



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
HONOLULU DISTRICT OFFICE  
4967 KILAUEA AVENUE  
HONOLULU, HAWAII 96816

May 19, 2017

TO: Board of Education Chairperson Lance Mizumoto  
Vice Chairperson Brian De Lima,  
Members of the Board of Education

A handwritten signature in cursive script, reading "Ruth Silberstein".

FROM: Ruth Silberstein, Complex Area Superintendent  
Kaimuki-McKinley-Roosevelt Complex Area

SUBJECT: Testimony in Support of School Accountability  
Action Item VII B  
May 23, 2017 Board of Education General Business Meeting

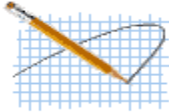
Urgency, due to the preparation of opening the new academic year in August, 2017, compels me to write this letter to you to approve the recommended new Strive Hi 3.0

This will allow schools the time needed for planning in order to address the needed changes to increase the effectiveness of schooling and learning as related to federal and state indicators.

Positive changes of Strive Hi 3.0 are:

- No punitive ratings
- Optional school selected success measure
- Aligned with ESSA indicators
- Focus on equity and excellence leading towards global competencies

Because change is constant, elbow room and flexibility are also needed in implementing the Strive Hi 3.0 with articulation among the administrators, teachers, and supporters in making the accommodations (plus and minus) as it progresses that will result in the end goals.



Janette Snelling/KOHALAHI/HIDOE

05/22/2017 01:21 AM

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

---

BOE General Business Meeting, May 23, 2017  
Agenda item: Strive HI framework

Aloha,

I am in support of the new Strive HI framework. I have found the proposed framework to be aligned with the DOE State Strategic Plan for 2017-2020. Over the course of its development, I have had multiple opportunities to receive information and provide feedback via the secondary principal forum, Principal Roundtable meetings, and webinar recordings. I have shared information that I received with my staff. As we continue our planning for the upcoming 2017-2020 school year, it is important that we have a framework in place as soon as possible. I have planning meetings scheduled with my leadership team during the summer and plan to use the information as guidance to establish our focus and targets prior to the first day of school.

I view the Strive HI framework as an effective tool for planning. It will assist my leadership team and me in identifying both strengths and targeted areas of need. I do have a concern about Chronic Absenteeism being an accountability indicator. It is an issue that schools have little power to control especially at the high school level. Through experience, referral of family court is our only recourse; however, these referrals have zero impact on improving attendance. However, I do realize that absences do have a direct correlation to student learning and it is a measure that we will continue to work on. Despite it not being perfect, I believe that the framework, in its current form holds far more advantages than drawbacks. I especially appreciate the flexibility to shine the light on bright spots occurring at the school level to present a holistic measure of improvement and accountability.

Thank-you for the opportunity to provide testimony on this issue. I would like to reiterate my support of the proposed Strive HI framework.

Regards,

Janette Snelling  
Principal  
Kohala High School



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
Ke Kula Kaiapuni 'o Ānuenue

2528 10<sup>th</sup> Avenue  
Honolulu, Hawai'i 96816  
Telephone: (808) 733-8465 FAX: (808) 733-8467  
Glen Miyasato, (Principal)  
Christopher Yim, (Vice-Principal)  
Ronda Hayashi-Simpliciano (Vice-Principal)

May 15, 2017

LETTER OF SUPPORT

This letter is written in support of the new Strive HI framework based on the Department's Strategic Plan that is being proposed to the B.O.E. on May 23, 2017. Assistant Superintendent Tammi Chun has been in close conversations with school level administrators to get our thoughts on the accountability system that would be most effective for our schools. The proposed framework reflects our input.

Respectfully,

A handwritten signature in cursive script, reading "Glen Miyasato".

Glen Miyasato  
Principal  
Ke Kula Kaiapuni 'o Ānuenue



David Pila/HONDO/HIDOE

05/22/2017 08:29 AM

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

---

May 19, 2017

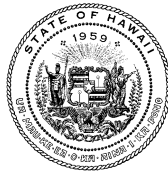
To: Board Of Education Members  
Fr: David Pila, School Renewal Specialist (KMR)  
Re: Support of Strive Hi 3.0

As a former principal and now a School Renewal Specialist in the Kaimuki, McKinley, Roosevelt Complex, **I am writing in support without reservation of our new "STRIVE HI 3.0" plan.** First of all, this plan needs to be approved by the BOE to allow enough time to provide information and address principals' questions and the new plan, but also to prepare reports for distribution as early as September of next school year. Also, it is important that the BOE approve the new STRIVE HI plan because this will allow for teachers to have the information before this school year ends. Secondly, School leaders' participation in discussions about development of the new STRIVE HI plan were conducted via principal meetings and webinars throughout this school year. Development of the plan was discussed and feedback from principals and district EO's provided a well thought out plan to support the needs of the students and schools it was written for. Lastly, School leaders' opinion about the impact of the new STRIVE HI plan in supporting school improvement for student learning at schools were examined and scrutinized to create the new plan that would fairly support all schools in Hawaii.

In my opinion, The new STRIVE HI 3.0 plan is thorough, comprehensive and addresses areas that will support all schools. This updated plan will support what we do to support principals and their school. This plan needs to be approved immediately.

Mahalo

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.



**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
**HONOLULU DISTRICT OFFICE**  
4967 KILAUEA AVENUE  
HONOLULU, HAWAII 96816

May 22, 2017

To: Members of the Board of Education

From: Steven M. Shiraki, Ph.D., Complex Academic Officer  
Kaimuki, McKinley, Roosevelt Complex Area

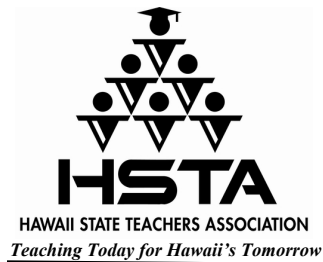
Re: Testimony in Support of the New Framework of School Accountability to Revise  
the Strive HI Performance System

Good afternoon. My name is Steven Shiraki and I am the Complex Academic Officer with Kaimuki, McKinley, and Roosevelt Complex Area. I am writing in support of the Department's proposal for a new framework of school accountability embedded in a revision of the Strive HI Performance System.

In my current position, I work directly with schools to support a comprehensive framework of school improvement. The revised school accountability framework is very timely as it aligns with the DOE Strategic Plan and also reflects the key foci in the ESSA Consolidated State Plan. The identified targets emphasize those indicators that will ultimately enhance both school improvement and student learning outcomes. Further, the targets provide adequate flexibility for schools and communities to support equity and excellence in achieving learning outcomes for all students, while also meeting the legal requirements of ESSA.

May I encourage the Board to move to approve this accountability framework expediently, as it will allow all of us, at the state, complex, and school levels, to ensure clear and timely communication of all of the elements of the framework to key stakeholders and constituents at the beginning of the school year on August 1, 2017. The clarity around the revised school accountability system will allow schools to prepare for the challenging work of school improvement at the outset of an exciting time for the Department of Education.

Thank you for the opportunity to offer testimony and also for your thoughtful consideration of my request.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: [www.hsta.org](http://www.hsta.org)

Corey Rosenlee  
President  
Justin Hughey  
Vice President  
Amy Perruso  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION  
GENERAL BOARD MEETING

RE: AGENDA ITEM VII, B, BOARD ACTION ON EVERY STUDENT  
SUCCEEDS ACT (“ESSA”) IMPACTS ON SCHOOL ACCOUNTABILITY

TUESDAY, MAY 23, 2017

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Committee:

The Hawai'i State Teachers Association **asks that you delay decision-making on the Department of Education's revised school accountability (STRIVE HI 3.0) framework** to provide additional time to discuss appropriate indicators and implementation strategies.

On May 19, the Board of Education announced that Christina Kishimoto had been selected as our state's next DOE Superintendent. During an exhaustive process that included interviews with multiple stakeholders, Kishimoto said that we need to offer “the flexibility to teachers to design assessments that are meaningful at the classroom level” and, furthermore, that we must ensure “we're not spending so much time assessing that we're distracting from the opportunity to have engaged, hands-on learning for kids.”

We couldn't agree more. That's why we are excited to work with the new superintendent to grasp the possibilities afforded by the Every Student Succeeds Act, which replaced punitive measures of school accountability with opportunities for educator empowerment. Unfortunately, the school accountability system being offered by the DOE fails to forge a new direction for our school system, suppresses innovation, and overemphasizes standardized testing.

The “test and punish” culture on which the department’s accountability system is based was developed under the federal No Child Left Behind and Race to the Top initiatives, in which test scores were viewed as the best determinant of school performance. Studies show, however, that test scores strongly correlate with socioeconomic status: rich schools do well, while poor schools struggle. Because of the pressure to perform well on tests and their inability to control the socioeconomic status of their students, struggling schools cut back on arts and cultural education, career and technical courses, electives, and more, so that more time and money could be spent on prepacked programs and consultants meant to boost test scores.

Our schools no longer operate under the NCLB or RTTT paradigms. Under ESSA, we have the flexibility to chart a new course for our education system. In selecting a new superintendent, the board recognized the need for forward-thinking policies that reflect multiple factors impacting student success and provide useful feedback to educators. Accordingly, we must allow the new superintendent, who will be responsible for managing the system on which our schools will be judged, to have a say in how the system will be crafted and implemented.

Department officials claim that the new school accountability system, STRIVE HI 3.0, satisfies ESSA requirements for identifying struggling schools and that “a subset of the revised Strive HI measures will be used to meet ESSA requirements for school accountability.” We are concerned, therefore, that the DOE is asking the board to approve not just STRIVE HI 3.0, but the accountability framework to be used in the state’s consolidated ESSA plan, a problem that is aggravated by the fact that HSTA was only afforded one unofficial meeting with the department, on May 9, to discuss our ideas. Both accountability frameworks neglect opportunity indicators adopted by other states—such as access to qualified teachers or time spent on arts education—and, instead, rely on testing to gauge school success. In fact, the DOE’s proposed ESSA accountability system currently weights testing as 80 percent of a school’s overall score. We also note that the DOE’s proposal was posted on the BOE’s website on May 18, the same day that survey feedback on the state’s ESSA plan was due. If the DOE contends that STRIVE HI 3.0 and ESSA accountability are related, how can they respond to feedback before their own survey is complete?

