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## Testimony Nov. 18 SAC Meeting

1 message

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Warren Hyde <whyde808@yahoo.com>

Mon, Nov 15, 2021 at 9:18 PM

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Dear Chair Namauu, Vice Chair Arakaki, and members of the Student Achievement Committee:

Mahalo for the opportunity to comment on the first quarter data.

Per Hayashi's November 18 memorandum it is still unclear how *intervention and acceleration* is this defined as in the DOE. These terms are used loosely, although it sounds appropriate, no two principals or teachers that you ask can explain what intervention and/or acceleration means consistently and they have said, "it's what we already do".

Seven years ago the DOE made it mandatory for all schools to have a universal screener, even pre-pandemic the DOE has yet to figure out how to use the screeners as a diagnostic assessment (as stated by Superintendent Hayashi) and generate next steps as a result of the diagnostic. They have yet to understand the data and make instructional decisions that yield a return despite the vast research available world-wide. Currently the non-high needs population still is not at or above grade level and the DOE has not been able to yield returns on the assessment investments, teaching investments and professional development investments. What is the DOE doing differently from pre-pandemic practices?

The DOE allocates money for the subgroup populations, check that box and has demonstrated that money (millions of dollars annually) is not the answer and historically has not yielded a return.

HIDOE uses all the right words, universal screener, check that box.

Professional development, check that box.

Stakeholder input, check that box.

Close the achievement gap, words only.

Professional judgement, education know-how, transfer of professional development into practice, academic growth and achievement of all students are non-existent and ignored.

What is the base comparison Hayashi is referring to in the last sentence in paragraph 1? What is Hayashi's purpose with the base?

Parents in Hawaii are not vocal, it is time for parents to start expecting more from the DOE and it is with gratitude for the BOE holding the DOE accountable for way too many years of low expectation and leadership preservation strategies at the expense of Hawaii's children.

At the last SAC meeting, chair Kili Namauu, jointly with FIC chair Bruce Voss committed to discontinuing the grouping, yet the DOE continues to present data the same way it always does without foresight. May I ask Mr. Hayashi to please explain and present the data by grade level pinpointing what Claim, Target, Depth of Knowledge, and Item Difficulty trends by grade level and by complex area (this is the analysis available in the Smarter Balanced Assessment) for us to get a better view on how students are performing by complex area. Reporting numbers by subgroups has not helped the HIDOE to take a closer look, whereas group level results can help HIDOE evaluate the degree to which they may need to adjust their instruction by analyzing areas in which students excel and areas where students need additional support. The DOE has used the

SBA now for over 5 years and it is time to have courageous, truthful conversations by attempting to understanding the data.

Recently a principal at a blue ribbon school admitted to his staff, "I am not a curriculum person". Where else in the nation would this statement be acceptable to state publicly; only in Hawaii is this acceptable. School administrators forget they are educators.

If the DOE continues to ignore the issues and its root cause(s), the DOE will continue to spend millions of dollars on contracts for consultants which work does not produce a return on investment or lasting system reform. When will the HDOE work on the failing system?

Mahalo for the opportunity to testify.

Sincerely,

W. Hyde

Grandfather and community member



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## Curriculum. Item III A student achievement

1 message

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**Cheryl B** <burgharc@gmail.com>

Tue, Nov 16, 2021 at 6:14 PM

To: Testimony BOE <Testimony.BOE@boe.hawaii.gov>

The connection between test scores and a child's feeling of safety in a classroom are heavily linked. Please take a moment to think about the harm that is done daily, especially around Christian or as I call them Hallmark holidays. A public school system is supposed to be inclusive of all and to present solid facts and unbiased presentations in the content.

To continue to have students fill in xerox sheets, participate in feasts of Indians and Pilgrims is unprofessional and inexcusable in 2021. Educators know better and should be doing better. The DOE administration as well as the BOE are responsible for the unbiased education for ALL students. There is so much research and so many viable, interesting and unbiased lessons available, there is no excuse. Everyone around the world has celebrations of harvest. It's not hard to do.

If you bring it up, you will hear "but we always have done that", "we're so overwhelmed", "parents like the cute gatherings" and many more reasons. The question I will ask again, what standard is it meeting, what's the purpose? and why is that lesson unable to be adapted?

How many years have I and others written to the BOE, the DOE and the State about adjusting the calendar away from Christian holidays? It's a public school, Good Friday, Easter and Christmas do not belong. When will you all leave the 18th century and move into 2021? Is it because of funding and test scores that the schools are unable to present unbiased, unracist curriculum?

Please take some time to think about this. What will it take to bring the DOE/BOE into the 21st century?

I will expect a reply from someone on the BOE on this issue.

C. Burghardt



November 18, 2021  
Student Achievement Committee

Dear Chair Namau'u and Members of the Committee,

We would like to comment on Discussion Item III. A., Presentation on Student Academic Status for the 2021-2022 School Year: Analysis of English Language Arts and Math Universal Screener Data for Elementary and Middle School.

