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## TESTIMONY BEFORE THE BOARD OF EDUCATION

TUESDAY, AUGUST 2, 2016

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

RE: AGENDA ITEM IV, A, HIDOE SCHOOL ACCOUNTABILITY SYSTEM

Chair Mizumoto and Members of the Board:

Under ESSA, we have great opportunity to make changes to STRIVE HI that support student success. HSTA recommends the following:

1. For high school reading and math assessments, we recommend using the ACT test instead of the Smarter Balanced Assessment (SBA). The ACT can be done in one day, without the use of computers, with the scores used for college admission. Moreover, the ACT better aligns with meaningful learning growth.
2. At the elementary and middle school level, we advocate that the DOE apply to be one of seven states to get a waiver to design and employ their own statewide assessments, and that such assessments be authentic assessments, rather than SBA. Currently, authentic assessments are being used in New Hampshire and the New York Consortium Schools. Authentic assessments, similar to senior projects, assess learning with real-world applications and meaningfully measure a student's knowledge and skills over time, while promoting student inquiry in and ownership of the learning process. Examples include science projects, essays, and literary critiques.

Some of the successes at the New York Consortium schools, who have the same demographics of New York City Schools, include:

- Doubled the graduation rate of special needs compared to NYC schools;

- Decreased the dropout rate by half;
- Increased the graduation and college-going rate of minorities; and
- Teacher turnover is only a quarter of what it is at other NYC schools.

3. Theoretically, 49 percent of our state's school accountability system can pertain to school success and support. Accordingly, we can look at whether or not students have adequate had access to health care or early childhood education, whether or not a school has adequate resources and enough qualified and certified educators. Improving data indicators in these areas will enhance the quality of education provided at each public school.

4. Finally, the current Strive HI system is a failure. It is based almost entirely on one high stakes test. Research shows that high stakes educational achievement, especially standardized testing, is determined by the socioeconomic status of a child, with lower performing students being less affluent than their middle class and wealthy peers. By rewarding and punishing schools based on test scores, we are, in effect, punishing some children for being and rewarding others for being rich. Under ESSA, the lowest performing 5 percent of schools will receive comprehensive support for improvement. To truly turnaround our lowest performing schools and better the achievement gains of their students, we must address the root of the problem: poverty. One way to do this that has shown great promise is the creation of community schools. The community schools model emphasizes wraparound services, like health care, and amplifies social services' access to school campuses. They employ high quality teaching and a culturally sensitive curriculum, prioritize restorative justice, and highlight community engagement. Community schools have been shown to increase graduation rates and college enrollment, while decreasing behavioral referrals and behavioral health risks. Under ESSA, the Title 1 funds for low performing schools has increased to pay for these changes.

ESSA advances opportunity. HSTA's proposal is a research-based method of putting ESSA's flexibility for improving schools into practice. As we continue to discuss these ideas with our own members, we hope the board will review our recommendations and consider them for future implementation.

Nā Lei Na'auao  
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# *NĀ LEI NA'AUAO*

## *Alliance for Native Hawaiian Education*

**Hakipu'u Learning Center**  
Kāne'ohe, O'ahu

August 2, 2016

**Hālau KŪ Māna**  
Honolulu, O'ahu

Hawaii Board of Education  
P.O. Box 2360

**Ka 'Umeke Kā'eo**  
Keaukaha, Hawai'i

Honolulu, Hawaii 96804  
**testimony\_boe@notes.k12.hi.us**

**Ka Waihona o ka Na'auao**  
Wai'anae, O'ahu

Aloha e Mr. Williams:

**Kamaile Academy**  
Wai'anae, O'ahu

BOE TESTIMONY: Tuesday, August 2, 2016, 11:00 a.m.  
SUPPORT V. Action Item - A. Update on status of draft administrative  
rules for multiple charter school authorizers and Committee Action on  
timeline for adoption of administrative

**Kanu o ka 'Āina**  
Kamuela, Hawai'i

**Kanu i ka Pono**  
Anahola, Kaua'i

On behalf of Nā Lei Na'auao & Friends, we fully support multiple authorizers in  
Hawaii. We are hopeful that a new authorizer will embrace our vision and current  
focus to support models of education that are community-designed and controlled  
and reflect, respect and embrace Hawaiian cultural values, philosophies and  
ideologies.

**Kawaikini PCS**  
Līhue, Kaua'i

**Ke Ana La'ahana**  
keaukaha, hawaii'i

**Ke Kula Ni'ihau 'o Kekaha**  
Kekaha, Kaua'i

Mahalo nui,

**Ke Kula 'o Nāwahīokalani'opu'u**  
Kea'au, Hawai'i

Ka'iulani Pahio, Coordinator for Na Lei Na'auao

**Ke Kula 'o Samuel M. Kamakau**  
Kāne'ohe, O'ahu

**Kua o ka Lā**  
Pāhoa, Hawai'i

**Kualapu'u Elementary**  
Kualapu'u, Molokai

**Kula Aupuni Niihau A Kahelelani**  
Aloha  
Makaweli, Kaua'i

**Mālama Hōnua**  
Waimānalo, O'ahu

**Waimea Middle School**  
Kamuela, hawaii'i



August 2, 2016

Board of Education  
State of Hawaii  
1390 Miller Street, Room 405  
Honolulu, Hawaii 96813  
[BOE\\_Hawaii@notes.k12.hi.us](mailto:BOE_Hawaii@notes.k12.hi.us)

Re: Board of Education, BOE TESTIMONY: Tuesday, August 2, 2016, 11:00 a.m.  
V. Action Item - A. Update on status of draft administrative rules for multiple charter school authorizers and Committee Action on timeline for adoption of administrative

### **FULL SUPPORT**

The Kanu Governing Board fully supports multiple authorizers for Hawaii Charter Schools to eliminate the current authorizer monopoly and refine our local practice in accordance with best practice across the nation.

Understanding the need for thoroughness to ensure multiple authorizers are created properly, we request that the current BOE Permitted Interactive Group further engage in what is happening to the schools with the regulatory environment and enter into Special Review of the Commission to protect the schools in the interim. The environment this past year has not gotten better for charters as noted by the decline in enrollment for the first time in 16 years. With the 2017 impending contract renewal, it is imperative that charter governing boards receive appropriate support in alignment with a clear vision for chartering that is supportive of individual school's community mission.

Mahalo,  
Marion Kanani Kapuniaia  
Chair, Kanu Governing Board on behalf of  
Anthony Fraser  
Mason Maikui  
WD Keomailani Case  
Barbara Robertson  
Pualani Lincoln Maielua  
Randy Vitousek