HIDOE officials do not have to submit their consolidated ESSA plan to the U.S. Department of Education until September 18. Again, please delay decision-making on the school accountability system until after the new superintendent takes over on August 1, giving her time to work with stakeholders in designing protocols that support teachers and advance genuine learning.

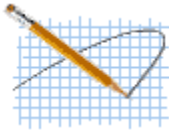


boe\_hawaii@notes.k12.hi.us  
05/22/2017 11:36 AM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: testimony for May 25 ESSA and weight

---

----- Forwarded by BOE Hawaii on 05/22/2017 11:36 AM -----



Cheryl B <burgharc@gmail.com>  
05/22/2017 09:30 AM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject testimony for May 25 ESSA and weight

1. Board action on ESSA VII A. Nothing surprises me any more. This presentation is so outdated and behind the times. It is also setting the BOE up for legal challenges in my opinion. Using data in the ways suggested by the current Supt. and staff is wrong and leaves our keiki with little new help but lots of data going to business for corporate gain. How do we continue to condone items like checking off boxes for major ethnic groups and gender for two. The BOE has policy now about gender. This ESSA encourages schools to push daily for testing and pressure to succeed on tests like IReady on students who should have well-rounded days with food, safety and recess not continual testing and being told they are not good enough. It encourages principals in those areas to push staff and children in directions that are not healthy but makes them and the school look good on the surface or Strive Hi. Who is the check and balance with local control? Another point, this on the surface looks like it was designed for Hawai'i but it is really about methods and paths that have been tried and don't work because Hawai'i values and thought were not considered. So many of our ways are tied to Asian and Hawaiian roots blended into our communities. This brings up the last thought on this.. should it be approved before or after the new Supt. I thought it mattered but then I realized that you hired a mainland, corporate data pusher with no understanding of Hawai'i. So I am more concerned with #4 and #5 points on this ESSA which continue the legacy of pushing high poverty, high ELL and high turnover of educator schools. Some CAS and principals are struggling again to get and keep educators working in schools where all they do is collect data does not help. OH wait, that's the business model right? Hire data collectors not educators.

In looking at the comments at the end of Matayoshi's letter to the BOE, there are many more reasons for delaying the approval than not. I am also concerned that it states they don't see a financial possibility. I believe continued hiring of educators as well as the hiring of outside consultants (when we have plenty here) and other non-mentioned costs which occur from this path will be great. I am also including here reference to an article which came from off island of people who are concerned at the use of data by the DOE, how it is used and who is providing it. I HAD NO IDEA that Hā came with this company supporting. More data, more cost, little assistance to keiki.

<http://missourieducationwatchdog.com/meet-the-new-equity-assessments-the-tests-to-measure-student-emotional-learning-sel/>

2. Weight VII C I challenge you to make sure that ALL students in every school, in person, not just on paper receive opportunities provided and that meet the needs. On line courses are not the answer for face to face classes. Google 1 to 1 computers with kids sitting and no interaction other than the computer, not ok.



This weighting should include \$\$\$ for art, music, PE in elementary as well as all main courses in middle and high schools NO matter where a child's community might be.

Thank you for reading this testimony. I will attempt to be at the BOE meeting. I continue to be saddened that this board does not interact with the public by responding to emails or reaching out to those of us who have a sincere desire to assist in helping our keiki. I am saddened that this BOE being appointed has lost touch with the real meaning of what Hawai'i's schools should be for our keiki.

C.Burghardt

\*\*\*\*\*

\*\*

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/>

\*\*\*\*\*

\*\*

May 22, 2017  
Hawai'i Board of Education  
General Board Meeting  
Lance Mizumoto, Chairperson  
Brian De Lima, Vice Chairperson

Dear Chair Mizumoto, Vice Chair De Lima and Members of the BOE,

We would like to resubmit our April 4, 2017 testimony to comment on Item VII.B Board Action on Every Student Succeeds Act ("ESSA") impacts on school accountability.

We, the undersigned of 13 organizations and 67 individuals, are members of the Filipino community in Hawai'i representing higher education, public education, government, and local organizations and who are strong advocates for our Filipino students and families in the K-12 Hawai'i DOE.

**We strongly support the HIDOE's recommendation to the BOE to disaggregate Filipinos as a subgroup in the HIDOE accountability measures.** Currently Filipinos are subsumed under the Asian category.

The federal ESSA law requires school districts to report student data according to subgroups such as major racial/ethnic groups, English Learners, economically disadvantaged, children with disabilities, and homeless. Filipino K-12 students constitute the second largest ethnic group in the HIDOE (22.4%) and deserve to be counted as its own subgroup.

While Filipinos students overall are performing at the state average in academic performance measures, when lumped together under the Asian category, this masks their disparities. According to StriveHI data 2015, Filipino students scored 20% below their Asian peers in proficiency in Language arts and math.

Far too long, Filipinos have been considered an "invisible majority" in our public schools. Recognizing Filipinos as its own category calls attention to the specific issues and needs of our Filipino students, many who are EL/multilingual learners. Tracking this data will help us look at student achievement over time and advocate for access to opportunities and resources, role models, and culturally and linguistic pedagogies that Filipinos need to succeed in school.

Thank you for your consideration and opportunity to testify.

Sincerely,

**Organizations**

Center for Philippine Studies, UHM

Filipino Community Center  
Filipino-American Advocacy Network  
Friends of Operation Manong  
Hawai'i Friends of Civil Rights  
Hilo Visayan Club  
KASAMA (Filipino Club at Leeward Community College)  
Kokua Kalihi Valley-Community Education and Civic Engagement  
Leeward Community College Philippine Studies  
Tuloy Pangarap  
UHM COE Tinalak Filipino Education Advisory Council  
UHM Health Careers Opportunity Program  
UHM Office of Multicultural Student Services

### **Individuals**

Katrina Abes, FYE Coordinator, UH West Oahu  
Dr. Patricio N. Abinales, Director, Center for Philippine Studies  
Jeannette Abitong-Morimoto, HIDOE Special Education Teacher  
Dr. Jeff Acido, Ilokano Language and Literature Program, UHM  
Alexandra Aczon, Retired HI DOE Teacher  
Edmund Aczon, Board President, Filipino Community Center  
Dr. Anna Ah Sam, Faculty Specialist, SEED, UHM  
Dr. Amy Agbayani, Chair, Filipino-American Advocacy Network  
Amy Amper, Early College Counselor, Leeward Community College  
Dr. Norman Q. Arancon, Horticulture, UH Hilo  
Dr. Pia Arboleda, Associate Professor, Filipino and Philippine Literature Program  
Barbara Arthurs, Ed.D., Retired Vice Chancellor of Student Affairs, HCC  
Mildred Macugay Asuncion, Retired Hawai'i State DOE Teacher, School Counselor, & Student Services Coordinator  
Lito Asuncion, Retired Kauai County Elderly Affairs Program Planner  
Dr. Robert Bachini, Director, Student Services, UHM Shidler College of Business  
Erica Lei C. Balbag-Gerard, Assistant Professor & Counselor, HCC  
Jeanne Batallones, Academic Counselor, Student Support Services, UH Hilo  
Clement Bautista, Director, Office of Multicultural Student Services, UHM  
Ana Bravo, Faculty Member, Kapi'olani Community College  
Eulanda Opinaldo Campbell, Retired HI DOE Teacher  
Elena Clariza, Philippine Studies Librarian, UHM  
Ivee Cruz, Teacher, University Laboratory School / East-West Center  
Charlene Cuaresma, Member, National Federation of Filipino American Associations Region 12  
Ricardo C. Custodio, MD, MPH Associate Professor, UH West Oahu  
Romel Dela Cruz, Retired Hawai'i State Hospital Administrator  
Jodean Dela Cruz, Retired HI DOE Teacher and Vice Principal  
Brandon Elefante, Member, Honolulu City Council  
Leon F. Florendo, Interim President, Sariling Gawa Youth Council

Imelda Gasmen, Director, Kabataan: Filipino for Kids Summer Program  
Adrienne Guerero, UHM  
Anthony P. S. Guerrero, M.D., Chair, Department of Psychiatry, UH-JABSOM  
Dr. Patricia Halagao, Associate Professor, UHM COE  
Margarita "Dayday" Hopkins, Instructor, UH-Hilo & Member, Hilo Visayan Club  
Donnie Juan, Executive Director, FILCOM  
Dr. Rodney Jubilado, Filipino Studies Program, UH Hilo  
Alycia Kiyabu, UH Maui College  
Dr. Roderick Labrador, Associate Professor, UHM, Ethnic Studies  
Dr. Vina Lanzona, Associate Professor, Department of History, UHM  
Winnie Lee, M.D., Director, 'Imi Ho'ōla  
Dr. Niki E.D. Libarios, Director, Office of Student Services, UHM COE  
Ernest Libarios, Retired Counselor, Leeward Community College  
Raymund Llanes Liongson, Associate Professor, Leeward Community College  
Federico Magdalena, UHM  
Agnes Malate, Director, UHM Health Careers Opportunity Program  
Jake Manegdeg, Member, Filipino American Citizens League  
Dr. Joyce Mariano, Assistant Professor, UHM Filipino American Studies  
Marilou Matsuura, UHM COE  
Maiana Minahal, Faculty Member, Kapi'olani Community College  
Clemen Montero, Educational Specialist, Center for Philippine Studies, UHM  
Allan Nebrija, Disabilities Specialist, Leeward Community College  
Merlinda Oania, Retired HIDOE Teacher  
Flordelis Oania, Retired HIDOE Teacher  
Dr. Jonathon Okamura, UHM Ethnic Studies  
Jennifer Padua, Instructor, UHM COE  
Leticia C. Pagkalinawan, Assistant Professor, Filipino and Philippine Literature Program, UHM  
Vicky Ramil Social Worker, HI Department of Health  
Beatrice Ramos-Razon, Member, Nursing Advocates and Mentors Inc.  
Nicole Alia Salis Reyes, Assistant Professor, UHCOE  
Chanell Sagon  
Michelle Sagon  
Eric Saniatan  
Dr. Hannah Tavares, Associate Professor UHM COE  
Sabrina Fallejo Uganiza, Graduate Student, UHM COE  
Johnny Verzon, Retired HIDOE Teacher  
Leighton Vila, Member, Pamantasan Kauai  
Rose Marie J. Yonamine, HIDOE Teacher



## Native Hawaiian Education Council

---

May 23, 2017

Mr. Lance A. Mizumoto, Chair  
Mr. Brian De Lima, Vice Chair  
State of Hawai'i, Board of Education  
1390 Miller Street, Room 309  
Honolulu, Hawai'i 96813

Via: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

Re: **May 23, 2017 General Board Meeting**  
**VII. Action Items – B. Board Action on Every Student Succeeds Act (ESSA)**  
**Impacts on School Accountability – SUPPORT**

Dear Chair Mizumoto and Vice Chair De Lima,

The Council **supports** the approval of a new framework of school accountability in order to revise the Strive HI Performance System.

