

TESTIMONY for the Hawai'i State Board of Education
Student Achievement Committee, Tues. Sept. 6, 2016 10:00 am

Agenda item: Standards-based education, including assessment

Dear Chairman Mr. Williams and members of the committee,

My name is Mireille Ellsworth, and I have been teaching English at Waiakea High School in Hilo for 12 years. I would like to provide input on how standards-based education and the Educator Effectiveness System affect student achievement and how an amendment to Board Policy 203-4 to eliminate the "Student Learning and Growth" component of the EES is necessary.

SLOs are time-consuming, negatively affect student achievement, and are legal liability to the Department as well as to the Board.

How Are Psychic Abilities a Measure of Teacher Quality?

The procedure for doing SLOs is that a teacher selects a class and a standard, then he or she must create a pre-assessment to evaluate students on the standard chosen. Next, the teacher must gather at least two types of data on each student in order to PREDICT how each of these students will do on a final teacher-created assessment. If the teacher does not predict correctly, then that teacher is marked lower on EES. Never have I understood how being psychic is an indication of good teaching.

The Pygmalion Effect

The troublesome part is that teachers who do not attain an "Effective" rating do not receive pay increases or bonuses. Teachers who have been properly educated know about the Pygmalion effect, that is, students perform better when teachers have high expectations of them. In fact, the whole push for establishing standards is based on this simple concept! But the lowest paid teachers in the nation, that is, teachers in Hawai'i's public schools, are put in the position of choosing between best practices and risking their chances of getting a raise (that they so desperately need to survive). This is not right. In order to prove themselves, teachers cannot set high expectations because if students fall short, teachers lose money.

If I have students with learning disabilities, and we're talking diagnosed dyslexia, attention deficit disorders, and other challenges, I am setting myself up for failure on my evaluation if I set high expectations for these students. Yet the Pygmalion effect tells me having high expectations is a great way to increase these students' levels of achievement. There is a clear disconnect in best practices here. What a horrible dilemma to put our teachers through! To actually put in my professional record that I have less than high expectations for certain students is the opposite from what standards-based education is trying to achieve! Is this the best way to improve teacher quality in Hawai'i? It clearly is NOT!

SLOs Are a Risk Legally

SLOs are also a violation of our present contract. It never specifies that SLOs must be a part of a teacher's evaluation, but it DOES specify that the measures must be valid and reliable. Why would the Board risk lawsuits when teachers are denied pay because of a poorly designed, invalid, and unreliable component to the evaluation system? No one wants to be involved in a lawsuit, but there is absolutely no evidence that supports the use of SLOs in teacher evaluations. In fact, in my written testimony, I have provided the most recent sources showing that SLOs are impossible to make valid and reliable!

References to places in the HSTA Bargaining Unit 05 contract:

See page 104 "Evaluation systems must be...validated" and "The evaluation design must include multiple, valid measures." Also, on page 109 "The Hawaii Department of Education (Department) and Association agree to form a joint committee that shall review the design, validity, and reliability of the performance evaluation system."

According to the Reform Support Network, a company that was created because of the mandates of Race to the Top to help states set up SLOs as a measure of teacher and principal quality, they clearly state in their toolkit that SLOs are impossible to consider valid or reliable. This excerpt is directly quoted from their "Toolkit for Implementing High-Quality Student Learning Objectives 2.0" on pages 5-6 published in May 2014 (<https://rtt.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=4504>):

"SLO Challenges

Unlike value-added measures that are standardized and statistically based, teachers write SLOs in most jurisdictions, and they may use different assessments and different growth targets depending on where their students are starting academically. Because of this variability, States and school districts face the challenges of ensuring the quality, rigor and comparability of SLOs across classrooms, districts and entire States.

Yet, States and school districts cannot expect their SLOs to yield the same scientific validity and reliability that value-added measures based on high-quality, standardized State assessments produce. That is simply not possible. Nevertheless, there is strong precedent in other fields for using goal setting in a consistent, credible manner. Employers and employees in many American industries sit down together annually to set objectives and identify the metrics they will use to determine whether they have been met. Employers make decisions about their employees—whether to sign them up for training or to promote them, for instance—based on the results of the objectives. And they do so without using psychometric methods to prove that the metrics are relevant, or that expectations have been met. Still, employees, including teachers, should expect a fair, rigorous and high-quality process of setting objectives and implementing them."