We thank the DOE for updating the 2021-2022 universal screener data, disaggregating by student subgroups by grade level and proficiency, and providing a same student, year-on-year change in screener proficiencies. As equity in education advocates, we greatly appreciate the breakdown of the student subgroup data. We see that the high-needs students and certain ethnicities are disproportionately below grade level. We also see that more students are below grade level this year as compared to last year. We are extremely concerned, and we feel greater urgency to address the serious challenges facing our students and schools.

We were hoping that the DOE would provide a clearer explanation of purpose of the data, the methodology of how the data was compiled, what the data means and how the DOE was going to use it, but the memo did not include this.

Since there was no detailed analysis of the data, we are left to refer to the information that the DOE has presented previously on how it plans to address students going forward. Unfortunately, we are not confident that the DOE's strategies will lead to well targeted solutions to the challenge at hand.

For example, on October 21, 2021, the DOE explained that it would use the Hawaii Multi-Tiered System of Support (HMTSS) to provide appropriate supports for students. We attached the picture of "HMTSS and Universal Screening" below. It shows that 80% of students are at the Tier 1 level, which is core classroom instruction, 15% are at the Tier 2 level, which are targeted, supplemental interventions, and 5% are at Tier 3, which is individualized, intensive interventions.<sup>1</sup> We assume that this means 80% of the students and resources target Tier 1 while 20% target Tier 2 and Tier 3.

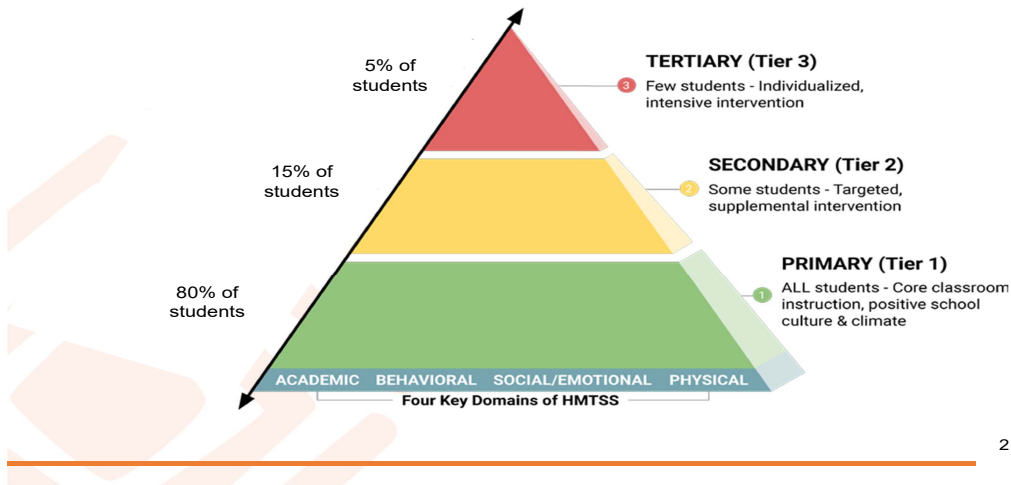
However, the universal screener data presented in the November 18, 2021, memo shows that for 2021-2022, 34% and 25% of our students are on grade level while 66% and 75% of our students are one or two grade levels below for English Language Arts and mathematics, respectively.

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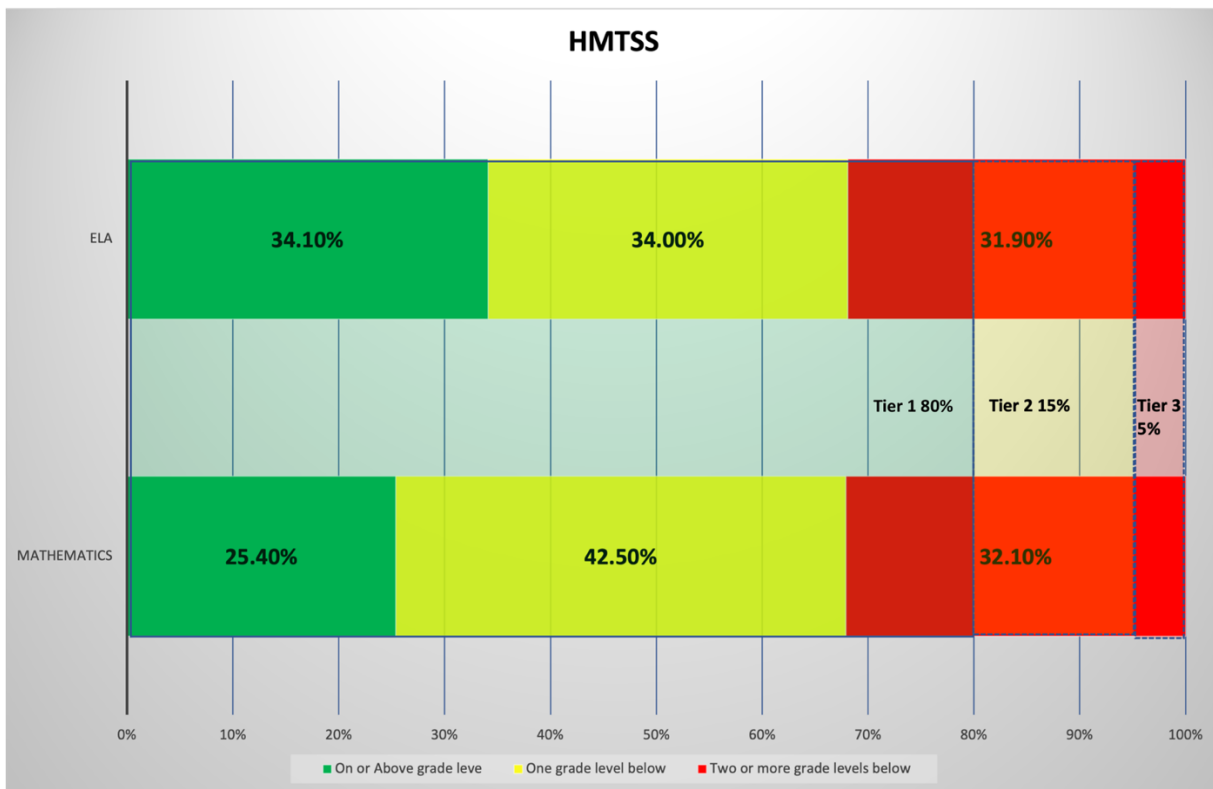
[https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC\\_10212021\\_Presentation%20on%20Student%20Academic%20Status.pdf](https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC_10212021_Presentation%20on%20Student%20Academic%20Status.pdf)