### Context and Understanding

The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a 34 and growing public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools; in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy change since No Child Left Behind in 2001, returning control to State's by Congressional intent, acknowledging the diversity of students, families and communities; an island State in which bodies of water geographically, politically and culturally separate schools, families and communities, impacting educational equity and equality; administrative responsibility for statewide early learning; and the continuing implementation of the approved BOE/DOE Strategic Plan and alignment with the Governor's Blueprint for Public Education.

The Council is also mindful that there is continuing confusion in the community and perhaps within the Department itself about the purpose, primary audience, relationship, alignment and integration of the following three plans and one statewide school accountability and improvement system: 1) Hawai'i's Blueprint for Public Education; 2) BOE/DOE Strategic Plan



2017-2010); 3) State Consolidated ESSA Plan; and 4) Strive HI 3.0 Statewide School Accountability and Improvement System. Our comments included in this public written testimony focuses on the statewide school accountability and improvement system known as Strive HI and its proposed 3.0 iteration.

We understand, the Department:

- A. Is recommending implementation of the Strive HI 3.0 data collection and reporting system elements *ahead of final decisions* related to the State Consolidated ESSA Plan, scheduled for submission to the Board of Education and the U.S. Department of Education in June and September 2017, respectively;
- B. Wants to ensure data is collected and reported to schools and complexes in a meaningful and timely manner that is summative (point in time) and not punitive in its intent or implementation;
- C. Is mindful that the SY 17-18 begins on July 10<sup>th</sup> for multi-track schools; and early August for teachers (August 1<sup>st</sup>) and students (August 7<sup>th</sup>) for the remaining schools in the system and data collection and reporting system elements need to be identified ahead of its collection;
- D. Is still analyzing the feedback from the public comment period (which ended on Thursday, May 18<sup>th</sup>) re: the State Consolidated ESSA Plan; and
- E. Will still need to engage in additional school, complex, system and stakeholder level conversations and discussion to finalize reported data elements (e.g., proficiency, growth, achievement), n-size, subgroups, progress of school support and improvement interventions at both the Federal mandated (i.e., State Consolidated Accountability Plan) and the State strategic plan and blueprint levels before recommendations are finalized for the Board in early June 2017 (based on the proposed Department timeline)---a very short two week period away.

### Specific Framework Support Elements

Given the above understandings, the Native Hawaiian Education Council (NHEC or the Council) would like to **support** the approval of the framework, specifically the:

- A. **Design Principles:** 1) State, *not* federally-driven; 2) Timely, user-friendly, and consistent reporting; 3) Information-driven accountability; 4) Local flexibility; 5) Redefined federal ESSA school accountability; 6) Statewide impact; and 7) Multi-level schools.
- B. **Data Elements (except Chronic Absenteeism):** 1) Proficiency rates on Language Arts and Mathematics state assessments; 2) Progress in Achieving English Language Proficiency; and 3) Adjusted Cohort Graduation Rates (for high schools) – *items mandated by ESSA*;



- C. **Chronic Absenteeism Data Element:** Regardless of whether chronic absenteeism for all schools becomes THE “state selected measure of school quality or student success” (for the State Consolidated ESSA Plan purposes), the data would help schools engage with families and communities in a school and complex area to provide locally designed and valued support interventions.

As noted above, we understand the Department will still need to engage in additional school, complex, system and stakeholder level conversations and discussion (and ultimately decision) to finalize a *“state selected measure of school quality or student success”*.

- D. **Sub Groups:** The Council supports the major racial and ethnic groups identified of Native Hawaiian, Filipino, White, Asian (excluding Filipino), Pacific Islander (excluding Native Hawaiian) Hispanic, and Black in order to better support students, schools, families and communities.
- E. **N-Size:** The Council supports lowering the minimum number (lower than 20) to ensure that sub-groups needing the most supports (not punishment) are identified. The Council understands that the N-size proposed of 20 is for reporting purposes; and hopes HiDOE is still computing the actual sub-group performance for all schools regardless of N-size and sharing that data with schools, families and communities (in appropriate ways) in order to collaboratively construct and provide family and community supported interventions.
- F. **Implementation and Related Report Dates, Implement the updated Strive Hi Performance System framework and:** 1) Utilize and report on SY 2016-17 data (to be delivered in the Fall of 2017) in order to provide a better data basis for identification of federal Title I school improvement funds and support (current list based on SY 2012-13 data); 2) Implement the inclusion of locally selected measures beginning the Fall of 2018.

### Strive HI 3.0 Framework Comments

In addition to the above support specifics of the proposed framework, the Native Hawaiian Education Council (NHEC or the Council) would like to **comment** on the following additions to the Strive HI 3.0 framework, noting that some of the elements are already reflected in the submittal memo:

- A. **Address the dual pathway of education that is unique to the State of Hawai‘i’s two official languages—English and Hawaiian; Kaiapuni Assessment of Educational Outcomes (KAEO), Safe Harbor and 95% Testing**

The Council supports the foundational KAEO work for language arts and mathematics and the plans to expand the administration of the KAEO to all tested grade levels. The Council appreciates the long term commitment to expand KAEO. While KAEO is being



further developed and expanded, we echo the Office of Hawaiian Affairs safe harbor recommendations; and schools not be punished through public shaming or through lack of support at some level; safe harbor from public shaming for those who refuse to be assessed through a language other than the medium of education. Consideration should be given for computing the 95% testing participation rate with greater precision to represent the aligned assessment in the language of instruction (e.g., adjusting the denominator).

**B. Add the following to the Strive HI 3.0 Framework:**

	Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
Elementary			Science growth	
Middle		Suspension and Discipline Rates Disaggregated by Sub-group	Science growth	8 <sup>th</sup> grade numeracy
High		Suspension and Discipline Rates Disaggregated by Sub-group	Science growth	

**C. Add the following options to be locally-selected measures:**

Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
Multi-disciplinary and multi-grade level culmination project, event, activity	Suspension AND Discipline Rates	Multi-disciplinary and multi-grade level culmination project, event, activity	Community ready intentionality (in support of career and college readiness)
	Number of Collaborations/Programs with Community Partners (e.g., Health, Social Services, Education, Culture) for family and community strengthening		

**D. Continue to work with the State Public Charter School Commission (SPCSC) and its Executive Director (ED) and staff to map the Strive HI 3.0 Framework to its Contract academic framework elements in an effort to holistically communicate aligned**





accountabilities and innovation clearly to schools, families, communities and other stakeholders.

### Comments re: Arguments Against the Recommendation

The Council would like to **comment** on the responses to the arguments against the recommendation (to approve the Strive HI 3.0 framework) as detailed in section 4e of the submittal:

#### **A. Delay in Board's approval to allow a new superintendent to shape the plan**

The announced start date of the new superintendent is August 1<sup>st</sup> with statewide multi-track schools already starting the SY 17-18 school year on July 10<sup>th</sup>. As noted above, the data elements (other than chronic absenteeism) are mandated by ESSA and the ***"state selected measure of school quality or student success"*** recommendation will be made to the Board in early June 2017 and would not change or need to wait for a new superintendent, respectively.

#### **B. Change in measures for school accountability**

As also noted earlier, there are measures for school accountability that:

- Are mandated (e.g., language arts and math proficiency, ELL proficiency and high school graduation) by ESSA, will likely not change and therefore will need to continue be data collected and reported as proposed in the Strive HI 3.0 framework;
- Will be State selected (e.g., *state selected measure of school quality or student success*) in the context of ESSA reporting and resolved by the time the Department makes its recommendation to the Board in early June 2017; and
- Will be State selected in alignment with the BOE/DOE Strategic Plan and tracked for its informative and actionable value to the State.

#### **C. Better reflect the Governor's Blueprint for Public Education or feedback that was provided at the Governor's Town Hall meetings or Education Summit**

Approval of the Strive HI 3.0 framework does not preclude the addition of design principles, data elements, analysis and proposals for update. However, since the Blueprint for Public Education is described as aspirational and visionary and currently articulates just the K-12 sector (vs. inclusion of early learning and higher education), there is further work needed to crosswalk and map the principles, concepts and elements of the aspirational and visionary Blueprint for Public Education to the BOE/DOE Strategic Plan to a yet to be developed BOE/DOE Implementation Plan (with detailed tactics and operational impacts of the identified strategies) and then to the Strive HI 3.0 Framework.



Lance A. Mizumoto, Chair  
Brian De Lima, Vice Chair  
May 23, 2017  
Page 6

### Continuing Commitment and Advocacy

The Council's support re: this agenda item was detailed in its April 4, 2017 written testimony to the Student Achievement Committee and the Board; and we affirm our comments and continuing commitment as guided by the Native Hawaiian Education Vision and Mission, the Native Hawaiian Education Platform and the Council's 2017-2018 education priorities, collectively found in Appendix A.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail ([sylvia@nhec.org](mailto:sylvia@nhec.org)) or office telephone (808.523.6432) with any questions.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff







KEAOMĀLAMALAMA

[www.keaomalalama.org](http://www.keaomalalama.org)

## *Nu'ukia (Vision)*

**'O Hawai'i ke kahua o ka ho'ona'auao.**

*Hawai'i is the foundation of our learning.*

## *Ala Nu'ukia (Mission)*

**I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauili Hawai'i.**

*In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.*

## *Pahuhopu (Goals)*

In the next 10 years, our learning systems will . . .

