K-12 education system under the constructs of the new ESSA must, above all else, focus on students, and must be clear on what our schools must do to prepare these students to thrive in a rapidly changing world. While we live in a state rich with the traditions of aloha and 'ohana, too often in public discourse on education and reform, language quickly becomes divisive, wherein one side only seeks to create an "other" of their opponent, rather than seeking to understand, suspend preconceived notions and take steps forward together. If we are to ever embody the impeccable academic history of the Hawaiian people and these islands, we must do so as a united group, focused on the same goals, building on the strengths of everyone, rather than spending energy looking for a brown patch in our neighbors' yards.

With that in mind, let us be clear ... Hawaii, as judged by NAEP (the nation's report card), has shown itself as one of the most improved school systems in the United States, albeit from a low base. At the same time, however, Hawaii's education system is mired with challenges with which it must grapple in order to continue this growth. We must not let the latter allow our state to lose sight of the former. We must move forward by building upon what has been working previously and engaging in discourse, as we are doing now, about what elements should be changed, how they should be changed, and why the change is positive for students.

In such discussions, above all else, we must focus not on who is to blame but on how we can fix and improve things. Education is rife with buzzwords that pack a powerful punch in soundbite form, yet mean little to creating educational change where it matters most – in the classroom. Let us seek to be clearer than using broad words that seek only to villainize others, like the most recent suggestion of "school empowerment". Surely all members of the Board of Education and in the State Department of Education seek for students, parents, teachers, school leaders, and schools to be empowered. To suggest that the BOE or DOE is against such a notion is to accuse them of a desire to disempower or disenfranchise its very constituency, and those for whom they serve. This confusion of language creates an unnecessary binary that Only Hurts Kids. It distracts adults to get into silly feuds that do little to create the necessary unity we desire. Surely we can all agree that we all seek for everyone to feel empowered, yet we

may have differing perspectives on what that empowerment actually means. Thus, the use of unspecific verbiage that can lead more to blame than to solutions must stop.

The list below represents my understanding of what Hawaii has done and should do going forward under the powers granted by the Every Student Succeeds Act. I encourage and would embrace any discussion with any individual or group regarding my points here and only hope we can become a more united, clear, and growth-oriented state through this process.

1. The Every Student Succeeds Act (ESSA) requires significant amounts of testing and reporting, including the following:
  - a) Tests in 3<sup>rd</sup> through 8<sup>th</sup> grade and again in 11<sup>th</sup> grade to assess proficiency in math and English-language arts. Results must be broken out by student subgroups.
  - b) 4-year graduation rates; and
  - c) Identification of low performing schools and intervention.
2. The only national test data available for all states is the National Assessment of Educational Progress (NAEP). Reports by the U.S. Chamber of Commerce Foundation show that Hawaii had the second highest aggregate gains on the NAEP from 2005 to 2013 and a 2014 report gives Hawaii a grade of A for progress made since 2007.
3. The Strive HI data system created with local input under the State's ESSA waiver process includes multiple measures of school progress which are valuable –
  - a) HSA (now Smarter Balance) Reading, Math & Science test scores.
  - b) Chronic Absenteeism
  - c) 11th grade ACT- English Math, Science (to measure on track college preparedness)
  - d) HS Graduation Rates
  - e) College Enrollment
  - f) Achievement Gap.

We must be careful with how this rich, multiple measure data system is used to measure a school's success or lack thereof. The summative ranking system reported last year seems simplistic. I would also like to know more about how the achievement gap data is compiled. Among other things, every school starts with different demographics and that should be considered. An annual measure of what happened in learning gains from August to May may be needed.

4. Common Core state standards and the new Next Generation science standards are appropriate goals of deeper learning appropriate for 21st-century schools. The Common Core state standards are not a curriculum and neither are they lesson plans. Curricula and lesson plans are decisions best left to teachers and other instructional leaders.

5. The Department's record in terms of student achievement, adoption of standards and development of measurement systems represent great strides and we should all be celebrating this while building toward future success. Teachers, leaders and the Department all need to be celebrated.
6. If there was a desire to further empower principals and schools - Hawaii legislation provides that principals are to control 90% of school budgets. Is this being put into effect? In addition -
  - The school code could be streamlined to provide for schools with greater flexibility;
  - The contract between the department and the Hawaii State Teachers Association could be modified to provide for empowerment of schools by making it easier to set school schedules and make employment decisions.
7. The Early College High School program was pioneered at Waipahu High School with Principal Hayashi. It involves Hawaii public high schools partnering with Hawaii community colleges to provide early college courses at the high schools for high school students. Currently, 30 high schools are partnering with community colleges in this work. Early data from the Hawaii P-20 Council is encouraging. The concept should be scaled across all interested high schools.
8. Under a grant from J.P. Morgan Chase & Co., the Department of Education is working with community colleges and employers to map pathways for high school students, usually through community colleges, labor union training programs and internships into employment in living wage jobs. The Department should be encouraged to expand this early work.
9. Charter School Funding. As a member of the State Charter School Commission, I regularly review charter school financial reports. Most charter schools are tragically under-funded. Increasing the base (student weighted formula) portion to not less than \$8,150 (which it was in FY 2009) would be fair and appropriate.

History of Charter School Per Pupil Funding

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
\$8,150	\$7,589	\$5,753	\$5,363	\$5,905	\$5,950	\$6,060

Thank you for your kind consideration of these matters.



Andrew Jones <jonesbaron23@yahoo.com>

09/17/2016 08:23 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>

cc

Subject Testimony Andy Jones GB 9-20

Name: Andy Jones

Position: Language Arts teacher, Radford High School

Meeting: General Business Meeting

Discussion Item: VA

Position: Comment

Aloha, Board members.

In the spring of this year, 100 university researchers from educational programs in California signed one of the most significant documents produced so far criticizing CCSS-based assessments including the Smarter Balanced Assessment. I hope that you can all take some time to familiarize yourselves with this important study, which is available at the website for California Alliance of Researchers for Equity in Education (CARE-ED) - [www.care-ed.org](http://www.care-ed.org).

Here are three representative snippets from the report:

"Testing experts have raised significant concerns about all (SBAC, PARCC, Pearson) assessments, including the lack of basic principles of sound science, such as construct validity, research-based cut scores, computer adaptability, inter-rater reliability, and most basic of all, independent verification of validity. 17 Here in California, the SBAC assessments have been carefully examined by independent examiners of the test content who concluded that they lack validity, reliability, and fairness, and should not be administered, much less be considered a basis for high-stakes decision making. 18 When asked for documentation of the validity of the CA tests, the CA Department of Education failed to make such documentation public. 19 Even SBAC's own contractor, Measured Progress, in 2012 gave several warnings, including against administering these tests on computers" (p. 3).

