

## TESTIMONY

By Jim Shon, PhD

June 16, 2022

### Hawaii Board of Education General Business Meeting

Proposed Action Item: *"IV. RECOMMENDATION I recommend that the Board approve the request of the categories of data described in Exhibit A in connection with the Board Strategic Plan process and authorize the Board Chairperson to establish more specific data requests in alignment with these categories and submit this data request to the Department and any other relevant entities. Proposed Motion: "Moved to approve the request for the categories of data described in Exhibit B in connection with the Board Strategic Plan process and authorize the Board Chairperson to establish more specific data requests in alignment with these categories and submit a data request to the Department and any other relevant entities."*

RE DATA for Strategic Planning

Proposed Strategic Planning Data Categories. Testimony Comments inserted in **[Bold brackets]**

**"1. Student Achievement**, including, but not limited to:

- *Longitudinal achievement data for all content areas disaggregated by all identified subgroups and organized by statewide, complex area, and school levels*
- *Longitudinal data for language proficiency for English learners*
- *Comparative data with national data sets where available*
- *College and career readiness data"*

**[Comment: Added to College and Career Readiness should be Civic and Citizenship Literacy.]**

- *Course and content availability data by complex area and school (including AP course offerings, dual credit course offerings, higher-level course offerings, credit recovery programming) o Longitudinal on-time graduation data disaggregated by all identified subgroups and organized by statewide, complex area, and school levels*

**[Comment: Previous efforts to gather data on age/grade/semester level student completion of various courses was found to be unavailable: only that sometime during high school a class was completed. Specifically, at what age or grade did a student take courses in American, World or Hawaii history? This could be important in that the knowledge, maturity, immediate relevance and interest in citizenship for a 9<sup>th</sup> grader could be quite different than a senior who is about to reach eligible voting age or military service. ]**

**"2. Culture and Climate**, including, but not limited to:

- *Longitudinal student attendance data disaggregated by subgroups and geographic locations*
- *Longitudinal student discipline data disaggregated by all identified subgroups (including suspension and expulsion)*

**[Comment: Hawaii’s compulsory attendance law grants school administrators unclear and arbitrary authority to excuse or exclude students from aspects of school, particularly high stakes testing.**

“§302A-1132 requires that unless excluded from school or excepted from attendance, all children who will have arrived at the age of at least five years on or before July 31 of the school year, and who will not have arrived at the age of eighteen years, by January 1 of any school year, shall attend either a public or private school for, and during, the school year, and any parent, guardian, or other person having the responsibility for, or care of, a child whose attendance at school is obligatory shall send the child to either a public or private school.”

**The law provides for several exemptions from compulsory attendance; known as the “4140” exemption; and the exemptions include where the child is physically or mentally unable to attend school; where the child, who has reached the fifteenth anniversary of birth, is suitably employed and has been excused from school attendance by the superintendent or the superintendent’s authorized representative, or by a family court judge; where the child has graduated from high school; where the child is enrolled in an appropriate alternative educational program; and where the principal has determined that: the child has engaged in behavior which is disruptive to other students, teachers, or staff; or the child’s non-attendance is chronic and has become a significant factor that hinders the child’s learning.**

**In the past, some principals have candidly admitted use of this discretion to “excuse” Pacific Islanders to improve average test scores. To either put this assertion to rest, confirm it, and perhaps ensure that discrimination not be suspected, data and written justifications on the use of this mechanism as well as suggested policy guidance could be helpful. ]**

- *Climate survey data or similar data*
- *Review of any health and wellness data collected and available from DOE, DOH, or other agencies (Safety and Wellness Survey, Youth Risk Behavior Survey)*

**3. Human Resources, including, but not limited to:**

- *Longitudinal data on staffing shortages (including teachers, principals, and support staff) identified by state, complex area, and school levels*

**[Comment: Two separate studies by the Hawaii Educational Policy Center found large discrepancies between district office support staff (staff to school and staff to student enrollment ratios). In both studies, Windward District had the best ratios, while some N. Island districts had significantly less support. Also, on average, individual schools had an average of 35+ non-teaching staff. It is not clear if individual schools or district offices were aware of other staffing strategies, or able to compare their own with others. It is not necessary to attempt to standardize or impose state level “all sizes fit all” approaches. However, as the BOE and DOE frame successful strategies in a new plan, it may be helpful to ensure that district and school administrators are able to enjoy a meaningful data context in their decision-making.]**