### **Goal #1 — 'Ōlelo Hawai'i:**

- **Advance 'Ōlelo Hawai'i Expectations**  
*Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.*
- **Actualize a Hawaiian Speaking Workforce**  
*Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.*
- **Amplify Access and Support**  
*Increase 'ōlelo Hawai'i context and programming to support the kaiāulu.*
- **Achieve Normalization**  
*Pursue normalization of 'ōlelo Hawai'i.*

### **Goal #2 — 'Ike Hawai'i:**

- **Actualize 'Ike Hawai'i**  
*Increase use of knowledge from traditional and diverse sources.*
- **Amplify Leo Hawai'i**  
*Increase 'ohana and kaiaulu learning and participation.*
- **Advance Hana Hawai'i**  
*Increase resources to support practice and leadership.*



# Native Hawaiian Education Platform\*

**‘O Hawai‘i ke kahua o ka ho‘ona‘auao.**

*Hawai‘i is the foundation of our learning.*

## **Perpetuate ‘Ōlelo Hawai‘i**

Actions on advancing ‘Ōlelo Hawai‘i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of ‘Ōlelo Hawai‘i

## **Amplify Family and Community Voices**

Recognizes parents and families as first educators; Actions that inform, illuminate, elevate and strengthen parent, family and community engagement in education

## **Advance Hawaiian Culture Based Education**

Actions that promote further understanding, connecting, supporting and advancing ‘ike and ‘Ōlelo Hawai‘i: policy and pathways; teachers, leaders and communities; pedagogy and programs; curriculum, instruction, assessment and research practices; and evaluation and accreditation mechanisms.

## **Intensify Systems Engagement**

Actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities.

\* Formal set of principal goals



**Native Hawaiian  
Education Council**  
735 Bishop Street, Suite 224  
Honolulu, Hawaii 96813  
808-523-6432  
[www.nhec.org](http://www.nhec.org)

# 2017-2018 Native Hawaiian Education Priorities

## Native Hawaiian Education Council

### Perpetuate ‘Ōlelo Hawai‘i

- Support the Working Group recommendations re: the Expansion of Hawaiian Language Instruction Throughout the University of Hawai‘i Systems.
- Support continuing work on Hawaiian language standards and assessments.

### Amplify Family and Community Voices

- Advocate for the effective implementation of ESSA for the benefit of families and communities.
- Aggregate field data on family and community voices by island community.

### Advance Hawaiian Culture Based Education

- Illuminate Models and Practices of Innovation.
- Elevate Accreditation Frameworks, Designations and Schools.
  - Create a Native Hawaiian research agenda.
  - Continue Native Hawaiian education meta-evaluation.
- Include CBE in Teacher Education and Preparation Programs and Professional Development

### Intensify Systems Engagement

- Continue national advocacy work re: ESSA implementation and Native Control of Native Education.
- Engage in early learning planning and implementation work.
- Advance the implementation of Board of Education Policy E-3 Na Hopena A‘o.
- Support the continuing 2-Pathways of Education Design and Development



Native Hawaiian  
Education Council  
735 Bishop Street, Suite 224  
Honolulu, Hawaii 96813  
808-523-6432  
[www.nhec.org](http://www.nhec.org)

May 23, 2017

To: Board of Education Members

From: Lynn Meguro-Reich, Kaimuki-McKinley-Roosevelt Complex Area Complex Academic Officer

Re: Support of Approval of STRIVE HI 3.0

My name is Lynn Meguro-Reich and I am a Complex Academic Officer with the Kaimuki-McKinley-Roosevelt Complex Area. I am writing in support of the approval of the revised STRIVE HI Performance System framework. STRIVE HI 3.0 has successfully blended the requirements of the federal Every Student Succeeds Act (ESSA) with the Department and Board Strategic Plan, 2017-2020 in a user-friendly manner that empowers the schools and their communities.

Providing support to the schools, the complex area team is dependent on comprehensive and timely school student success reports that inform decisions that are necessary to improve student success. The reported measures are comprehensive and will provide the complex area staff with data and measures to assist the schools in addressing and targeting identified needs.

It is of utmost importance that the STRIVE HI 3.0 be approved in a timely manner to ensure that schools are able to begin to use these measures when school begins in August. Delay of the approval will delay vital information schools need to successfully plan for school improvement and student success.

Thank you for the opportunity to provide testimony.

May 19, 2017

TO: The Honorable Lance A Mizumoto  
Chairperson, Board of Education

The Honorable Brian DeLima  
Vice Chairperson, Board of Education

FROM: Robert Davis  
Complex Area Superintendent for Leilehua-Mililani-Waialua

  
Jason Nakamoto  
Leilehua High School Principal

  
Ursula Kawaguchi  
Wahiawa Middle School Principal

  
Sally Omalza  
Solomon Elementary School Principal

  
Garrett Yukumoto  
Iliahi Elementary School Principal

  
Samuel Bennett  
Ka'ala Elementary School Principal

  
Jan Iwase  
Daniel K. Inouye Elementary School Principal

Fred Murphy  
Mililani High School Principal

Corinne Yogi  
Kipapa Elementary School Principal

Dale Castro  
Mililani Waena Elementary School Principal

Heather Wilhelm  
Mililani Uka Elementary School Principal

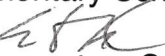
Avis Nanbu  
Mililani Mauka Elementary School Principal

Christine Alexander  
Waialua High and Intermediate School Principal

Scott Moore  
Waialua Elementary School Principal

  
Brenda Vierra-Chun  
Wheeler Middle School Principal

  
Troy Tamura  
Wheeler Elementary School Principal

  
Ernest Muh  
Heleman Elementary School Principal

Jamie Oshiro  
Wahiawa Elementary School Principal

  
Elynne Chung  
Mililani Middle School

Malaea Wetzel  
Hale'iwa Elementary School Principal

May 19, 2017

TO: The Honorable Lance A Mizumoto  
Chairperson, Board of Education

The Honorable Brian DeLima  
Vice Chairperson, Board of Education

FROM: Robert Davis  
Complex Area Superintendent for Leilehua-Mililani-Waialua

Jason Nakamoto  
Leilehua High School Principal

Brenda Vierra-Chun  
Wheeler Middle School Principal

Ursula Kawaguchi  
Wahiawa Middle School Principal

Troy Tamura  
Wheeler Elementary School Principal

Sally Omalza  
Solomon Elementary School Principal

Ernest Muh  
Helemano Elementary School Principal

Garett Yukumoto  
Iliahi Elementary School Principal

Jamie Oshiro  
Wahiawa Elementary School Principal

Samuel Bennett  
Ka`ala Elementary School Principal

Jan Iwase  
Daniel K. Inouye Elementary School Principal

Fred Murphy  
Mililani High School Principal

Elynne Chung  
Mililani Middle School

Corinne Yogi  
Kipapa Elementary School Principal

Dale Castro  
Mililani Waena Elementary School Principal

Heather Wilhelm  
Mililani Uka Elementary School Principal

Avis Nanbu  
Mililani Mauka Elementary School Principal

Christine Alexander  
Waialua High and Intermediate School Principal

Scott Moore   
Waialua Elementary School Principal

Malaea Wetzel  
Hale`iwa Elementary School Principal



May 19, 2017

TO: The Honorable Lance A Mizumoto  
Chairperson, Board of Education

The Honorable Brian DeLima  
Vice Chairperson, Board of Education

FROM: Robert Davis  
Complex Area Superintendent for Leilehua-Mililani-Waialua

Jason Nakamoto  
Leilehua High School Principal

Brenda Vierra-Chun  
Wheeler Middle School Principal

Ursula Kawaguchi  
Wahiawa Middle School Principal

Troy Tamura  
Wheeler Elementary School Principal

Sally Omalza  
Solomon Elementary School Principal

Ernest Muh  
Helemano Elementary School Principal

Garett Yukumoto  
Iliahi Elementary School Principal

Jamie Oshiro  
Wahiawa Elementary School Principal

Samuel Bennett  
Ka'ala Elementary School Principal

Jan Iwase  
Daniel K. Inouye Elementary School Principal

Fred Murphy  
Mililani High School Principal

Elynne Chung  
Mililani Middle School

Corinne Yogi  
Kipapa Elementary School Principal

Dale Castro  
Mililani Waena Elementary School Principal

Heather Wilhelm  
Mililani Uka Elementary School Principal

Avis Nanbu  
Mililani Mauka Elementary School Principal

Christine Alexander  
Waialua High and Intermediate School Principal

Scott Moore  
Waialua Elementary School Principal

Malaea Wetzel  
Hale'iwa Elementary School Principal



May 21, 2017

TO: The Honorable Lance A Mizumoto  
Chairperson, Board of Education

The Honorable Brian DeLima  
Vice Chairperson, Board of Education

FROM: Mililani Complex Principals

Fred Murphy, Principal  
Mililani High School

Elynne Chung, Principal  
Mililani Middle School

Corinne Yogi, Principal  
Kipapa Elementary School

Lynne Ajifu Principal  
Mililani Ike Elementary School

Dale Castro, Principal  
Mililani Waena Elementary School

Avis Nanbu, Principal  
Mililani Mauka Elementary School

Heather Wilhelm Principal  
Mililani Uka Elementary School

SUBJECT: Board Action on Every Student Succeeds Act (ESSA) Impacts on  
School Accountability

The "new" Strive HI represents a significant departure from accountability frameworks of the past. While NCLB was thrust upon the nation's schools in 2001, the Every Student Succeeds Act (ESSA) in 2016, has allowed states to craft success indicators that adhere to national requirements and meet the needs of the diverse school communities across our country. The Hawaii DOE used this opportunity to its fullest extent. Never before have school level principals, complex area administrators and state leadership worked together through meetings, webinars and other means to collaborate, discuss and provide feedback on an accountability system for our department. No system will ever satisfy 100% of the people it affects. ***Nonetheless, we agree and strongly support the Strive HI 3.0 accountability framework as it provides all DOE leaders a strong focus on student success while addressing the needs of the whole child.***