A survey of all academic research done on SLOs for use in teacher evaluation systems was released by the U.S. Department of Education in September of 2013 conducted by Brian Gill, Julie Bruch, and Kevin Booker of Mathematica Policy Research (<http://files.eric.ed.gov/fulltext/ED544205.pdf>):

"no studies have looked at SLO reliability...More research is needed as states roll out SLOs as teacher evaluation measures...Until some of the research gaps are filled, districts that intend to use SLOs may want to roll them out for instructional planning before using them in high-stakes teacher evaluations...SLOs are difficult to make valid and reliable."

The National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences and REL Mid-Atlantic, Regional Educational Laboratory, and ICF International also put their names on this report.

So I urge the Board to recognize how student achievement is compromised by continuing to use this invalid and unreliable method to evaluate the quality of classroom teachers.

Instead, allow teachers to showcase their strengths and reflect upon areas of improvement in a system of professional collaboration with their administrators and with each other. Give teachers the time they so desperately need to IMPROVE their practice instead of burdening them with pointless tasks, like SLOs, that erode teacher morale and sabotage students. Bring back differentiation and back off on standardization of curriculum which goes against what we know about student engagement.

Teachers need to have flexibility, which is now encouraged in the new federal law for a very good reason. Teachers must be allowed to maximize student engagement by getting to know their students, highlighting their strengths, and then using students' interests to guide them to work on their weaknesses. SLOs are only perpetuating a punishing model of "not reaching goals" instead of a positive, proactive approach. Let's stop this data-driven model which sets our teachers up for failure.

Thank you for your time... Please amend Board Policy 203-4.

Mireille Ellsworth,
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Sabra Kauka/KAUAIDO/HIDOE

09/02/2016 03:32 PM

To testimony_boe@notes.k12.hi.us
cc Melisa
Abregano/SUPT/HIDOE@HIDOE,
Danile Kop/SUPT/HIDOE@HIDOE,
Subject Testimony - Student Achievement
Committee

Aloha members of the Student Achievement Committee,

My name is Sabra Kauka and I am the Hawaiian Studies CPR Coordinator for the Kaua'i Complex Area.

Agenda Item: I am writing in regard to Discussion Item B: presentation on student achievement centered items in the Department of Education's proposed biennium budget for the 2017-2019 Fiscal Biennium.

Position: I support the increase in the Hawaiian Studies budget.

There are kupuna and kumu here on Kaua'i who have taught Hawaiian Studies for many years. One of them told me this morning that while she enjoys teaching her students about Hawai'i she has had to apply for another position because the hours that she has at school are not enough to help her ohana.

She has been teaching at the largest elementary school on Kaua'i and the SASA there can only hire her from January through May Day! Yet, they have the most students and the biggest budget of any elementary school on Kaua'i.

O wau iho no,
Sabra Kauka

Teresa Makuakane-Drechsel, Ed.D.
2230 Kapahu Street
Honolulu, HI 96813

September 2, 2016

State of Hawai'i
Board of Education
Student Achievement Committee

Dear Committee Chairman,

I am submitting this letter to **support the request of \$2,310,800 in the biennium budget for the Office of Hawaiian Education (OHE)**. OHE did not exist when the Department of Education (DOE) created the last biennium budget. Therefore, this funding request will enable OHE to catch up and achieve the following:

- 1) Increase the level of service to implement Hawaiian education for all students in Hawai'i, in compliance with BOE Policy 105.7 and Hawai'i State Constitution, Article X, Section 4; and
- 2) Fund positions to support the OHE Strategic Plan and full-implementation of Nā Hopena A`o.

OHE has worked with the Native Hawaiian and larger community to design a plan that will advance Hawaiian education for all public education students. It has established a clear implementation plan that outlines the actions that need to be resourced in the next three years.