Further along in the paper:

"Already the implementation of CCSS assessments in other states is raising concerns. As early as spring 2013 some states outside of the SBAC began full implementation of the CCSS assessments. New York was one of the first. There, students, parents, and teachers responded to the administration of the new assessment with an outcry against their length, difficulty, and inappropriate content. The tests sparked controversy over product placements within test questions, such as one for Mug™ Root Beer. Last year, following the second administration of the new CCSS-aligned tests, educators again argued that the tests are badly designed, 27 and in 2015, 200,000 students boycotted the tests. This should not be surprising: analyses of the assessments thus far, including by the Gordon Commission of measurement and testing experts, concluded that they are "far from what is ultimately needed for either accountability or classroom instructional improvement purposes." 28" (p. 4).

And two paragraphs from the authors' concluding recommendations:

"For these reasons, we support the public call for a moratorium on high-stakes testing

broadly, and in particular, on the use of scientifically discredited assessment instruments (like the current SBAC, PARCC, and Pearson instruments) and on faulty methods of analysis (like value-added modeling of test scores for high-stakes decision making). Instead, our schools require more robust instruments and the use of assessments in ways that are formative and that aim for improvement of systems, not merely individuals (see, for example, the resources prepared by FairTest and the National Educational Policy Center). 39 We encourage the state of California to work collectively with other states that have already begun such reforms.

"Public schools need a robust, research-based, and equity-oriented vision for assessment that aligns across federal, state, and local authorities. As our nation moves away from test-and-punish policies that centered on scientifically discredited instruments, methods of analysis, and frameworks for reform, we call on policy makers to work collectively with educators and communities (including students and parents) in articulating a new vision for assessment. ESSA pushes much decision-making to states and districts, and therefore we particularly urge states and districts to reframe the purpose and the substance of assessments. Here in California, we offer our statewide network, CARE-ED, as a resource for accessing the best that the research community has to offer as we work in solidarity to make our schools ones in which every student can truly succeed" (p. 6).

To be sure, it is possible to find research in support of Common Core-aligned tests, but much is produced by foundations and think-tanks that routinely issue propaganda thinly disguised as research. There is little legitimate positive research in support of assessments like the Smarter Balanced Assessment.

Mahalo,  
Andy Jones

\*\*\*\*\*  
\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*  
\*\*



Cheryl B <burgharc@gmail.com>

09/18/2016 03:54 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject Sept. 20, 2016 BOE meeting

Aloha Board of Education Members,

My testimony to you via this email will be short. It is not written to any particular agenda item, yet it IS for every agenda item.

Being retired, I have even more time to read. I read through the DOE's presentations. I've been reading through the ESSA committees' meeting notes. Daily, I read and discuss with others the current events in education.

Here is the conclusion that I have come to and my main point of this email. We read, we talk, we disagree, we agree. We put out power points. We watch presentations. We have been doing this for years. Yet, we still do not come any closer to meeting the needs of our keiki. The same problems continue to exist throughout the years. Our facilities get older, our quality educational staff dwindles, our students get poorer and the cycle continues. Yet, we cling to our old ways, old strategic plans and plans in a new disguise like ESSA. WHEN will we ever look truly into the causes of our unique island issues and the affects on our keiki? WHEN will we stop jumping on every mainland corporation \$\$ scheme and truly look at our keiki and their needs as well as our educators?

WHEN are you going to truly be ready to stand up and say, enough is enough? We are not going to let some students sit in horrible conditions while others are not. We are not going to ask teachers to work two jobs and do meaningless tasks like the SLO and EES designs of the corporations for minimal pay? SLO, SBAC and other truly waste of times that give teachers no meaningful data but give companies like Pearson large profits. WHEN are you going to stand up for what is pono? WHEN are you going to tell the Federal government that we know what is best for our islands and not them and to take ESSA and keep it?

I am not sure when you will stand but I know I am standing now. I am watching and sharing and know that what is happening right now is NOT pono. I will continue to stand for our keiki even it's by myself.

Cheryl Burghardt  
Educator 40 years  
Always standing.

\*\*\*\*\*  
\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*  
\*\*

TESTIMONY FOR AGENGA ITEM IV: A  
HUMAN RESOURCES COMMITTEE REPORT  
Board of Education

Tuesday, September 20, 2016, 9:30 a.m.  
Queen Liliuokalani Building, Room 404

Honorable Chair DeLima and committee members,

Evaluation in education is the topic of a great deal of discussion on public school campuses in Hawaii recently. Preliminary results from a statewide teacher survey that is still in process can tell us a great deal about how teachers are reflecting on the effects that evaluation can and should have on our shared work, and the kinds of changes they think the policy makers should make.

SYSTEM EVALUATION

When teachers were asked if we, the Department of Education, should continue in the same direction we have been headed in the past 5 years under Race to the Top and state flex waivers or change the direction, only 7% said that we should head in the same direction.

When asked if HIDOE Strive HI Accountability Index to rate schools is fair and incorporates the right indicators and weights of those indicators, only 11% agreed.

When asked if the department should consider changes in the Strive HI Accountability system, 88% said there should be changes in the Strive HI Accountability system.

## PRINCIPAL EVALUATION

We know school leadership is important. **95%** of all teachers surveyed agreed that an essential element of a school empowerment framework is that the school principal is collaborative, transparent, adaptive, and skilled in building relationships, trust, and a supportive culture for teaching and learning.

But how well is current school leadership working? One indication is whether or not teachers feel valued at their schools. When asked if they felt valued as a teacher, only **28%** said yes. Strong school leadership is not just centered on valuing teachers but also on empowering teachers to do their jobs as professionals. **86%** of teachers said that the students at their schools would benefit if their school community had more control over the educational decisions that affect our students, and only **27%** of teachers think that their school community currently has sufficient control over the curriculum decisions that directly affect their students.

Teachers understand that evaluation expresses what a community values, and they also understand that according to ESSA, states will no longer have to tie teacher OR principal evaluations to student learning outcomes in any form whatsoever. Because they understand that principals will try to be successful on evaluations, **90%** of teachers think that use of test scores should be de-linked from use in a principal's evaluation. We want principals who are collaborative, transparent, adaptive, and skilled in building relationships, trust, and a supportive culture for teaching and learning, not principals driven by test scores.

## TEACHER EVALUATION



Similarly, teachers recognize that their actions as educators are informed by the behaviors rewarded in the evaluation system. More than **96%** of teachers said that the DOE should consider changes in the Educator Effectiveness System (EES), and only **16%** think that Student Learning Objectives (SLOs) should continue to be used in the Educator Effectiveness System (EES) for teacher evaluation in Hawaii in school year 2016-2017.