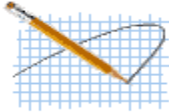
The focus on the whole child as it relates to impacting student success also represents a shift in thinking from NCLB to Strive HI 3.0. Strive HI synthesizes the requirements of ESSA and the principles of the Strategic Plan while providing for differentiated measurable indicators across grade spans, school and complex selected measures. In other words, the Hawaii DOE has created an accountability system that reflects the principles of "best practices" of educating children. With clearly articulated measurable indicators that are appropriate to grade spans and benchmarks that can be crafted by schools and complex areas, principals have the chance to design programs that meet the needs of their specific school population in ways that were never before possible. A system that allows this kind of flexibility is one that truly allows for schools to focus on learning that is meaningful to the students in their communities. When this happens, improved student success is bound to increase. ***We welcome the opportunity to be empowered to craft the learning journey of our students through carefully selected accountability***



***measures under our control, and ones that are appropriate to our grade span and others that also align with federal standards. The “new” Strive HI is the first and only framework that has ever allowed this to be possible.***

Finally, timing is of the essence. It is imperative that Strive HI 3.0 be approved as soon as possible to allow for the Hawaii DOE to communicate all pertinent information to all stakeholders. Of particular importance to schools is our Strive HI accountability results from this school year so we can plan for next school year. One of the most fundamental principles of good teaching is that assessment results must inform instruction. Without the “new” Strive HI in place, schools will have no clearly identified indicators against which student and school success can be measured and thus, will have little specific guidance for planning for improvement for next school year. ***We strongly urge the Board to approve the recommendation so that the Strive HI information can be disseminated to all stakeholders and schools will receive Strive HI reports that will define the level of student success we have achieved this school year so we can plan for improvements for next school year before next school year begins.***

The Mililani Complex Principals appreciate the Board's consideration of our recommendations and are grateful for the opportunity to provide this testimony.



**James Toyooka/NUUANU/HIDOE**

05/22/2017 01:51 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Strive HI

---

There should be a change in how GAP should be calculated or even its importance. Majority of my school's GAP percentage is due to Special Education students which is totally unfair. How can anybody expect these students who are being taught at their respective grade level ability, which might be two or three years below their grade level and is stated in their IEPs, to take a grade level equivalent test and pass it? These students are in special education for a reason so to expect all or most to pass in unrealistic for the students, teachers, and school.

Test should measure student growth and not just passing the SBA. These test average between two to three hours long per section and there are 5 sections so these current tests are expecting too much from them.



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KAIMUKI HIGH SCHOOL  
2705 KAIMUKI AVENUE  
HONOLULU, HAWAII 96816-1386

Date May 22, 2017

TO: Board of Education Chairman Mizumoto, Vice Chairperson DeLima, and Board of Education

FROM: Wade Araki, Principal

SUBJECT: Testimony on Action Item B. Board Action on Every Student Succeeds Act ("ESSA") impacts on school accountability.

I support without reservation the Department of Education's Every Student Succeeds Act ("ESSA") new Strive Hi Accountability Framework and I ask the Board to approve the new Strive Hi Framework as written.


I agree with what is being proposed by our Department of Education. Over the course of this last year, I have been presented with the opportunity to give input and provide feedback on the new Strive Hi Accountability Framework. Principal feedback was sought through the Deputy Superintendent's Roundtable, the Secondary Principals Forum and at our Complex Area Principal meetings and District Principal meetings.

The new Strive Hi Accountability Framework is more State driven and not merely driven by federal compliance. The Framework is also flexible enough to allow me to select school level success measures to supplement common statewide indicators. This will give a clear and concise accounting of my school's progress. The Framework empowers educators with the information to make the changes needed at the schools to improve student learning. I feel that my voice was heard and the plan meets the needs of my school community.

Thank you for this opportunity to testify on this important process.



**TO:** Lance Mizumoto, Chair  
Members of the Board  
Hawai'i State Board of Education

**FROM:** Stephen Schatz, Executive Director   
Hawai'i P-20 Partnerships for Education

**MEETING:** General Business Meeting on May 23, 2017

**AGENDA ITEM:** Board Action on Every Student Succeeds Act (ESSA) Impacts on School Accountability

**POSITION:** Support

Hawai'i P-20 Partnerships for Education (Hawai'i P-20) continues to be highly supportive of the Joint Board of Education (BOE) and Department of Education (DOE) Strategic Plan. The proposed new accountability framework being considered by the Board of Education aligns with and is supportive of the direction that has been set by the BOE/DOE Strategic Plan. The proposal would include third grade literacy, students on track in ninth grade, and college going rate in the accountability and reporting system. These metrics, which are measured at various points in the educational continuum, are a clear way to track the progress of Hawai'i's students throughout their journey. The proposed approach and metrics are aligned with Hawai'i P-20's Strategic Plan progress goals as well as the state's 55 by '25 goal of having fifty-five percent of working age adults with a college degree by 2025.

Finding a simple yet informative way to measure the success of any school is challenging, so it is advisable to include various data points to get a full picture of what's going well, and where there are challenges. The proposal for school accountability before the BOE is oriented around measures of student success as well as indicators that have are shown to be highly correlated with student success, such as chronic absenteeism and school climate. Hawai'i P-20's work with middle schools has demonstrated that school climate can make a significant impact on student achievement. A good school accountability system will provide information to schools and communities to help them make an impact on their students. This proposal appears to do just that.

Finally, allowing the flexibility to include school-specific measures would encourage school communities to work on and report important data about initiatives such as International Baccalaureate, Advanced Placement, Early College, and measures of early education readiness. We have seen the success of home grown initiatives such as Early College, and are supportive of providing another way to publicly measure and honor the success that is happening in Hawai'i's public schools.

Mahalo for this opportunity to provide testimony.



Lisa Nagamine/LI/HIDOE  
Sent by: Lisa Nagamine/LI/HIDOE  
05/22/2017 04:25 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject TESTIMONY for Board Action on  
Every Student Succeeds Act ("ESSA")  
impacts on school accountability

Aloha,

As the principal at Moanalua Middle School whose currently serving in the capacity of the Principal-in-Residence for Secondary Schools, I am **STRONGLY IN FAVOR** of the new **Strive HI** accountability framework.

As a veteran principal, I know and understand the importance/value of the Strategic Plan WITH the accountability system. Moanalua Middle School has done very well, thanks to the Hawaii State DOE Strategic Plan and accountability framework. The strategic plan helped me to articulate a SHARED Hawaii state vision, mission and values with the stakeholders at our school. It gave us the direction that we needed, and focused our dialogue and discussions to help organize our school infrastructure and resources PURPOSEFULLY and CONSCIOUSLY. The Strategic Plan alone, **HOWEVER, is not enough!** We need an accountability system that is aligned to the Strategic Plan because it helps to hold our school's stakeholders (administrators, faculty, staff, students, parents and community) accountable for their decisions and actions that are taking place, as well as helps us to assess student data and collaboratively evaluate and facilitate discussions on how to continuously improve our school effectively and efficiently while providing the direction we need to take in the future for our children in our community.

Effective annual planning and communication to all stakeholders takes time and I'm surprised the Board of Education did not approve the accountability framework in a more timely manner, knowing that annual planning focused on strategic targets are essential for systems to run efficiently and effectively. The Board's indecision is creating anxiety and stress at the school level because the 2016-2017 school year is ending this week and the accountability system has not yet been approved. Please make your decision as soon as possible, as we now we only have the summer to dialogue and have discussions with our leadership team and staff, SCC, PTSA, etc.

This school year (16-17) I stepped into the Principal-in-Residence for Secondary Schools position. This is a temporary revolving two-year term position to infuse current school-level expertise into the Leadership Institute Office to support secondary leaders/school administrators, while also providing the Principal in Residence an opportunity to gain valuable knowledge and experiences to enrich their own school and complex area upon return at the end of the term. This position is responsible for overseeing the HIDOE secondary principal's work to provide coherence between the Hawaii Board of Education, the Superintendent's Office, and secondary school principals regarding statewide policy and initiatives; I also serve as a mentor to new principals.

As a result of this position, I have been able to assist the superintendent's leadership in scheduling a wide variety of opportunities for principals to receive information and have dialogues and discussions regarding the STRIVE HI accountability system. They ranged from principal scheduled webinars, district principals meetings, secondary principal forums, principal

roundtable meetings, etc. For new principals, the Leadership Institute/PDERI has also got to present and give their feedback on the STRIVE HI accountability system. We, the principals, have been able to give feedback and we have seen positive changes. Of course, not everything that we gave input on was changed because we understand that Leadership is taking input from a variety of stakeholders and is making the best decisions they can as they are exposed to a plethora of feedback that they have collected from the various stakeholder groups.

Thank you for allowing me to provide my feedback on this issue.

If you have any questions or need additional information or clarification please feel free to contact me.

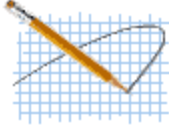
Respectfully submitted,

Lisa Nagamine  
Hawaii Department of Education  
**Leadership Institute**  
*Principal-in-Residence for Secondary Schools*  
250 Aupaka Street, Room C-3  
Honolulu, HI 96818

Cell: 1(602) 888-4472  
Work Office: (808) 421-4180 x243  
Lotus Notes: [lisa\\_nagamine@notes.k12.hi.us](mailto:lisa_nagamine@notes.k12.hi.us)  
GoogleDomain: [lnagamine@hidoceohr.k12.hi.us](mailto:lnagamine@hidoceohr.k12.hi.us)

- - -  
- - -





Mireille Ellsworth <ellsworthhsta@gmail.com>

05/22/2017 08:02 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject TESTIMONY for General Business  
Mtg. 5:00 pm

---

TESTIMONY to the Hawaii State Board of Education

General Business Meeting -- Tuesday, May 23, 2017 5:00 pm

AGENDA ITEM: VII. B. Board Action on Every Student Succeeds Act (ESSA) impacts on school accountability

POSITION: Opposed -- REQUEST FOR DELAY

Dear Chair Mizumoto, Vice Chair DeLima, and Board members:

My name is Mireille Ellsworth, English and Acting Teacher at Waiakea High School in Hilo, speaking as an individual. I serve on the Teacher Leader Work Group and have read the 150 page ESSA Draft Plan in its entirety as well as have seen multiple presentations by Ms. Tammi Chun on STRIVE HI 3.0.