OHE can rely on the relationships established between the DOE and the internal and external stakeholders to meet BOE's policy goals--E3 Nā Hopena A`o; 105.7 Hawaiian Education; and 105.8 Ka Papahana Kaiapuni. Yet, it needs to be resourced in a manner that honors this collective process employed to address the BOE policy goals.

I urge you to give serious consideration to fund OHE at the requested level.

Mahalo,
Teresa Makuakane-Drechsel, Ed.D.



Andrew Jones <jonesbaron23@yahoo.com>

09/03/2016 07:05 AM

To "testimony_boe@notes.k12.hi.us"

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cc

Subject Two Models of Education Reform

1 attachment



Two Reform Models (1).docx

Name: Andy Jones

Position: Language Arts teacher, Radford High School

Meeting: 9-6-16: Student Achievement Committee

Agenda Item: IVA: Presentation on Standards-Based Education

Position: Comment

Attached please find a table comparing the U.S. model of educational reform on the left with the Finnish model on the right. I will comment on this in spoken testimony.

In the post-NCLB era, it behooves us to reexamine the notion of "standards," around which there is considerable public as well as professional obfuscation. As a technical term within education, "standards" refers to stipulated educational content and entails the related concept of "standardization." It does not necessarily correlate with the non-technical use of the word, as in the phrase "high standards." There is considerable evidence that our current (technical) approach to "standards" is one that is indeed inimical to "high standards," given the fact that the world's strongest educational systems lack anything equivalent to the set of documents currently in use to determine educational content in most American school districts - namely, the Common Core State Standards.

The table was pieced together with information from several sources, most importantly from Finnish educator Pasi Sahlberg's widely read book, *Finnish Lessons 2.0*.

- Andy Jones

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Two Models of Educational Reform

Written Testimony submitted by Andy Jones
Hawaii BOE Student Achievement Committee Meeting
6 September 2016

The Corporate “Reform” Movement <i>(the one that HASN’T worked)</i>	Finnish Educational Reform <i>(the one that HAS worked)</i>
<ul style="list-style-type: none">• Has not led to improvement and has caused significant damage to public school culture in the U.S.; U.S. still in middle of pack internationally• Designed by <i>non-teachers</i> (businesspeople, billionaires like Bill Gates, district officials with little or no classroom experience, etc.)• Based on <i>corporate models</i> that ignore educational theory and research• <i>Deprofessionalization</i> of teaching (taking the decisions out of the hands of teachers)• Emphasis on <i>standardized testing</i>• “Teaching to the test” and <i>narrowing of curriculum</i> on reading and math• Emphasis on “<i>accountability</i>” (blaming and punishing teachers and schools for low test scores)• Emphasis on <i>competition</i> rooted in test scores and a false “race to the top” that punishes disadvantaged populations• Emphasis on “top-down” <i>standardization</i> of curriculum rather than high standards• Emphasis on “choice” (school vouchers and charter schools)• Teaching not seen as desirable profession; teachers drawn from academic middle-to-low	<ul style="list-style-type: none">• Has caused Finland to be ranked as the top educational system according to OECD reports beginning in 2001• Designed by <i>teachers</i>• Based on (mostly American) <i>educational theory and research</i>• Strong <i>professionalization</i> (teachers responsible for the key decisions)• <i>No standardized tests</i> prior to college entrance (matriculation) exam• “Whole-child” education with <i>well-balanced curriculum</i>• Emphasis on <i>responsibility</i> (parents, teachers, politicians all sharing in the work and trusting each other to devise the best possible school system)• Emphasis on <i>collaboration and equity</i> – ensuring that every student has a good school• Emphasis on high standards through “bottom-up” (school-based) <i>personalization</i> of curriculum based on shared national objectives• Emphasis on making every public school equally excellent (no private schools or charters in Finland)• Teaching seen as the most desirable profession; teachers drawn from academic top; only 1 in 10 applicants accepted into education programs



Andrew Jones <jonesbaron23@yahoo.com>

09/03/2016 08:52 AM

To "testimony_boe@notes.k12.hi.us"
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cc

Subject Standards-based Education and the
No Time to Lose Report

Name: Andy Jones

Position: Language Arts teacher, Radford High School

Meeting: 9-6-2016, General Business Meeting

Agenda Item: IVA: Presentation on Standards-based Education

Position: Comment

Aloha, Board members.