If we are listening to teachers, we should, at the very least, begin serious discussions around the elimination of EES. We ask that EES be included on the Human Resources Committee agenda for the next meeting. We need to begin the process immediately of delinking student learning outcomes – the most problematic, contentious and thoroughly unnecessary component of EES – from teacher evaluations altogether.

Sincerely,

Amy Perruso  
Mililani High School  
Social Studies  
(808) 351-0980  
aperruso@hsta.org

841 Bishop St., Suite 301  
Honolulu, Hawaii 96813



Telephone: 808 926-1530  
Contact@HEECoalition.org

Hawaii Board of Education  
General Business Meeting  
Lance Mizumoto, Chair  
Brian De Lima, Vice Chair

September 20, 2016

Dear Chair Mizumoto, Vice Chair De Lima, and Members of the Board:

We would like to provide input for the refresh of the DOE/BOE Strategic Plan and to the Governor's ESSA Task Force on the Blueprint for Hawaii's Public Education.

Hui for Excellence in Education, or "HE'E," is a statewide coalition of diverse stakeholders committed to working collaboratively to identify opportunities to improve public education in Hawai'i. HE'E seeks to be the nexus for community and parent engagement while serving as a public resource for educational policy. HE'E was formed in May 2010 by parents and community members who stood up and said "no" to school furloughs and "yes" to re-establishing education as a public priority. HE'E also aims to work collaboratively with the Department of Education (DOE) to enhance public education. Among HE'E's top priority areas for 2011-2016 enhancing family engagement in schools, influencing public policy that affects education, building trust and relationships within the coalition, promoting family engagement as one of the key components of school leadership, and creating family empowerment by collaborating to meet the basic needs of every child.

We applaud the effort by the DOE and the Governor's ESSA Task Force to get the community involved in both the formation of the DOE/BOE Strategic Plan and the ESSA Task Force's Blueprint for Hawaii's Public Education. The DOE has made an active effort to engage community groups such as ours to provide input for the Strategic Plan. The BOE is also hosting community meetings throughout the state to hear from community. The ESSA Task force is also conducting a series of town hall meetings to gather input for Hawaii's Blueprint for Education. We hope the DOE, BOE and Task Force will work collaboratively with the community input gathered to create a plan and implementation that will truly benefit our keiki.

Our members have been participating in the various community meetings, focus groups, the Governor's Education Summit at the Convention Center, the DOE Accountability Work Group, and attended BOE meetings. We have also hosted presentations from DOE leadership and staff as well as members of the ESSA Task Force.

**Governor's ESSA Task Force Comment: Blueprint for Public Education**

In creating the blueprint for Public Education, the ESSA Task Force has identified a number of priorities, such as school empowerment, innovation & creativity, school leadership, teacher quality, to name a

few. What we don't see clearly in the blueprint is a bucket for family and community engagement, which is one of HE'E's priorities. Perhaps school empowerment could be defined as "school and community empowerment," which implies that families and community organizations have the opportunity to partner with schools to enhance the environment for the students. In addition, we suggest that the design include a specific definition of "community." HE'E's members include community organizations that work with parents and families and also networks that focus on community programs afterschool. Therefore, Coalition members would like to see that family and community engagement have a place in public education.

#### **BOE/DOE Comment: ESSA, State's Strategic Plan and the Accountability System**

We understand that ESSA outlines federal requirements that correspond to federal funding. In the past, our accountability system adhered quite strictly to the federal requirements so that we were insured of the federal funding. For the refresh of the Strategic Plan and the Accountability System, we recommend a slightly different approach, that the State create an accountability plan that encompasses a more holistic view of what we want for our state students, and that the federal requirements be a subset of the whole plan. This is consistent with the spirit of ESSA, giving more autonomy and empowerment to individual states.

HE'E particularly likes this approach as we feel that areas such as family and community engagement and having our schools look at basic needs of the whole child can be addressed more robustly. If the Strategic Plan will continue to have Goal 1 as Student Success and Goal 3 as Successful Systems of Support, we welcome a renewed section on family and community engagement. We also think a section on school culture would also be appropriate. As an indicator for family engagement or measuring school culture, we like the School Quality Survey (SQS) as a tool to monitor the progress of a school.

We also believe that the Strategic Plan should be aligned with the State's Accountability System. Currently, the goals and indicators of the Strategic Plan are not fully consistent with the Strive HI Accountability System. We think that if the two were aligned, it would be more efficient, effective and easier to understand for all stakeholders. As an example of how a state plan aligns with the state accountability system, we refer to New York City, with their Framework for Great Schools (equivalent to the strategic plan) and their School Quality Report (equivalent to Strive HI report for a school). NYC takes a holistic approach to school reporting, including both assessment data, but also qualitative data from surveys similar to our SQS. The presentation format is also very user friendly for both families and school leaders to utilize. Information is also presented in several languages appropriate for their district. Their framework and methodology is the result of a lengthy process and evidence-based analysis, both of which are similar to our effort in Hawaii. The NYC School Quality Report information can be found at this link: <http://schools.nyc.gov/Accountability/tools/report/default.htm>

#### **HE'E Priorities**

The two HE'E priority areas where we feel are applicable to the Strategic Plan and to the Governor's Task Force are family/community engagement in schools and creating family empowerment by collaborating to meet the basic needs of each child.

#### **Background: Advocacy on Family and Community Engagement**

HE'E has done extensive advocacy on family/community engagement in schools. When the original DOE/BOE strategic plan was created for 2012-2018, HE'E strongly recommended to have family and community engagement included in the plan. As a result, there are two sections in Goal 1 Student Success and Goal 3 Successful Systems of Support, respectively, where family and community engagement is highlighted.

In addition to our advocacy on the Strategic Plan, HE'E, along with other family engagement advocates in the community, through two concurrent legislative resolutions, worked to create a Family-School Partnership Policy, which was approved by the BOE in 2015, titled "BOE Policy 101.14 Family and Community Engagement-Partnership."

**Background: Advocacy on Meeting the Basic Needs of Every Child**

HE'E has also done strong advocacy for meeting the basic needs of every child, particularly in the area of health and wellness. We recently supported BOE Policy 103.4 on Student Health Services, which combines Board Policies 103.2 on Student Health Services and 103.4 on School Based Health Service Centers. In addition, we have highlighted the importance of the Youth Risk Behavior Survey to the BOE and DOE and participate in the Hawaii School Health Survey Committee.