### **New Superintendent = New Direction**

Since the Board has made a commitment to select a new superintendent in order to take the Department of Education into a new direction, **it is only rational that Dr. Kishimoto has an opportunity to review the plans for our state's accountability system to make her recommendations before the Board approves these plans.** Throughout the interview process, Dr. Kishimoto has made it clear that she is a bold leader who has a commitment to innovation. What is being presented to you is no different from what was presented to the Student Achievement Committee on April 4. Dr. Chun even said on April 4 to the SAC that "this is as skinny as it gets" implying that there is no way to scale back the emphasis on standardized testing that ESSA requires.

But this simply is not so. This accountability framework weighs standardized test scores as 80% of student success whereas ESSA only requires that 51% of the accountability system be measurable student achievement. The intent of changes in the federal law was to reduce the emphasis on standardized testing, yet Hawaii is choosing the opposite.

## **Strategic Plan = "a living document"**

I was in the room when the Board passed the Strategic Plan, and despite DOE's continual repetition that the Strategic Plan was passed unanimously by the Board, those who were there remember clearly there were many amendments proposed, and just before the vote of approval, Chair Mizumoto declared that the Strategic Plan is a "living document" meaning there is room for changes as the department moves forward.

## **Stakeholder Input Continually Set Aside**

However, DOE continues to collect "input" from stakeholders with no signs of changing anything. As a busy teacher who has dedicated countless hours attending meetings, preparing and delivering testimony, and studying the plans, I implore you to ask DOE what changes have been made based on stakeholder input? Board Vice Chair DeLima said on April 4, "There is a perception that what is being proposed can be improved." Have there been improvements? What actual changes have been made since April 4? There will never be buy-in when input is ignored.

When the SAC voted to delay approval of STRIVE HI 3.0 to SAC on April 4, Tammi Chun stated that she was not planning to change anything and would submit the same accountability system with the ESSA plan. What is the point in asking for stakeholder input with that approach?

## **Whole Child Education? A Well-Rounded Education? You will never know.**

We all want our accountability system to be meaningful. We all want to provide our keiki with a well-rounded education, but using these indicators, you will never know if that is what our keiki are experiencing at the school level.

At the Teacher Leader Work Group session on April 27, the teachers present were appalled that DOE is trying to measure a well-rounded education only by using test scores in 3 core subject areas. BOE is entrusted with the responsibility to set policies that will actually result in the positive changes parents and students want. Additionally, whole child education cannot be determined by attendance. Furthermore, this proposal tries to "respond" to the Teacher Leaders Work Group concern that SQS, the School Quality Survey, needs to be updated by replacing the SQS with the Tripod Survey, which is not intended to measure teacher performance, not whole child education. The DOE must stop these irrational decision, and you, the Board, or the new superintendent are the only ones who can stop this madness!

Measure the inputs, the students who are participating in the arts, music, sports, clubs, and other extracurricular activities. How are participation rates not measures of student success? We don't need a band of individual virtuosos! We need kids joyfully playing music and growing dendrites in their brains!

## **Alignment with the Governor's Blueprint**

The percentage goals that the ESSA plan sets up for our sub-groups are way too high. Dr. Chun stated this was the area that aligns with the Governor's Blueprint because the Governor stated he wants Hawaii to be the top performing district in the nation, so they took the percentages from the top performing states, Iowa and Massachusetts. When our students being serviced under Special Education are currently at 14% in language arts and the goal is 74%, that's unrealistic, especially with the severe Special Education teacher shortage and the deplorable underfunding of our schools. Our students identified under special education are at 12% in math and the goal is 69%. Talk about setting them up schools for failure! This feels like No Child Left Behind all over again!

I and hundreds of others provided our input, but no changes have been made. This is not how to get buy-in which our incoming superintendent, Dr. Kishimoto, and Vice Chair DeLima have

both stated are critical to success.

Make the needed changes and stop this madness of hanging on to the status quo of the past which ESSA is intended to overcome!

Thank you,

Mireille Ellsworth,

English and Acting Teacher,

Waiakea High School,

Hilo

\*\*\*\*\*

\*\*

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/>

\*\*\*\*\*

\*\*



**STATE OF HAWAII**

DEPARTMENT OF EDUCATION

**WAIAKEA HIGH SCHOOL**

155 W. KAWILI ST.

HILO, HAWAII 96720-5038

PHONE: 974-4888 FAX: 974-4880

Website – <http://waiakeahigh.k12.hi.us>

KELCY KOGA  
PRINCIPAL

May 22, 2017

TO: State of Hawaii Board of Education

FROM: Kelcy Koga, Principal, Waiakea High School

SUBJECT: Testimony Regarding new Strive HI Framework

This testimonial is written in full support of the new Strive HI framework which is based upon the Hawaii Department of Education Strategic Plan. It is clear that the work that has been placed on the creation of a new accountability system has taken into consideration a number of aspects including the empowering of educators and community members in the best interest of schools and enrolled students.

As a school level principal I humbly ask that the Board of Education approve this framework expeditiously as it is vital that school leaders have the opportunity to plan ahead and prepare for the new school year, incorporating the new accountability measures.

The only concern I have with the new framework is the N size for subgroups. Coming from a fairly large school, I do believe that either increasing the N size to 30 or calculating a percentage for subgroup composition of students should be considered. Nevertheless, whatever the N size, it is our belief at Waiakea, that we monitor and attempt to accommodate the needs of all of our students.

Any further questions/concerns regarding my testimony can be directed to me via email or by phone. Thank you for your consideration.

BOE General Business Meeting

AGENDA ITEM: VII. B. Board Action on Every Student Succeeds Act (ESSA) Impacts on School Accountability

POSITION: Opposed

May 23, 2017

Dear Chair Mizumoto, Vice Chair DeLima, and Board members:

The *Every Student Succeeds Act* (ESSA) emerged from a long battle of resistance to over-testing and the deformation of public education under *No Child Left Behind* (NCLB) and *Race to the Top* (RttT) initiative. Governor Ige created the ESSA Task Force in early 2016 and by December 2016, after multiple rounds of community forums and town halls, the task force had produced the first version of the Governor's Blueprint. Three key imperatives emerged from conversation between parents, students, teachers and community members over the many months of community meetings: BOE and DOE leadership should 1) move Hawaii public schools away from the culture of over-testing; 2) refocus pedagogical attention on the whole child and the provision of a well-rounded education; and 3) address the mounting teacher shortage crisis with long-term, systemic policy changes to not only improve pay and benefits, but also challenge the top-down, compliance-driven culture of school leadership that diminished teacher autonomy and engagement in teaching and learning.

Although the Governor and HSTA stand ready to take full advantage of the new federal law, the DOE has revealed its unwillingness to change course. The state ESSA plan, which the DOE must submit to the federal government by September 18, 2017, had the potential to be a transformative document that not only expresses community desires for meaningful and systematic educational change, but also charts a path towards that change. That opportunity is being sacrificed to ideological rigidity and bureaucratic inertia.

The clear litmus test of the extent to which the Hawaii DOE is willing to take advantage of this opportunity is testing itself. With the implementation of NCLB and RttT, teachers in Hawaii were forced to shift their focus from teaching to testing. Excessive use of standardized tests has been counterproductive and even destructive to creativity, innovation and critical thinking in the public school classroom. Although the rejection of this misguided approach to education by all stakeholders was resounding in the past year of community meetings, the current state ESSA plan reproduces the DOE's commitment to "education through testing." ESSA provides that the weight of testing and test scores in the accountability system can be reduced to 51%, yet our DOE, unlike many other departments of education across the country, maintains the weight of testing at 80% in the accountability system submitted as the state ESSA plan to the federal government.

This weighting binds the whole system to the status quo, so that it will still be driven by standardized testing. While this technical configuration is challenging for the ordinary parent or community member to track, the effect will be obvious to everyone within a year. Nothing will have changed. Testing will still drive the system, mandated curriculum will still dominate the curricular discussions in the testing grades, and the culture of public schools will still be top-down and focused on compliance.

Our BOE can demand a state ESSA plan that actually connects with the Strategic Plan and the Blueprint to change our system. While this BOE approved a Strategic Plan written by the current DOE leadership, which in turns provides the only visible foundation for the state ESSA plan, it still retains the power to require a state ESSA plan that moves the public education system in Hawaii in a new direction. Moreover, a delay in the approval of the state ESSA plan will provide Superintendent Kishimoto with the opportunity to revise the plan so that she has the space to lead and create change. If the BOE approves the state ESSA plan without such ownership on the part of the superintendent, they will be denying her any possibility of laying out her plan for change. The current state ESSA plan can move the state away from the status quo and catalyze the kinds of change the new BOE members were appointed to create. The BOE, by changing the timeline, can ensure that positive, visible, substantive changes in leadership direction can be actualized through the shared vision articulated in the state ESSA plan.

Very truly yours,

Amy Perruso  
Mililani High School  
Social Studies

Beatrice DeRego-Coffield – Kahuku High & Intermediate

Re: General Business Meeting

Agenda Item: VII-B: Board Action on Every Student Succeeds Act ("ESSA") impacts on school accountability

Position : Oppose Approval without Significant Changes

Aloha, Honorable Chair Mizumoto and Members of the Board.

My name is Beatrice DeRego-Coffield and I am still the Test Coordinator at Kahuku High and Intermediate.

Once again I am here for our teachers, advocating on the behalf of our students, especially the 8<sup>th</sup> graders who have now lost almost a month of instructional time in their English and Math classes, as well as an additional week in their Science class. The new accountability plan professes to be based on the minimum federal requirements – yet the new plan, much like the old plan, leans heavily on test scores. Over 80% worth of NCLB-RTTT.

Page 2, number 5 is on identifying schools needing additional support. As a test coordinator in a Title 1 school, I have been subjected to the memos criticizing our schools for not getting the magic 95% participation rate on required tests. We are forwarded pages from the Test Coordinator's Manual as if we are not all staying up until midnight every night running reports, knowing full well which students will cut the entire school day if they know they have a call slip for testing. On our drop down menu of reasons for participation, the major cause is not an option: POVERTY. Instead we interpret each lost test as a measure of truancy or test refusal or medical emergency, or such innocuous rationales. If Hawaii is serious about preparing students for life, we need to find valid ways of assessing our students. First, by eliminating the excruciatingly long, unreliable Performance Task of the SBA tests or finding a new test. Secondly, by providing relevant and authentic means of celebrating our students accomplishments – they all have bright spots if you care to look.