My written and spoken testimony for the Student Achievement Committee meeting of this morning pertained to the American corporate “reform” movement, Finnish education, standards-based education, and the DOE Strategic Plan. I’d like to continue my arguments of this morning by referencing an important recent publication – a report from the National Conference of State Legislatures (NCSL) entitled *No Time to Lose: How to Build a World-Class Education System State by State* (http://www.ncsl.org/documents/educ/Edu_International_Final_V2.pdf).

No Time to Lose is an extremely surprising report. The general pattern of educational reports signed by legislators since the watershed *A Nation at Risk* report of 1983 has been to ignore the research and expert opinion of professional educators and to promote policies that are rooted in the ideas and interests of non-educators. This has been true all the way up to the various documents signed in the previous decade by the National Governors Association, President Obama, former Secretary of Education Arne Duncan, and state education officers – documents that gave us the Race to the Top grant along with the Common Core State Standards that came along with the grant monies as their unofficially mandatory pre-condition.

The new report, by contrast, abandons this depressing trajectory entirely and concedes the failure of American education during the NCLB/RTTT era, according to the widely accepted annual reports of the Organization of Economic Cooperation and Development (OECD). It implicitly acknowledges that the epic experiment of early-21st-century American education – an experiment of unprecedented cost and magnitude that has been carried out by venture philanthropists, educational corporations, educational bureaucrats at the federal, state and district levels, and the world’s richest man – has failed dramatically.

In acknowledgement of this failure, the authors of *No Time to Lose* list a handful of suggestions that they have developed on the basis of their study of ten of the world’s top-performing school systems. One of their first suggestions is that states do as the authors have done and study such systems to see what we can learn from them.

A quote from the report: “Every state should embark on a journey similar to that of the NCSL study group—a journey to discover the policies and practices of other

high-performing countries. Reconsider much of what you think you know; abandon many ideas to which you have long been committed; and embrace new ideas, many which come from other countries” (*No Time to Lose*, p. 5).

The report also describes our recent educational past in the U.S. as being a constant futile search for "silver bullet" solutions. The authors contrast this to the comprehensive strategies that have led to success in the top-performing countries. “Top performing countries have adopted a comprehensive, systemic approach to building world-class education systems. They understand that success is not achieved by adopting only one or two “silver bullet” policies; instead, these countries have reimagined and re-engineered their entire systems” (p. 16).

I believe that the DOE Strategic Plan falls far short of this sort of vision. In addition, it is heavily marred by the existence of two “silver bullets” left over from the Race to the Top years – the new-generation standardized tests, and the Educator Effectiveness System.

I hope that you will all take the time to read *No Time to Lose* , to reflect upon the testimony of many teachers who have told you that the current commitment to standardized tests and to bogus teacher evaluation systems is standing in the way of both teachers and students, and to encourage the DOE to embrace the sort of comprehensive, systematic planning that is far beyond the narrow scope of strategic refreshment.

Please also refer to the following:

1. My guest column in a recent edition of the Star-Advertiser:

Editorial| Island Voices

Hawaii’s public education future looking brighter

By Andy Jones
August 19, 2016

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Alarm, overhaul, stagnation, denial, recognition. Repeat ad infinitum.

Students of educational history will recognize in these five words the cycle that has defined American school culture for decades.

Thirty-three years ago, the “A Nation at Risk” report rang the alarm of educational decline. Its clarion call for improved public education resounded for the next generation and led eventually to initiatives such as No Child Left Behind and Race to the Top – programs that inaugurated sweeping, possibly irreversible changes to schools and school communities across the country.

A consensus has now emerged that these changes have led to dismal failure — a consensus signaled by the Every Student Succeeds Act (ESSA), which emphatically seeks to reverse the damage done, in part by giving states back the freedom to define and enact their own vision of 21st-century education.

On the heels of ESSA and the widespread discussion it has initiated, the National

Conference of State Legislatures (NCSL) has released a report that may prove as decisive as “A Nation at Risk.”