Thank you for the opportunity to testify and for your consideration. Our support of this policy represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

## HE'E Member List

Academy 21  
After-School All-Stars Hawaii  
Alliance for Place Based Learning  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
Coalition for Children with Special Needs  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawaii  
Harold K.L. Castle Foundation  
\*Hawai'i Afterschool Alliance  
\*Hawaii Association of School Psychologists  
\*Hawaii Appleseed Center for Law and Economic Justice  
Hawai'i Athletic League of Scholars  
\*Hawai'i Charter School Network  
\*Hawaii Children's Action Network  
Hawai'i Nutrition and Physical Activity Coalition  
\*Hawaii State PTSA  
Hawai'i State Student Council  
Hawai'i State Teachers Association  
Hawai'i P-20  
Hawai'i 3Rs  
Head Start Collaboration Office  
It's All About Kids  
\*INPEACE  
Joint Venture Education Forum  
Junior Achievement of Hawaii  
Kamehameha Schools  
Kanu Hawai'i  
\*Kaua'i Ho'okele Council  
Keiki to Career Kaua'i  
Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the Odds

## Our Public School

\*Pacific Resources for Education and Learning  
\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Punahou School PUEO Program  
Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education  
YMCA of Honolulu

*Voting Members (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition. List as of August 2016*



"ChetYeng Loong" <chetyeng@hawaii.edu>

09/19/2016 09:20 AM

To <testimony\_boe@notes.k12.hi.us>

cc

Subject Testimony, Sept. 20

From: Chet-Yeng Loong, Ph.D.

Professor of Music, Area Chair, Music Education, University of Hawai'i

Immediate Past President, Hawai'i Music Education Association

Agenda item: Support ESSA, requirements for Well-Rounded Education: Schools will now be able to assess their ability to provide a well-rounded education, including music, and address any deficiencies using federal funds.

- SCHOOLWIDE PROGRAMS: Include music as part of the well-rounded education section of schoolwide plans under ESSA (Section 1008).
- EARLY CHILDHOOD PROGRAMS (SECTION): Provide guidance that early childhood programs include all aspects of a well-rounded education, including music. (Section 1112)
- PROFESSIONAL DEVELOPMENT: Recognize that professional development funds under Title II-A can fund professional development for all teachers, including teachers of the Well-Rounded Subjects such as music. In addition, we also recommend that early childhood educators receive professional development in all aspects of a Well-Rounded education, including music. (Section 2002)

Mahalo,  
Chet-Yeng

\*\*\*\*\*  
\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*  
\*\*

TESTIMONY for Hawai'i State Board of Education – General Business Meeting  
September 20, 2016 5:00 p.m.

POSITION: Opposed to Update on Strategic Plan Slide Show Draft making no mention of EES

Aloha! My name is Mireille Ellsworth, and I've been an English teacher at Waiakea High School in Hilo for 12 years.

I have some more recent research to share with you regarding SLOs. On Sept. 6, 2016, I submitted written testimony to the Student Achievement Committee showing research regarding the lack of research-grounded evidence to support SLOs. I urge Board members to read the whole survey of literature by Laura H. Chapman which can be found at:

<http://studylib.net/doc/7415941/the-marketing-of-student-learning-objectives--slos>

Today, I'd like to highlight some quotes from this recent study (2015) by Laura H. Chapman detailing the historical background and misuse of SLOs:

"Student learning objectives (SLOs) are a version of the 1950s business practice known as management-by-objectives (MBO). In brief, lower-level managers identify measurable goals and "targets" to be met. A manager of higher rank approves the goals, targets, and measures. Lower-level managers can earn a bonus if they attain or exceed these targets (e.g., a 15% increase in sales within four months)...

"The most successful CEOs and personnel managers abandoned MBO long ago in favor of practices that enhance an organization's work environment. MBO failed to honor the essential front-line workers in the business. Instead, it rewarded workers who were the most competitive and those who gamed the system. In addition, MBO created a maze of paperwork that one expert dubbed a product of 'bureaupathology.'

But teaching students is not a business. "It is well known that a student's performance in school is influenced by factors teachers cannot control far more than instruction in school. Among these factors are inherited conditions; pre-natal and infant care; parental education and income; congruence in language and dialects spoken at home and in school; "food security;" nurturing peer and adult interactions at home, in school, and beyond; access to timely medical care; a dedicated place to sleep in a vermin and lead-free environment."

Chapman explains the corporate mindset applied to education through SLOs because use of these in teacher evaluations "facilitate administrative audits of the goals that teachers set, their methods of instruction, and the tests that teachers use to measure student achievement. Computer software facilitates this system of surveillance and workforce management.

"Gains in scores on tests given at two points in time are not credible measures of student learning or the effectiveness of teachers. Proponents of SLOs are intent on stripping away the layers of educational meanings attached to the concepts of human growth, development, and learning.

"The SLO process permits administrators and policymakers to hide behind numbers and dodge the difficult work of inspiring teachers and students by the example of their expertise, humanity, and ingenuity. The value teachers add to the lives of their students is not strictly academic or test-related, or limited to the 'interval of instruction' in an SLO.

"The rubric for judging SLO quality is more accurately described as a measure of teacher compliance with a writing assignment and skill in playing the SLO game.

"In effect, SLOs are framed and rated as if the teacher is documenting a one-group pretest-posttest experiment for the population named in the SLO, but with no control group, and with an arbitrary demand for multiple standards, measures, and research-based teaching strategies. Given all of these variables and criteria, no reliable and valid inferences can be made about the effect of the teacher on the posttest scores. None. In this respect, the use of SLOs to justify judgments about a teacher's effectiveness is not only blatantly unscientific but also unethical.

"SLOs (like VAM) enable reductive thinking about educational problems. The main educational problem is portrayed as an 'achievement gap.' Reducing the gap is simply a matter of managing teachers so they work more efficiently and effectively. Measuring efficiency (amount of learning per unit of time invested in teaching) and measuring effectiveness (gain in the amount of learning per unit of time) can be done 'objectively.' Good teaching is effective, meaning cost-effective in time and resources.

In developing EES, one wonders if the *Toolkit* put out by The Aspen Institute was used to guide HIDEOE. The "*Toolkit*...forwards a model for teacher evaluations based on: (a) student scores on state tests (VAM with SLOs a proxy for VAM), (b) classroom observations, and (c) student surveys.

Chapman notes, "'These multiple measures' are simply used to define teacher 'effectiveness' and by insular and circular reasoning. This circular reasoning is intended to exclude other considerations from teacher evaluations especially the influences of experience and advanced degrees that are not mapped by annual evaluations and test scores including, for example, professional awards and unsolicited praise from parents, peers, former students.

"The categories and criteria for a typical SLO forward the illusion that every step in the process is scientific. Thus, students in classes are dubbed a 'population.' Records from prior grades become 'baseline data' for profiling and grouping students. 'Expected growth' is a prediction of posttest scores, but stripped free of any theory that might leverage reasoning about the expected outcomes. 'Growth' is a euphemism for an expected increase in scores, pretest to posttest, even if scores are based on rubrics.