This brings me to page 9, Comment 2 on Chronic Absenteeism – one of the many reasons we will not reach 95% participation. Chronic absenteeism is a symptom of poverty. These are students who are houseless, haven't had a meal except a school lunch in days, who have a parent or parents who work one or more jobs to try to survive in an economy where \$50,000 annually is a struggle for a family of 4. Students who stay home to watch the little ones because it is a better choice than leaving toddlers home alone. Students who are sick because reliable medical insurance is out of reach. Students who finally show up for a day of learning and spend a week sitting in a computer lab struggling through text pulled from the common domain in the interest of economy; so boring and irrelevant they are convinced never to return. Additionally, page 9, Comment 5 exposes 8<sup>th</sup> grade Literacy for what it actually is – another indicator based on test scores.

Finally, there is Comment 6 – a call from 56% of respondents – a majority – to limit the role of standardized testing and add authentic measures of academic success. The DOE response is: "The intent of the ...plan, which Strive HI 3.0 is intended to measure, focuses on ensuring that students are on a path toward success in college and careers. Statewide assessments are included among the Strategic Plan Indicators of student success which are **proposed** to be reported on Strive HI." Please remember that our current tests are aligned to the Common Core Standards, not College and Career Readiness. Perhaps switching to shorter tests that more closely align with that goal such as the



ACT or SAT, as well as their middle school aligned tests would be a step in the right direction as schools develop authentic assessments that demonstrate the many ways our students are exceeding life standards, in spite of a month wasted in a lab.

This plan will not get Hawaii's public education system to world class; none of you would consider it being replicated in our private schools. So why is it acceptable for my students? That is class warfare. Please delay the approval of the plan until our new Superintendent, who has clearly indicated she has the energy, drive and experience to fulfill the goals of Na Hopena A'o – a is given the opportunity to add a Breath of fresh air with her brush stroke.

My students are counting on your compassion and foresight,  
Bea DeRego, Kahuku High & Intermediate



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

---

**TESTIMONY FOR AGENGA ITEM VII, B, BOARD ACTION ON EVERY STUDENT  
SUCCEEDS ACT (“ESSA”) IMPACTS ON SCHOOL ACCOUNTABILITY**

**General Business Meeting  
Hon. Lance Mizumoto, Chair  
Hon. Brian De Lima, Vice Chair**

**Tuesday, May 23, 2017, 5:00 PM  
Queen Liliuokalani Building, Room 404**

Honorable Chair Mizumoto and committee members:

I am Kris Coffield, representing the IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 350 local members. On behalf of our members, we offer this testimony **in opposition** to approval of the DOE’s proposed school accountability system, STRIVE HI 3.0, and related ESSA accountability protocol, **with a recommendation that the board delay decision-making on this matter until after August 1** to allow the new Hawai’i State Department of Education Superintendent an opportunity to collaborate with stakeholders on the design of the new state and federal school accountability frameworks.

We can wait. In accordance with the HIDOE’s taste for enumerated plans, here is a point-by-point analysis of why the Board of Education can and should delay decision-making on the department’s proposed accountability system until a future meeting.

1. HIDOE leaders have until September 18<sup>th</sup> to submit their final ESSA Plan to the U.S. Department of Education. Rather than rush through an accountability system with little stakeholder—especially teacher—input, we should discuss accountability over the summer, preferably via community meetings, when educators have more time to digest the copious amount of information surrounding the crafting of STRIVE 3.0. Then, in August, after newly appointed Superintendent Christina Kishimoto has had an opportunity to review the accountability frameworks she will be tasked with implementing, the board can revisit the issue. The hasty nature of the current proposal is demonstrated by its continued overemphasis on standardized

testing data in determining school success, a measure that numerous educators and community members have condemned as academically, professionally, and developmentally harmful in testimony to the board and at community meetings on Gov. Ige's ESSA Blueprint and the Joint DOE-BOE Strategic Plan.

2. It would be administrative malpractice to handcuff the incoming superintendent to an accountability system that she had no say in creating. Moreover, the department's STRIVE HI 3.0 monstrosity is groaning under the weight of test-based statistics and related mandated curricula that reflect precisely the educational paradigm the new superintendent was appointed to rectify. Why would the board advance an agenda based on ideas generated during the days of No Child Left Behind and Race to the Top, when it just hired someone to change those outdated ways of thinking?
3. In March, the United States Senate dramatically altered the ESSA landscape by discarding the former Obama administration's ESSA regulations, including those related to school accountability, and further prevented current U.S. Secretary of Education Betsy DeVos from establishing substantially similar guidelines. Until the USDOE releases new guidelines, we have no way of knowing what federal officials expect. To prematurely adopt a comprehensive school accountability system for ESSA, therefore, would be like playing laser tag while blindfolded. All we know, based on the Senate's course reversal, is that the targets our state will be tasked with hitting are on the move. We would be doing teachers and their students a great disservice by impulsively embracing a plan that may be need to be rewritten wholesale in a few weeks or months, when new guidelines are released.
4. HIDOE's school accountability proposals were uploaded to the BOE website on May 18<sup>th</sup>, the same day as the deadline for completing the state's ESSA Plan and related STRIVE HI 3.0 surveys. There is simply no way that the department could have reviewed and responded to all information collected through its survey, much less incorporated that feedback into its school accountability proposals, when the proposal was placed on the board's website before the process for gathering feedback was completed. This is a shameful case of HIDOE leaders having predetermined responses to the public, disregarding survey data, and making a mockery of transparency and public engagement.
5. Finally, academic plans, like the Strategic Plan, can and should be living documents. If STRIVE HI 3.0 and Hawai'i's consolidated ESSA state plan are approved in

August or September, both the overarching Strategic Plan and individual schools' academic plans can be modified accordingly. Our teachers are nimble, having been forced to become so by the endless stream of federal and state hoops through which they've been forced to jump in recent years. They can continue to work under current conditions, knowing that they may have to adapt to strategies when the ESSA Plan is submitted and approved this fall.

To promote a society in which our schools are the sign and signal of Hawai'i's highest standards of excellence, please delay action on a new accountability system until a later date. Give stakeholders a chance to work with the new Superintendent to become the change we wish to see in our public education system.

Sincerely,  
Kris Coffield  
*Executive Director*  
IMUAlliance

May 23, 2017

Hawai'i Board of Education  
General Business Meeting  
Lance Mizumoto, Chair  
Brian De Lima, Vice Chair

Aloha Chair Mizumoto, Vice Chair De Lima and Members of Board of Education,

We would like to comment on Item VII.B, Board Action on Every Student Succeeds Act ("ESSA") impacts on school accountability.

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA).

We are committed to equity in education through either of the state's official languages, English and Hawaiian. We are concerned for specified groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools relative to others.

With respect to the Department's recommendation to approve a new framework of school accountability to revise the Strive Hi Performance System, we would like to support the testimony by the Native Hawaiian Education Council.

Thank you for the opportunity to testify.

Mahalo,

Cheri Nakamura  
Sylvia Hussey  
Patricia Halagao  
William Pila Wilson  
Martha Guinan  
Kanakolu Noa  
Ka'ano'i Walk



## KAMEHAMEHA SCHOOLS®

Date: May 23, 2017  
To: Board of Education, General Business Meeting  
When: 5:00 p.m.  
Testifier: Wai‘ale‘ale Sarsona  
Agenda Item: VII. B. Board Action on Every Student Succeeds Act (“ESSA”) impacts on school accountability

E ka Luna Ho‘omalua Mizumoto, ka Hope Luna Ho‘omalua De Lima, a me nā Lālā o ka Papa Ho‘ona‘auao, aloha! My name is Wai‘ale‘ale Sarsona and I serve as the Managing Director of the Kūamahi Community Education Group of Kamehameha Schools. As part of Kamehameha Schools’ strategic plan, which guides us to contribute to the communities’ collective efforts to improve Hawai‘i’s education systems for Native Hawaiian learners, Kamehameha Schools is committed to support public education. We collaborate with the Hawai‘i Board of Education, the Hawai‘i Public Charter School Commission, and the Hawai‘i Department of Education. We support the transition to a new framework of school accountability in order to revise the Strive HI Performance System and offer the following recommendations.

*We support the adoption of a safe harbor provision for Kaiapuni and Hawaiian immersion charter schools.* Secondly, that schools not be punished for students and families that refuse to participate in assessments that are not in the medium of instruction. While great strides have been made in the development of assessments for Kaiapuni and Hawaiian Immersion charter school students through the Kaiapuni Assessment for Educational Outcomes (KAEO), there is much more work yet to be completed. According to the draft Hawai‘i Consolidated State Plan, Kaiapuni or Hawaiian immersion charter school students tested in grade levels or subjects that do not currently have a KAEO assessment will take the Smarter Balanced Assessment (SBA). We know that this has been a point of contention between Kaiapuni and Hawaiian language immersion communities and the Department in the past because of the negative public perception this has caused. We support the rights of all Hawai‘i families to have their children and students assessed accurately in the language of instruction and urge the adoption of a safe harbor provision to honor this. Without any safe harbor students, families, and schools may suffer heightened negativity, including public shaming, for non-testing participation compliance.

*We also support the proposed “multi-level” schools reporting plan.* As proposed by the Department, Multiple Strive HI reports will be made for each “multi-level” school so that there is an overall school report for all grade levels and also reports for each “grade span” (grades K-5, 6-8, 9-12, as applicable). Most importantly, for federal accountability purposes, each grade span may be treated as if it were an individual school to target support and improvement. We applaud the Department for considering the unique needs of our various public schools and communities, including many “multi-level” charter and Kaiapuni schools.

*We support the option for schools and complexes to include locally-selected student success measures in their Strive HI performance reports.* As proposed by the Department, the school- or complex-selected

measures would supplement the common Strategic Plan-based measures and provide schools the opportunity to share additional information of their students' progress on Strategic Plan Student Success objectives, especially on school-level information that is not collected and/or reported statewide. Furthermore, we support the Department's proposal to include these locally-selected measures in reports starting in Fall 2018 and to seek stakeholder input in developing the criteria for these measures.