- *Longitudinal data on teacher qualifications (number with advanced degrees, etc.) identified by state, complex area, and school levels*

**4. Funding, including, but not limited to:**

- *Facilities Repair and Maintenance*
- *Facilities Capital Improvement Projects*

[Comment: It has often been noted that the costs of CIP for schools under the State's Procurement Code tend to be higher than in the private sector. We the public, and you the Board, might benefit by gathering public vs. private cost data in decision making for the use of public funds. A startling example was when it was determined that the cost of air conditioning a single DOE classroom was \$100,000. By contrast, a particular charter school, which is able to create its own procurement standards, was able to air condition a single classroom for about \$3,000. That is a \$97,000 difference! Another potentially useful metric of comparison are the documents required by nonprofits in seeking Legislative Grants in Aid. In the past, I have assisted some in preparing these documents. Even if the organization is seeking only a partial or preliminary cost of a project, detailed square foot costs and the entire projected budget were required. If you compare these nonprofit GIA costs to what the DOE is currently paying, there would be a significant difference. One more example. A charter school was developing a new campus to serve approximately 300 students. Cost was estimated to be \$20-25 million. On the same island, the DOE was planning a new high school for 300 students. This cost was well over \$500 million. I would encourage the BOE to require the DOE to provide comparative private sector CIP estimates for its projects.

Clearly, the BOE and DOE could make better use of its funds if it had the same flexibility to create its own procurement standards. In addition, the BOE might consider advocating improvements in the state procurement code law. Of course, this will be resisted by all the contractors who are benefiting from this cost gap between public and private CIP projects.]

**5. Data relating to Public Libraries**

**6. Data relating to Early Learning**

Mahalo for reviewing and considering these comments.

Jim Shon

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June 16, 2022  
 General Business Meeting  
 Testimony

IV. Reports

**COMMENTS/SUGGESTIONS ONLY**

C. Superintendent's Report:

**SUPPORT WITH COMMENTS/SUGGESTIONS ONLY**

Update on

Class of 22 Graduations	<b><u>Measure:</u></b> 1. Number graduated/Number eligible
Summer Learning Opportunities	<b><u>Measure:</u></b> <b><u>Learning Hubs:</u></b> 1. Credit advancement: # completed/Total # of slots 2. Credit recovery: # completed/Total # of slots 3. Enrichment: completed/Total # of slots 4. Intervention: /# completed/Total # of slots 5. Remediation: # completed/Total # of slots 6. Transition: # completed/Total # of slots 7. Attendance: # attended/# completed
Seamless Summer Option Meal	<b><u>Measure:</u></b> 1. Free meals to children under 18 regardless of enrollment status. Total number of meals served Breakfast: Lunch: 2. Dine-in, not grab and go Total number of meals served Breakfast: Lunch: 3. Locations and times on our website Meals served by school location: Breakfast: Lunch:
COVID-19 Health & Safety Guidance for Summer 2022	<b><u>Measure:</u></b> Masking in-doors only 1. Compliance percentage:
Mental Health Acceptance Month	<b><u>Measure:</u></b> Partnered with DOH and KHON to welcome Kolohe Kai to a few schools where he addressed youth mental health and the realities of bullying 1. Total # Schools 2. Participation by School

<p>Year 3 of CTE Summer Internships at HIDOE Offices</p>	<p><b>Measure:</b> Six-week program offers variety of paid internships for graduates and rising seniors in state and complex area offices: Twenty students participated in 9 Host Offices</p> <ol style="list-style-type: none"> <li>1. Host Office: Total # attended full 6-week period</li> <li>2. Host Office: Total # attended full 6-week period</li> <li>3. Host Office: Total # attended full 6-week period</li> <li>4. Host Office _____: Total # attended full 6-week period</li> <li>5. Host Office _____: Total # attended full 6-week period</li> <li>6. Host Office _____: Total # attended full 6-week period</li> <li>7. Host Office: _____ Total # attended full 6-week period</li> <li>8. Host Office: _____ Total # attended full 6-week period</li> <li>9. Host Office: _____ Total # attended full 6-week period</li> </ol> <p>10. Total overall: # of Graduates _____ # of Rising seniors _____</p>
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V. Action Items

B. Board Action on Board Strategic Plan Data Categories

**STRONGLY SUPPORT WITH ADDITIONAL COMMENTS/SUGGESTIONS ONLY**

I strongly support the use of these data categories. I am suggesting that interval reports be provided to see how we are doing along the way.