Chapman further notes, "The practice of requiring teachers to write measurable student objectives is not entirely new, but it has been fashioned into a blunt instrument to support test-driven teaching and an unparalleled effort to micro-manage the work of teachers.

"The importance attached to VAM and SLOs in teacher evaluation (especially for high stakes personnel decisions) cannot be justified by claims that these measures are reliable and valid. In addition to that serious flaw, the federal definitions of *student achievement*, *student growth* and *effective teacher*—based on corporate accounting and management principles—are so alien to the educational thought and practice that USDE has funded a full scale marketing program to secure compliance with these measures

"The SLO process honors teachers who engage in direct instruction of the kind associated with training. Training may be an aspect of education—marked by clear standards and well-honed methods of securing mastery—but training is not the same as education. The



difference between training and education is not trivial. Education is about learning to address non-routine problems; learning to ask questions for which the answers may not be known, or may be ambiguous; and learning to initiate inquiries and projects. Education means students are learning to ask why something is worth doing and thinking about—what life offers and may require beyond completing assignments and taking tests in school.

“Groups of students must learn at different rates to meet or exceed the acceptable end-of-course cut score. The learning trajectory is steeper for students who begin with low scores. They must learn more, and at a faster pace, than other students.

More concerns pointed out by Chapman include:

- “The SLO process is not designed to honor student-initiated inquiries or collaborations on theme-based, problem-based inquiries.”
- “SLOs (like VAM) enable reductive thinking about educational problems. The main educational problem is portrayed as an ‘achievement gap.’ Reducing the gap is simply a matter of managing teachers so they work more efficiently and effectively. Measuring efficiency (amount of learning per unit of time invested in teaching) and measuring effectiveness (gain in the amount of learning per unit of time) can be done ‘objectively.’ Good teaching is effective, meaning cost-effective in time and resources.”
- “The practical import of this view is evident in the inordinate amount of time and money invested in evaluating SLOs for accuracy and completeness, and in seeking a match between the details in a teacher’s proposed plan and the details an evaluator wishes to see. Under the banner of accountability, evaluators are determining the content and aims of instruction and demanding absurd levels of documentation for every student and every aspect of content and instructional strategy.”
- “The preoccupation with minutia in SLOs has other ripple effects. It adds to the pressure on principals and other administrators, and shifts their role from that of an inspirational leader to being auditor-in-chief who seeks data in order to analyze metrics and ‘calibrate’ instruction (as if machines are proper models for education).”
- “The system does not honor teachers as professionals who are trustworthy and capable of making wise decisions in real time, without pre-approved written plans or surveillance by an evaluator who may not be an expert in subject. These policies and practices assume that teachers are unable or unwilling to take responsibility for the wellbeing of their students and their achievements. Under the banner of accountability, teachers are stripped of their identity as professionals.”
- “SLOs divert attention from the educational import of student interests and concerns that are not documented in ‘base-line data.’ In practice, baseline data are highly reductive categories of student characteristics, easy to code, and increasingly standardized alphanumeric descriptors for use in software programs.”
- “The SLO process does not encourage full spectrum discussions about concurrent, and interdependent influences on learning—physical, sensory, perceptual, cognitive, social, and emotional. SLOs reflect a studied indifference to the asynchronous and multifaceted character of human growth and development. A sixth grade student with excellent analytical skills in varied contexts may, at the same time be physically awkward, feel socially inadequate, and be under stress from a home environment in disarray.”

- “Proponents of SLOs are eager to use the terms ‘assessment’ and ‘test score’ interchangeably, as if they are synonyms and have the same practical import. These terms are not interchangeable in meaning or significance. Assessments are deliberative, qualitative, and they are evaluations. They are communications intended to discern and disclose meanings, understand actions, and evaluate (find value) in accomplishments, ideally in face-to-face discussion. As soon as an ‘assessment’ is designed to be ‘comparable across classrooms’ it has become a test—a ‘one-size-fits-many’ test. In the context of an SLO, tests exist for rating students and teachers.”



Lisa Morrison <lamorrison17@gmail.com>

09/19/2016 12:51 PM

To testimony\_boe@notes.k12.hi.us  
cc

Subject Testimony for General Business  
Meeting, Tuesday, Sept. 20

Honorable Chair Mizumoto and members of the Board,

I'm Lisa Morrison, a classroom teacher and student activities coordinator at Maui Waena Intermediate School. I was present at the Student Achievement Committee meeting two weeks ago to share my concern about the heavy amount of testing being visited on Hawai'i school children. I hope a testing audit can be done, possibly with federal funds available thanks to the Every Student Succeeds Act. The purpose of the audit would be to identify how much testing is actually happening at the school level. This has not been measured, and the results of such an audit would reveal the true extent of over-testing that students endure.

I urge you also to take advantage of the opportunity to stop using the Smarter Balanced Assessment (SBA) in favor of a less time-consuming and less faulty assessment tool. A fellow teacher gave testimony two weeks ago about the time it takes for students to complete the SBA. Though she works at a school on Oahu, the numbers in her testimony fit with the amount of time students at my school take on the SBA as well. There are those within the administration of the Department of Education who believe we are exaggerating our numbers, but I know from having administered the test that this information is accurate to our experience and that of our students. That testing time affects students at the school and classroom level.

I was a math teacher for 3 years. During those years I happen to have administered 3 different math assessments: HSA, HSA-Bridge, and SBA. The latter is by far the most time-consuming. The DOE can look at login and logout data to determine exactly how much time each student spends live in the assessment. Yet in practice, it takes time to enter the testing room, set up, hand out pencils and scratch paper, take away students' cell phones, explain directions, login, and then at the end of the testing period, logout, collect pencils and paper for shredding, and return cell phones and other personal items. The computer login data doesn't reflect the breaks a student may take during a testing session. All of this time adds up to hours of instruction lost to a test.

The DOE can use its data to calculate an average amount of time students spend on the SBA. But the average is misleading. Teachers are administering these tests to a class of students. When a student finishes the test before others, there is nowhere for that student to go. We don't have proper staffing at my school to provide that student with a separate educational experience while his or her classmates are still testing. So the student has to sit and wait, and no class work can be done because that would involve having materials out that would violate the test administration rules. The student who takes very little time on the test and the student who takes an agonizingly long time on the test lose the same amount of learning time. My father has a wonderful metaphor for this. "If you are standing with one foot in a bucket of boiling water, and the other foot in a bucket of ice water, on the average you're doing ok, but you're still miserable." It's important to look at the longest amount of test time in order to understand the misery of students and teachers.

The computer lab and the library are closed to the rest of the school for all of those hours. The maximum time is the amount of time resources are diverted from education to testing.