The title — “No Time to Lose: How to Build a World-Class Education System State by State” — is misleading in that it seems to announce a mere repeat of the alarmist tone of the “Nation” report, perhaps to be followed by a new round of dubious policy suggestions from non-educators.

However, in what must come as a welcome shock to educators accustomed to routine governmental denial of policy failure, “No Time to Lose” fully acknowledges the mistakes of the past 15 years and seconds the sustained criticisms of prominent researchers such as Diane Ravitch and Pasi Sahlberg. These and many others have analyzed the extensive Organisation for Economic Co-operation and Development reports on international education and have concluded that the misguided “reforms” of the past years have had an overwhelmingly negative impact on American schools, leading to ever further decline internationally.

They have also highlighted an additional, sinister aspect of these “reforms,” which have involved the gradual removal of educational decisions from the purview of teachers and educators and the corresponding enrichment of educational corporations profiting from the proliferation of mediocre materials and programs that schools are forced to use.

We are fortunate to be living in a state led by a governor who recognizes what is at stake and who has created a robust task force that is working to establish grassroots consensus as to what is best for Hawaii schools and the students they serve.

We are also fortunate to have an increasingly dynamic teachers union that has sponsored a teacher-written report, “Schools Our Keiki Deserve,” which echoes the advice of our top educational researchers as well as the urgent tone of “No Time to Lose.”

Hawaii Department of Education (DOE) officials have shown signs recently that they are beginning to veer away from the pattern of denial that for years has characterized state and district education departments across the country. They have, for instance, conceded the unhealthy aspects of standardized testing, and they have also begun to embrace the idea of whole-child education as practiced in the world’s top-performing school systems.

As the DOE continues revising the Strategic Plan which will guide Hawaii education over the course of the coming years, teachers and citizens should encourage DOE officials to fully embrace the sobering findings of “No Time to Lose,” the tremendous energy and wealth of ideas emerging from Gov. David Ige’s task force, and the “Schools Our Keiki Deserve” report.

The report outlines a plan that is fully in accordance with the best educational

research — one that can and should be integrated into the blueprint of the document that will determine much of what happens in our schools.

-- Andy Jones

Please also consult Robert Mayor's recent opinion piece also printed in the Star-Advertiser, to which I will be referring in my spoken testimony:

Editorial| Island Voices

Decision-making in schools should be made by those closest to students

By Roberta Mayor

August 21, 2016

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It is heartbreaking that the leadership of the Hawaii Department of Education (DOE) takes pride in the “common trends” elicited as public feedback to its strategic plan, and views them as revelatory.

These identified trends are not new; they are critical pieces of a basic education program. It should be obvious that they are emerging because they are perceived as lacking in our current state education system.

As shared by Schools Superintendent Kathryn Matayoshi (“All voices welcome in shaping our education future,” Aug. 3), the “common trends” include:

>> A desire for a well-rounded curriculum that goes beyond reading and math;

>> A need to embrace the arts, music, history, science, Hawaiian culture, and more;

>> The importance of a caring and supportive teacher;

>> The importance not only of students’ academic growth but also of their social, emotional, and physical well-being.

What is new or different about these?

The DOE’s current strategic plan was implemented in 2012 and has not been reviewed in this manner until now. Why has it taken four years to realize that our children are not universally receiving these key elements as part of our public education model? What will the DOE change after receiving this feedback?

The Education Institute of Hawaii has been advocating for changes that will return decision-making about all of these issues to those closest to the students. We believe that principals and teachers will make good decisions about how individual student success, and improvements in our overall system, can best be accomplished.

The DOE has consistently held to current practices that have reduced the rich curriculum and reduced support for the overall social, physical, and emotional needs of children in public schools.

DOE leaders have said that they are only planning to “refresh” their strategic plan

and will continue to assess schools by the Strive HI metrics.

The new federal education law — ESSA — recognizes that many past practices of No Child Left Behind and Strive HI are either problematic or not effective. We hope that DOE leaders will also recognize this as they move forward with their strategic plan.