It's always nice to see the Department and the Board moving strategically together towards the #1 Goal: Support our students

- ★ in their learning,
- ★ in gaining confidence,
- ★ in steady progress,
- ★ by understanding their needs,
- ★ in achieving their goals,
- ★ in becoming an ethical member of society,
- ★ in being imaginative,
- ★ in being bold,
- ★ in being kind,
- ★ in understanding their social and emotional needs,
- ★ in **LIFE!**

I am excited to see the descriptions of each data category, measures/metrics, and results.

**Strategic Planning Data Categories**

- **Student Achievement**, including, but not limited to:

- o Longitudinal achievement data for all content areas disaggregated by all identified subgroups and organized by statewide, complex area, and school levels
  - ✦ **At least QUARTERLY**
- o Longitudinal data for language proficiency for English learners
  - ✦ **At least QUARTERLY**
- o Comparative data with national data sets where available
  - ✦ **Annually**
- o College and career readiness data
  - ✦ **At least Quarters 3-4**
- o Course and content availability data by complex area and school (including AP course offerings, dual credit course offerings, higher-level course offerings, credit recovery programming)
  - ✦ **Quarterly** by number enrolled aggregated by course/content (in addition to complex and school)
  - ✦ **Quarter 4** by number enrolled/number completed
- o Longitudinal on-time graduation data disaggregated by all identified subgroups and organized by statewide, complex area, and school levels
  - Quarter 4** for those
    - ✦ on-track % of graduating population
    - ✦ not-on-track % of graduating population
- **Culture and Climate**, including, but not limited to:
  - o Longitudinal student attendance data disaggregated by subgroups and geographic locations
    - ✦ **Monthly/quarterly**
  - o Longitudinal student discipline data disaggregated by all identified subgroups (including suspension and expulsion)
    - ✦ **Monthly/quarterly**
  - o Climate survey data or similar data
    - ✦ **Monthly/quarterly**
  - o Review of any health and wellness data collected and available from DOE, DOH, or other agencies (Safety and Wellness Survey, Youth Risk Behavior Survey)
    - ✦ **Monthly/quarterly**
- **Human Resources**, including, but not limited to:
  - o Longitudinal data on staffing shortages (including teachers, principals, and support staff) identified by state, complex area, and school levels
    - ✦ **Monthly/quarterly**
  - o Longitudinal data on teacher qualifications (number with advanced degrees, etc.) identified by state, complex area, and school levels
    - ✦ **Annually**
- **Funding**, including, but not limited to:
  - o Facilities Repair and Maintenance
    - ✦ **Monthly/quarterly**
  - o Facilities Capital Improvement Projects

☛ Monthly/quarterly

- Data relating to Public Libraries
  - ☛ **Annual State Librarian's evaluation**
- Data relating to Early Learning
  - ☛ **Monthly progress reports**



June 16, 2022  
General Business Meeting

Dear Chair Payne and Members of the Board,

We support Action Item V. B.

Data is critical for understanding how our state system is doing and where improvements need to be made. We, therefore, support the strategic planning data categories and the authority given to the Board Chair to have the ability to establish more specific requests in alignment with these categories.

One comment based on our experience of following DOE data is that some of the data points that could be provided more frequently have only been provided on an annual basis. We think it would be helpful, additionally, to have intermediary points of data that could give the BOE and stakeholders indication of how things are progressing. Data on chronic absenteeism, deferred maintenance, progress on expending CIP funds, or staffing shortages, could be provided on a more regular basis, monthly or quarterly, for example. For academic data, providing grades, universal screener data for the elementary and middle schools, and the on-track graduation data for high schools on a quarterly or on a tri-annual basis would also be informative. We believe the DOE has the systems in place to provide this information without burdening the schools.