Please call for a testing audit that will reveal the depth of toxic testing culture in our schools. When you listen to those of us at the school level, we can tell you exactly how testing requirements and expectations have warped the educational experience of Hawaii's children. Thank you for your consideration of this very important action.

Lisa Morrison

\*\*\*\*\*

\*\*

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to [spamreport@notes.k12.hi.us](mailto:spamreport@notes.k12.hi.us). This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. For more info about the filtering service, go to <http://help.k12.hi.us/spam/>

\*\*\*\*\*

\*\*

TESTIMONY AGENDA ITEM V.A  
GENERAL BUSINESS MEETING  
Board of Education

September 20, 2016

Aloha Chair Mizumoto and Board members,

As we continue this complicated process of simultaneously developing a Strategic Plan, the Governor's Blueprint for Education and our federal ESSA plan, it is critical that we develop consensus around shared values. When you look at the products of our collective efforts and determine the best path forward, I think it is critical that we have clarity about our shared purposes. In particular, I am surprised by the questions on teacher survey tool and focus group questions developed by Hope Street Group to get input from teachers about how best to support staff success. I am surprised because they ask absolutely no questions that reflect an understanding of teachers' primary concerns around demoralizing teaching and learning conditions, class size, over-testing, onerous teacher evaluations, or any of the other conditions that so clearly undermine our state's efforts to recruit and retain professional educators.

The stated purpose of Goal 2: Staff Success is to ensure that "The department has a high performing culture where employees have the training, support and professional development to contribute effectively to student success."

Instead of asking questions about factors teachers have identified that currently inhibit the development of such a culture, the DOE used this precious access to teacher time to try to reframe the discussion around the purpose of public education. Instead of asking how the department could more effectively support teachers, the questions work to redefine educator success in terms of alignment to student career preparation. The questions below represent the bulk of the content questions on the survey:

1. How familiar are you with strategies for supporting **students' career readiness** goals within the HDOE?
2. How early should students be **exposed to career aspirations** and opportunities as a part of their K-12 learning?
3. What role does developing **students' career readiness** skills currently play in your teacher planning and instruction?
4. What is the most effective way to support students in **developing career readiness** knowledge and skills?

5. How effective are the following GLOs as a set of goals that define the skills needed for **future career success**?
6. When teachers seek to **understand students' career aspirations**, which resources do you think are most valuable?
7. In your role as a teacher, which opportunities would be valuable in preparing students for **career success**?
8. In your pre-service teacher education program, what role did developing students' capacity to select and succeed in **career pathways** play in your training?

Redefining 'student success' as 'career success' is a profoundly narrow and limited definition of 'student success,' and by extension, of the purposes of public education. In my work with teachers, I have found that teachers want schools to promote the development and well-being of the whole student, intellectually, physically, spiritually, and socially. They think that educational policy should be designed around recognition of the vital interdependence and need for balance of all of these aspects of development, within each student and the community as a whole. They argued that we should cultivate the individual talents and potential of all students, whatever their circumstances, and respect the roles and responsibilities of those who work with them. And, most importantly, they argued that sound public education policy should create optimal conditions for students' development, based on compassion, experience, and practical wisdom.

There were four main purposes of public education identified by teacher participants: economic, cultural, social, and personal. Educators recognized the importance of enabling students to become economically responsible and independent. Teachers also emphasized the role of public education in helping students understand and appreciate their own cultures and respect the diversity of others. The social function of public education, teachers argued, is to support students in becoming active and compassionate citizens. And public education should have a personal impact: it should serve the students themselves, to contribute not simply to their 'happiness' but ultimately, to student 'flourishing'. The purpose of education is to provide opportunities for young people to explore what it means to be fully human. Young people need support and guidance in discovering who they are, as humans, in relation to others, and in exploring different ways of expressing themselves and developing meaningful relationships with the world around them. Young people should be given opportunities to acquire a wider rather than narrower range of skills, because all members of society need a range of knowledge and capacities, broad and deep enough to know how to further that knowledge should they

so desire. Public schools in Hawai'i should educate children so that they can be effective and reasonable participants in public decision-making, and, perhaps most importantly, so that they understand the intrinsic value of intellectual pursuits to serve the ends of life-enhancement. When the primary desired social good or outcome is the development of human potential rather than economic growth, the entire design of education is transformed. There is a cultural shift which helps to cultivate the desire to learn and willingness to be creatively challenged. With a focus on embracing challenges, students and educators alike can build upon their areas of strength and welcome the opportunity to explore areas in which they might not feel as comfortable.

I urge you, in your work with the Department, to encourage them to ask richer and more engaging questions so that we can have interesting conversations that get at the multiple purposes of public education. We have to think about implications: if the questions we ask reflect our values, do teachers think the department values any other purpose of public education beyond career preparation? And how will such narrow parameters contribute to improving educator success?

Sincerely,

Amy Perruso  
Mililani High School

September 20, 2016

TO: Hawaii Board of Education  
Lance Mizumoto, Chair  
Brian De Lima, Vice Chair

FROM: Ian Kitajima, Oceanit

**AGENDA ITEM:** V. Discussion Items. A. Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Dear Chair Mizumoto, Vice Chair De Lima, and Members of the Board:

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” - Albert Einstein

On August 6, 2016, we took 109 students from 15 schools, many who feel like failures, like fish climbing trees when it comes to school, and we created an “ocean” for a day, and they swam like fish, they were genius, and we were inspired.

Thank you for the opportunity to provide testimony about the “Redesign Your School Experience” one day bootcamp in partnership with the Department of Education. It was a special day.

First, a special Mahalo to Kathy Matayoshi and Tammi Chun who brought their strategic planning team out on a Saturday to Kapolei to experience these high-potential at-risk students redesign the school experience. This was a day for students to take charge and redesign school for their peers who have or are about to drop out of school.

**Why this day was special:** This is my best example of how the DOE, companies, non-profits, community volunteers, and foundations can work together to (1) empower young people with a way of thinking to help us to “design their education” (2) harness the innovation, talent, and community outside of schools to be engaged with students and their education vs. watching from the sidelines and (3) support the Department of Education with insights into the needs of the students by bringing DOE leadership together to design WITH students and the community.

**Objectives that were achieved:** (1) Teach Design Thinking to 100+ high-potential at-risk students. (2) Student teams engaged their peers and community to redesign their schools - many of the kids are on the extreme spectrum, living day to day. (3) Provide insights to test and guide DOE’s Strategic Plan. (4) Get potential funders involved so ideas have the opportunity to be prototyped.