Founded in 1887, Kamehameha Schools is an organization striving to advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

‘A‘ohe hana nui ke alu ‘ia. No task is too large when we all work together! Mahalo nui.



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
LEEWARD DISTRICT OFFICE  
601 Kamokila Boulevard, Room 588  
Kapolei, Hawaii 96707

May 23, 2017

TO: The Honorable Lance A. Mizumoto  
Chairperson, Board of Education

The Honorable Brian J. De Lima  
Vice-Chairperson, Board of Education

The Honorable Members of the Hawaii State Board of Education

From: Leeward District Principals  
Leeward District Complex Area Educational Officers  
Leeward District Complex Area Superintendents

Hanh Nguyen  
August Ahrens Elementary School

Jon Henry Lee  
James Cambell High School

Sherry Kobayashi  
Ewa Beach Elementary School

Amy Martinson  
Highlands Intermediate School

Kent Matsumura  
Honowai Elementary School

Christopher Bonilla  
Ilima Intermediate School

Debra Hatada  
Kaimiloa Elementary School

Stacie Kuniyisa  
Kanoelani Elementary School

Elden Esmeralda  
Kapolei High School

Jaclyn Riel  
Barbers Point Elementary School

Stanley Tamashiro  
Ewa Elementary School

Kim Sanders  
Ewa Makai Middle School

Aileen Kupihea  
Pearl City-Waipahu Complex Area

Laureen Dunn  
Hookele Elementary School

Ofelia Reed  
Iroquois Point Elementary School

Pat Anbe  
Kaleiopuu Elementary School

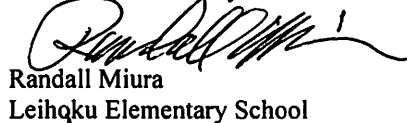
Cosmo Arakawa  
Kapolei Elementary School

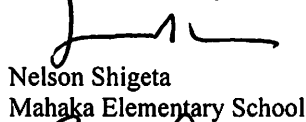
Richard Fajardo  
Kapolei Middle School

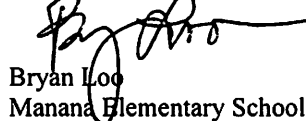


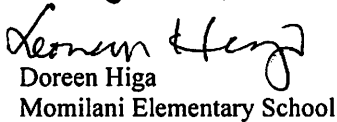
  
Paul Taga

Keoneula Elementary School

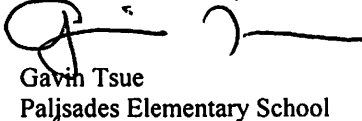
  
Randall Miura  
Leihoku Elementary School

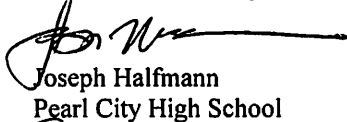
  
Nelson Shigeta  
Mahaka Elementary School

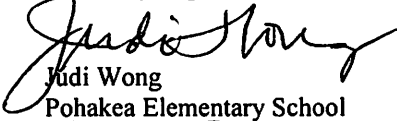
  
Bryan Loo  
Manana Elementary School


  
Doreen Higa  
Momilani Elementary School

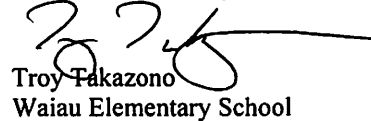
  
Lisa Ann Higa  
Nanakuli Elementary School

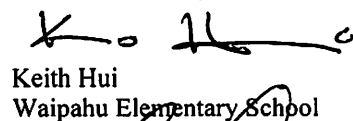
  
Gavin Tsue  
Palisades Elementary School

  
Joseph Halfmann  
Pearl City High School

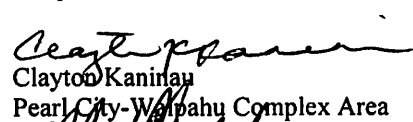
  
Judi Wong  
Pohakea Elementary School


  
Wendy Takahashi  
Waianae Elementary School

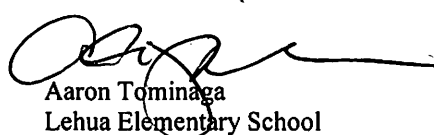
  
Troy Takazono  
Waiau Elementary School

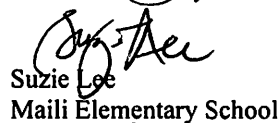
  
Keith Hui  
Waipahu Elementary School

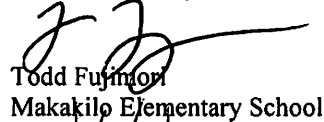
  
Randell Dunn  
Waipahu Intermediate School

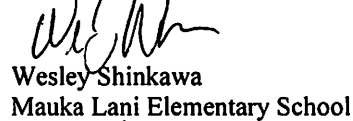
  
Clayton Kaninai  
Pearl City-Waipahu Complex Area

  
Melissa Madaeu  
Pearl City-Waipahu Complex Area


  
Aaron Tominaga  
Lehua Elementary School

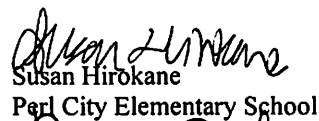
  
Suzie Lee  
Maili Elementary School

  
Todd Fujimori  
Makakilo Elementary School

  
Wesley Shinkawa  
Mauka Lani Elementary School


  
Debra Knight  
Nanaikapono Elementary School

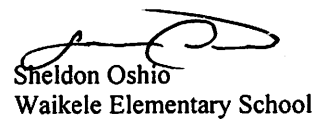
  
Darin Piliialoha  
Nanakuli High and Intermediate School

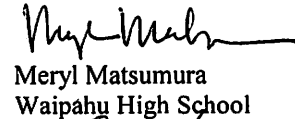
  
Susan Hirokane  
Pearl City Elementary School


  
Michael Nakasato  
Pearl City Highlands Elementary School

  
Michelle Suzuki  
Campbell-Kapolei Complex Area

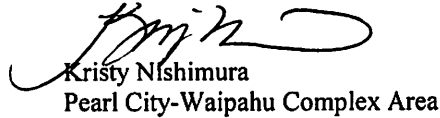
  
John Wataoka  
Waianae Intermediate School

  
Sheldon Oshio  
Waialele Elementary School

  
Meryl Matsumura  
Waipahu High School

  
Greg Uchishiba  
Pearl City-Waipahu Complex Area

  
Christina Shioi  
Campbell-Kapolei Complex Area

  
Kristy Nishimura  
Pearl City-Waipahu Complex Area




Lisa Ynigues  
Pearl City-Waipahu Complex Area



Jodi Agpalsa  
Pearl City-Waipahu Complex Area



Yvonne Humble  
Campbell-Kapolei Complex Area



Cathy Palmer  
Campbell-Kapolei Complex Area



Heidi Armstrong  
Campbell-Kapolei Complex Area Superintendent



Ann Mahi  
Nanakuli-Waianae Complex Area Superintendent



Rodney Luke  
Pearl City-Waipahu Complex Area Superintendent

**Subject: General Business Meeting, Board Action on Every Student Succeeds Act (ESSA) Impacts on School Accountability**

The Leeward District Principals, Complex Area Educational Officers, and our Complex Area Superintendents stand united in strong support of the new STRIVE HI School Accountability System.

The new STRIVE HI School Accountability System focuses on state and schools' progress on our DOE/BOE State Strategic Plan Student Success Objectives. While the new STRIVE HI maintains a clear alignment with our state strategic plan, it also incorporates the feedback from principals and other school and educational leaders to recognize the diverse demographic needs of our school communities. It removes the punitive ranking and classification systems of schools, removes the weighting of measures, and now focuses on data that is helpful to stimulate conversations regarding areas of strength, opportunity, and need. The new STRIVE HI School Accountability System also empowers educators and school communities in selecting locally identified measures of student success.

We ask that the Board expeditiously approve the new STRIVE HI School Accountability System to enable school communities to immediately engage stakeholders with the important information the system provides.

The Leeward District Principals, Complex Area Educational Officers, and our Complex Area Superintendents appreciate the Board's consideration on our recommendations and the opportunity to provide testimony for the best interest of our students.

DAVID Y. IGE  
GOVERNOR



CATHERINE PAYNE  
CHAIRPERSON

STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**('AHA KULA HO'ĀMANA)**

<http://CharterCommission.Hawaii.Gov>  
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813  
Tel: (808) 586-3775 Fax: (808) 586-3776

May 23, 2017

VIA EMAIL: [BOE\\_Hawaii@notes.k12.hi.us](mailto:BOE_Hawaii@notes.k12.hi.us)

Lance Mizumoto, Chairperson and Members  
Hawaii Board of Education  
P.O. Box 2360  
Honolulu, Hawaii 96804

RE: Agenda Item VII. B. Testimony regarding Board Action on Every Student Succeeds Act (ESSA)  
Impacts on School Accountability

Dear Chairperson Mizumoto and Members of the Board:

Thank you for the opportunity to provide comments regarding the Department's recommendation for board approval of a school accountability framework to meet the requirement of Board Policies 102-1, Effective Schools Reporting and 102-5 Comprehensive Assessment and Accountability System.

The Commission's charter school contracts are dependent upon the Department's ability to calculate and devise an assessment and accountability system that measures all public schools across the state. Charter schools continue to work hard in developing strategies and capacity to comply, meet, and exceed the state accountability plan. A delay or change to assessments and accountability has direct effect on our public charter schools. The earlier the assessment and accountability measures are set, the sooner schools can begin to plan around the expectations and measures.

The Department has communicated and worked with the Commission throughout the development of the comprehensive assessment and accountability system. The Commission is supportive of the assessment and accountability system. We appreciate your consideration of the effects on our charter schools as part of the larger K-12 public school policy and that you keep our schools in mind as you make your decisions on the overall assessment and accountability systems.

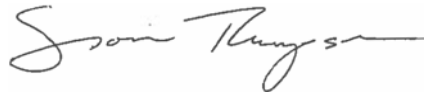
Board of Education

Page 2

May 23, 2017

Thank you for the opportunity to provide testimony and for your consideration.

Sincerely yours,

A handwritten signature in cursive script, reading "Sione Thompson". The signature is written in dark ink and is positioned above the printed name and title.

Sione Thompson

Executive Director

Hawaii State Public Charter School Commission