# HMTSS & Universal Screening



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Projecting the percentages of students on grade level onto the HMTSS framework, which we depict in the chart below, indicates that the HMTSS framework to be inadequate for the student needs. We conclude that the percentages in HMTSS are not aligned. At least two-thirds of focus should be Tier 2 and 3, while one-third should be Tier 1.



While the universal screener data are only one indicator of academic progress, it lets us know that more students are behind this year as compared to last year. It does not, however, provide a complete picture of learning loss as it is not a whole-child assessment. Due to the pandemic, many students have suffered socially and emotionally and so it would make sense that a greater focus on Tier 2 and Tier 3, which includes these supports, is warranted.

Given that the DOE has only provided the universal screener data, from a policy perspective we ask, what are the near-term and long-term goals for all students? What metrics are going to be used to measure progress? Is there going to be a greater focus on the disproportionately impacted students?

We look forward to more clarity with respect to the purpose of the data, methodology, and analysis and from that, the DOE's explanation of its strategic framework, plan, actions and use of resources going forward.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21  
Alliance for Place Based Learning  
American Civil Liberties Union  
Atherton YMCA  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
\*Education Institute of Hawai'i  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawai'i  
Harold K.L. Castle Foundation  
\*HawaiiKidsCAN  
\*Hawai'i Afterschool Alliance  
\*Hawai'i Appleseed Center for Law and Economic Justice  
\*Hawai'i Association of School Psychologists  
Hawai'i Athletic League of Scholars  
\*Hawai'i Children's Action Network  
Hawai'i Education Association  
Hawai'i Nutrition and Physical Activity Coalition  
\* Hawai'i State PTSA  
Hawai'i State Student Council  
Hawai'i State Teachers Association  
Hawai'i P-20  
Hawai'i 3Rs  
Head Start Collaboration Office  
It's All About Kids  
\*INPEACE  
Joint Venture Education Forum  
Junior Achievement of Hawaii  
Kamehameha Schools  
Kanu Hawai'i  
\*Kaua'i Ho'okele Council  
Keiki to Career Kaua'i

Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the Odds  
Native Hawaiian Education Council  
Our Public School  
\*Pacific Resources for Education and Learning  
\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Special Education Provider Alliance  
\*Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education  
\* Youth Service Hawai'i

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

November 18, 2021  
Student Achievement Committee

Dear Chair Namau'u and Members of the Committee,

We'd like to comment on Agenda Item III. A. Presentation on student academic status for the 2021-2022 school year: analysis of English language arts and math universal screener data for elementary and middle schools.

The Hawai'i Afterschool Alliance is very concerned with the amount of students behind grade level in the universal screener data released by the Hawai'i Department of Education. We encourage the BOE to prioritize afterschool programs as a solution to help accelerate learning, particularly for our highest needs and most vulnerable students.

Especially for our students who have been disengaged with school during the pandemic, afterschool provides them an opportunity to connect with caring adults and sparks their interest in school, so students attend school more often, get better grades, and are more likely to graduate. Families with low incomes living in underserved neighborhoods need access to comprehensive afterschool programs the most because these programs have a [proven strong impact on youth](#) in low-income communities.

With students spending more than 80% of their waking hours learning outside of school, afterschool is an essential component to accelerate learning that can provide engaging, hands-on projects and opportunities for students to develop socioemotional skills. We understand that schools have been working tirelessly since the start of the pandemic and have limited capacity. That is why HAA recommends schools partner with community organizations to provide afterschool programming and ensure students' academic, social and emotional needs are met.

Mahalo for the opportunity to testify.

Paula Adams  
Executive Director  
Hawai'i Afterschool Alliance