I leave you with one story that was not fully captured on video. There is a student who shares the idea to have “open book” exams. When I asked him why open book exams, he says students feel dumb, they feel like failures because they can’t memorize stuff like other kids. What was not captured on video was Deputy Superintendent Stephen Schatz telling this young man in front of everyone that in adult life, I get to open the book. Empathy and courage, maybe that’s how we start to change.



September 20, 2016

TO: Hawaii Board of Education  
Lance Mizumoto, Chair  
Brian De Lima, Vice Chair

FROM: Lianne Kitajima, World Wide Technology

**AGENDA ITEM:** V. Discussion Items. A. Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Dear Chair Mizumoto, Vice Chair De Lima, and Members of the Board:

On August 6, 2016, I had the opportunity to participate as a coach at a Design Thinking Workshop with 109 students from 15 different schools that was sponsored by the Hawaii Department of Education and Oceanit.

Here is my story....

I started out the day a little apprehensive as it was a large group with over 100 at-risk students. As people arrived, I met members of non-profit agencies, businesses and the Department of Education who were there to volunteer and to make a difference. I am sure the students and other volunteers were just as apprehensive as I felt in the morning with such a mixed group of people in one room.

I went to my assigned area and there was a student with her head on the table and sleeping. As human beings, we make judgments, even though we don't believe we are judgmental...I thought to myself, this is going to be an interesting day. By the start of the day, the table was filled with students from 3 different schools and we all introduced ourselves.

There were athletes, students just getting by and some students with goals to "do better" because they wanted to help their families. As the day unfolded, I discovered that these "at-risk" students really cared about their future. The student that I found sleeping on the table, was tired because she has 3 AP classes and was up until 4am to complete her Biology AP homework because she had the workshop the next day and was busy in the evening and on Sunday. Friday was the only time she had to complete her homework. She was also the leader in the group...her goal is to become a plastic surgeon. The other students in my group had goals of becoming a Cardiologist, Professional Athletes and aspirations to give their kids a better life.

The athletes, who don't do as well in their academics, informed me that they have to do well in sports because they aren't as "smart" and this is their only way to get to college. A 100% of the students in my group wanted to go to college for a better and brighter future for themselves and their families. They had no idea what they would do if they didn't "make-it" and as a result, tries to focus most of their energy into training and practicing sports rather than spending time studying.

Their struggles in school, even for the big athletes, are bullying, teachers that "don't care" or treat them with prejudice (because English isn't their first language), not enough time at school to study (not all the students had access to internet at home nor a place to do their homework without being disturbed), or needing to work afterschool because they need to help provide for their families. Other challenges are in regards to the cost of school activities, like Prom – the cost of bids, dresses, tux, flowers etc... They feel that if teachers would recognize they actually need help – cared - and seek to understand, rather than judge, school would be a more enjoyable place to learn. They were also interested in mentors and tutors to assist them through difficult subjects.

The student's idea was "Free College". But, behind the solution, they said if they knew college was "free" then they would put more effort into doing well in school and meeting all the requirements. Since they all come from financial disadvantaged families, they couldn't see how they could do it on their own, so why bother? By now, you are thinking, these programs already exist and students can get free college. Although there are grant programs like FAFSA, scholarships and student loans, they are not aware early on in their educational path nor do they understand "how" the programs work.

Students felt empowered and felt like their ideas were "heard". As the day progressed, students had more confidence and were able to voice their opinions. The active setting, getting up, building prototypes, working together as a team allowed each student to participate and contribute to the end result. They were all proud of their result and left the day "visible".

My name is Debbie Anderson, MEd., NBCT, NBPTS DREAM Team. Hawaii State Senior Project Co-Chair, NEA ELL Cadre Assessment Committee Co-Chair.

Position(s): 1. HR: Against "Extension" of NCLB-influenced Strategic Plan Goal 2 as is, because the 2012 (NCLB-limited) framework has been recognized nationally as NOT being "a STRONG continuing foundation for educational improvement."

**Opposes** high stakes tests arguing that "one size does not fit all," that this has led to an increase in dropouts, the decline of teacher professionalism and the trivializing of curriculum. The tests that states use to satisfy NCLB descended from a model created in the 1920s designed to divide students into ability groups for more efficient tracking. **Supports** [assessment systems](http://performanceassessment.org/) such as the New York Performance Standards that lead to quality teaching, that enhance rather than compromise our students' education. <http://performanceassessment.org/>

2. Finance: "Adjustments for all cost factors should be set to reflect the differential cost of providing an **equal opportunity** for students to achieve at a given level, regardless of their needs or circumstances." p. 152

3. Support responding to 2015 ESSA and instituting appropriate changes in EES. Executive Summary: The new ESSA law (2015) under which our DOE can migrate to operate provides for the de-linking of a "Student Learning and Growth" component from being "at least 40%" of TEACHER PERFORMANCE EVALUATION (Policy 203-4).

Abstract: We foster sustainability with wise fund expenditures & best use of resources (p. 22). As we value our Human Resources in a Learning Organization (Senge), we can design balanced evaluation systems based on principles of agency and empowerment and ensure quality results for time invested in each other. As a Learning Organization, we want to challenge the traditional belief that only experts with formal training can serve in the evaluator role, and shift the power of evaluation into the hands of our learners (all of us).

Objective 1: Community-based plans: Engagement meetings have focused "directly" on Goal 1 for student outcomes while NOT addressing sufficiently the ESSA emphasis supporting mid-course adjustments in Goals 2 + 3. How "informed" can drafts be unless we promote better opportunity for [public comment \(thru 10/28\)?](#)

Priority 2: Replace the legacy student information system (eSIS) to new system  
Phase 1 LOOKS DIFFERENT than even Infinite Campus gradebooks.  
Phase 2 ESSA and other functional requirements.

Example of possible change: Participatory evaluation serves the best interests of teachers, students, schools and the Department of Education. Therefore, we can change Board Policy 203-4 to remove "Student Learning and Growth" component from being "at least 40%, and "focus on a primary component of Teacher Practice with the intent of collaborative, participatory "empowerment evaluation."

Objective 2: Efficient supports; 2. Timely and user friendly data: 1. Realign PD resources to support student success, e.g. ... “quality **classroom** assessments” (p. 5).

Revolution in school improvement and PD replaces teacher training with teacher **learning**. Human Resource Development takes time, but is essential if learners are to assert control over their own destinies. Assessment FOR Learning: Focus on formative assessment (excellence), feedback to students (responsibility)

4. Strengthen culture of continuous improvement: If we were to remove from EES the Student Learning Objective (SLO), we have options for higher quality evaluation design. Our objectives can reach beyond school improvement to transformation.

The Every Student Succeeds Act (ESSA) of 2015 increases assessment flexibility and responsibilities for our State—an opportunity to change assessment for the better. It has never been more important to develop balanced assessment systems that can provide meaningful information, improve teaching practices, and help students learn. You can take action now to make proactive, positive changes in our state’s approach to assessment!