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.*



**S E A C**  
**Special Education Advisory Council**  
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June 16, 2022

**Special Education  
Advisory Council**

Ms. Martha Guinan, *Chair*  
Ms. Susan Wood, *Vice Chair*

Ms. Sara Alimoot  
Ms. Virginia Beringer  
Ms. Mary Brogan  
Ms. Deborah Cheeseman  
Ms. Annette Cooper  
Ms. Shana Cruz  
Mr. Mark Disher  
Ms. Mai Hall  
Ms. Melissa Harper Osai  
Dr. Kurt Humphrey  
Mr. Kerry Iwashita  
Ms. Melissa Johnson  
Ms. Tina King  
Ms. Jennifer Leoiki-Drino  
Ms. Cheryl Matthews  
Dr. Paul Meng  
Ms. Kiele Pennington  
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Ms. Paula Whitaker  
Ms. Jasmine Williams  
Ms. Susan Wood

Ms. Annie Kalama, *liaison to  
the Superintendent*  
Ms. Wendy Nakasone-Kalani,  
*liaison to the military commu-  
nity*

Amanda Kaahanui, Staff  
Susan Rocco, Staff

Catherine Payne, Chairperson  
Hawaii Board of Education  
1390 Miller Street, Room 404  
Honolulu, HI 96813

Re: V. B. Board Action on Board Strategic Plan Data Categories

Dear Chair Payne and members of the Board,

The Special Education Advisory Council (SEAC) is supportive of your efforts to establish a Board Strategic Plan and key categories of data that will be gathered from the Department of Education and other relevant entities. We respectfully request your consideration of four additional metrics that SEAC considers critical in supporting the success of students with disabilities. We have organized them in relation to your proposed data categories.

**Student Achievement**

**1. Inclusion Rate**

Research has shown that students with disabilities who are fully included in the general classroom with supplementary aids and services, as needed, tend to perform better academically and experience more post-secondary success than their peers in less inclusive settings. The importance of including a Strategic Plan indicator holding schools accountable for placing students with disabilities in the least restrictive environment is evidenced by the improvement in the inclusion rate from **36%** in 2017 to **52.5%** in 2021. Yet despite significant progress, Hawaii is still 49th out of 50 states in placing students with disabilities in the general education classroom for 80% or more of the school day. The national average is now **66%**, with many states exceeding that rate. Hawaii must do better in order to close the achievement gap.

**2. CTE Concentrators**

Only **one in three** students with disabilities (SWD) enrolls in college within one year of leaving high school compared to **two in three** students without disabilities, and many SWD who attend at least one year of college drop out before receiving a 2- or 4- year degree.



2. CTE Concentrators (cont.)

Completing a Career and Technical Education (CTE) program before leaving high school helps increase the chances that students with disabilities are prepared for post-school employment. Including a CTE Concentrator metric in the previous Strategic Plan helped to raise the percentage of SWD who complete a CTE Program by 12th grade from **24%** in SY 15-16 to **59%** in SY 19-20. We encourage the Board to strive for equity with non-disabled students.

**Culture and Climate**

3. Family-School Partnerships

In the last Strategic Plan a family engagement metric was included under Goal 3: Successful Systems of Support. SEAC holds that an emphasis on family-school partnerships improves the overall climate of the school campus and contributes to academic achievement for all students, including students with disabilities. We have suggested to the Board in past testimonies that they consider using the Standards for Family-School Partnerships Assessment developed by the National PTA as a key metric for implementing the standards included in your **Board Policy 101-14 – Family and Community Engagement/Partnership**.

**Human Resources**

4. Teacher Retention Rate

SEAC contends that a metric related to the teacher retention rate and disaggregated by special education, Hawaiian immersion, and hard-to-fill geographic areas, will help the Board to remain vigilant regarding staffing and measure the effectiveness of past improvement strategies including the pay differentials and teacher induction and mentoring practices. Students with disabilities are especially vulnerable to teacher turnover and the substitution of highly experienced teachers with emergency hires and teachers who are placed outside of their teaching specialty.

Finally, SEAC asks that you consider having all final indicators and selected metrics be reported on at least three times a year to ensure steady progress toward objectives and allow for mid-year revisions, when necessary.

Thank you for the opportunity to provide testimony. SEAC stands ready to assist the Board and the Department in improving outcomes for students with disabilities.

Respectfully,

Martha Guinan  
Chair