Our ask: Open the door wider to consider our state’s participation in the ESSA opportunity for Authentic Assessments. Thank you for enabling this conversation on Assessment FOR Learning: building capacity, fostering self-determination instead of dependency, and helping all of us improve our performance.

Objective 3: Innovation “*successful* instructional and operational practices” (p. 4)  
What if we “think differently”: every school level teacher completing an IPDP could receive a \$500 annually for self-determined PD (\$6 million, 30 FTEs)?

The investments our state has made in Charter Schools and other “reforms” should be brought back to inform potential changes in our system. We need to have more than just pockets of excellence, we want excellence for all.

We would align with our Governor's vision for innovation for the Board and the Department to apply for the pilot through ESSA to continue the development of the Senior Project as an authentic assessment far exceeding the potential to showcase student success compared to the restrictive standardized tests, like Smarter Balanced. Much work has been done through the foundations of our state's work in Senior Project. Given prior September testimony explaining why evaluation should be empowering, and examples available, entertaining participation in ESSA’s Authentic Assessment is reasonable. I know the Board wants to get things right with the new opportunity ESSA allows. Let's work together to bring authenticity and relevance to our students' public school experience, meet our goal of empowering the most fundamental people in education, our teachers and students.

Thank you for greater access to your expertise, such as adding budget expenditure for evening & neighbor island BOE meetings, considering support of BOE watch videotaping. We appreciate responsiveness to our Strategic Plan 2 & 3 concerns.

## References

AASL Senior/Capstone Project Task Force Report.  
<http://www.ala.org/aasl/ecollab/senior-capstone>

Anderson, D.  
<http://capstoneprojectsalataskforce2011.wikispaces.com/>

Chappuis, Steve, [Carol Commodore](#), and [Rick Stiggins](#). Balanced Assessment Systems Leadership, Quality, and the Role of Classroom Assessment. Corwin. August 2016. Companion website: <https://resources.corwin.com/ChappuisBalancedAssessment>

Chillingworth, Shaun. Senior legacy projects help students prepare for college and career success. December 21, 2015. <http://www.ksbe.edu/imua/article/senior-legacy-projects-help-students-prepare-for-college-and-career-success/>

Commodore, Carol, Richard J. Stiggins, and Stephen Chappuis. Assessment Balance and Quality: An Action Guide for School Leaders. 3rd Edition. ©2010. Assessment Training Institute, Inc.  
Joint Committee on Standards for Educational Evaluation. The Classroom Assessment Standards for PreK-12 Teachers. <http://www.jcsee.org/the-classroom-assessment-standards-new-standards>

The College Board. "The Need for a Writing Revolution."  
[www.collegeboard.com/prod\\_downloads/writingcom/neglectedr.pdf](http://www.collegeboard.com/prod_downloads/writingcom/neglectedr.pdf)

Cook, Ann. *Consortium vs. the SED*. New York Performance Standards Consortium. [info@performanceassessment.org](mailto:info@performanceassessment.org) Summary of the NY Performance Standards Consortium Lawsuit. Affidavits from Dr. TedSizer, Dr. Walt Haney, Dr. Linda Darling-Hammond, Deborah Meier, Dr. Linda Mabry, Dr. Robert Stake and many others are included in the court papers.

The Education Commission of the States (ECS) National Center for Learning and Citizenship (NCLC). Senior and Culminating Projects. Policy Brief. November 2004  
<http://files.eric.ed.gov/fulltext/ED484972.pdf>

[Kamehameha Schools Hawaii Senior Legacy](#). 2009.  
<https://seniorlegacy.wordpress.com/>  
<http://www.ksbe.edu/imua/article/leaving-a-mark-through-senior-legacy-projects/>.

Kana'iaupuni, S. M. (2007). *A brief overview of culture-based education and annotated bibliography* (Culture-Based Education Brief Series). Honolulu: Kamehameha Schools, Research & Evaluation.

TESTIMONY for General/Full BOE Sept. 20, 2016, 1:00 pm  
Agenda item: Strategic Plan Goals #2 & 3 *Staff success*

Keehne, Chelsea. Charter Schools work to develop a culturally relevant assessment. January 11, 2016.

<http://www.ksbe.edu/imua/article/developing-a-culturally-relevant-assessment/>

The *Culturally Relevant Assessment project* is a three year pilot designed by *Hawaiian Focused Charter Schools (HFCs)* and Kamehameha Schools Ho'olako.

Mueller, Jon. Authentic Assessment Toolbox site is a tutorial for learning all about authentic assessment, inc. Authentic tasks, Standards, Rubrics, Portfolios, and Examples.

<https://www.merlot.org/merlot/viewMaterial.htm?id=78423>

National Commission on the Senior Year. "The Lost Opportunity of the Senior Year: Finding a Better Way." 2001.

[https://archive.org/stream/ERIC\\_ED453604/ERIC\\_ED453604\\_djvu.txt](https://archive.org/stream/ERIC_ED453604/ERIC_ED453604_djvu.txt)

[Raising Our Sights: No High School Senior Left Behind.](#) (Princeton, N.J.: Woodrow Wilson National Fellowship Foundation, October 2001).

<http://eric.ed.gov/?id=ED459516>.

National Task Force on Assessment Education for Teachers. "The Definition of Assessment Literacy." <http://assessmentliteracy.org/wp-content/uploads/Assessment-Literacy-Definition-06-09-2016.pdf> from "Assessment Literacy: Making Sense of K-12 Assessment for Learning." "October 2015 launch. <http://assessmentliteracy.org/national-task-force-assessment-education-teachers/>

Pathways for Excellence and Achievement in Research and Learning (PEARL). PEARL Training Model: Facilitating Inquiry-Based Research in K-12 Schools.

<http://www.hawaii.edu/lis/pearl/>

Project PEARL produces trainer's guide to help students with research. [kaunana](#). January 2, 2014. <http://manoa.hawaii.edu/kaunana/project-pearl-produces-trainers-guide-to-help-students-with-research/>

P4DL. national Senior Project Center. <http://www.seniorproject.net/home.html>

Stiggins, Rick. Assessment Manifesto: A Call for the Development of Balanced Assessment Systems. April 2008. Assessment Training Institute. ATI was founded in 1992 by Rick Stiggins to help classroom teachers develop skills needed to gather accurate information about student achievement and to use the assessment process and its results effectively to improve achievement.

Wiggins, Grant (1990). The case for authentic assessment. Practical Assessment, Research & Evaluation, 2(2). Retrieved September 2, 2016 from <http://PAREonline.net/getvn.asp?v=2&n=2>.