A majority of teachers and principals are asking for reconsideration of testing practices and a reduction in the number of instructional days devoted to mandatory testing.

Many are also asking for authentic assessments that allow students to demonstrate learning in different ways.

The new ESSA law allows states to determine their individual accountability processes within broad federal parameters and provides an opportunity for states to pilot new assessment systems.

We feel it is unfortunate that Hawaii is not applying for that option.

We believe that students will achieve more when their teachers are able to provide the curriculum and instruction that meet the unique needs of school communities.

We also believe that our growing teacher shortage is compounded by the frustration many feel when their professional judgment is diminished and they are required to use common curriculum materials and lesson scripts.

Teachers have shared that they are restricted in the choice of literature they may use to teach important historical and ethical concepts. Opportunities to think deeply and critically about social issues and the human condition are further reduced when literature is replaced by more technical reading and writing in English classes.

There is still time to make your voices heard at various town hall meetings around Hawaii. Everyone who cares about education needs to hold DOE leadership accountable for making changes that will move our state's public education system toward excellence.

Roberta Mayor, Ph.D., is board president of the Education Institute of Hawaii, an organization committed to improving education through greater empowerment of schools. Co-signatories of this piece are fellow EIH board members and educators Ray L'Heureux, Joan Husted, Marsha Alegre and Roger Takabayashi.

Mahalo,
Andy Jones

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David Negaard <draagen@gmail.com>

09/03/2016 06:40 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Student Achievement Committee -
September 6, 2016

NAME:

David Negaard

MEETING:

Student Achievement Committee Meeting - September 6, 2016

AGENDA ITEM:

Standards-based education, including assessment

Respected Chair Williams and the Committee:

My name is David Negaard, and I am a public school teacher on Maui.

Robert Browning wrote, "...a man's reach should exceed his grasp, Or what's a heaven for?"

As a school teacher, I believe my reach should always exceed my grasp; I should always be striving to achieve what I have not yet achieved. I should likewise challenge my students with learning objectives that exceed their current reach—I should challenge them to "stretch" past their current capacity.

The "sweet spot" for what I expect of students is a target that *none* of my students can achieve right now, that *some* can achieve in a specific time frame with guidance and real effort, and that others may take longer to achieve even with guidance and effort. As each student is unique in experience, preparation, and motivation, each will require a different amount of time, guidance, and effort to achieve what is asked, and predict with accuracy how those factors play out, I would have to be omniscient.

The Student Learning Objectives (SLO) component of the Educator Effectiveness System (EES) discourages teachers from setting ambitious goals for their students. For teachers being rated during this academic year, the SLO constitutes 50% of their total rating. According to the EES Manual, in order to receive a rating of Effective more than 75% of students must meet or exceed the "Expected Target," and to receive a rating of Highly Effective more than 90% of students must meet or exceed the "Expected Target."

As EES ratings are tied to employment and advancement, teachers have a vested interest in setting the bar low so the desired number of students will assuredly meet the target. Teachers are understandably inclined to play it safe rather than taking a risk on setting a high bar that is likely to result in greater student growth overall, but a lower percentage of students meeting the target—SLOs penalize teachers who dare to dream big for their students or foster a "growth mindset" by making failure simply a milestone along the path to success. SLOs force teachers to choose between a choice that will protect their jobs and one that is best for students.

The Student Achievement Committee (SAC) presentation on Standards-based Education directs that "Teachers should design innovative learning experiences, fostering creativity for students

and to adjust their instruction based upon students' learning needs and should use a variety of material" (SAC Presentation on Standards-based Education Handout). Innovation—always a matter of taking measured risks—is essential to improving public education, yet SLOs discourage innovation, punishing teachers who take risks if those risks do not produce very narrow and specific results. SLOs, like the wisely-discarded Student Growth Percentile (SGP), stifle the very innovation the SAC expects.

Teacher competence is the outcome of teacher growth that can only occur when teachers reach beyond their current grasp, trying new things and taking chances in the pursuit of excellence both in their practice and their students' development. Playing it safe—conforming and complying with narrow, short-sighted, "least-common-denominator" objectives—does not increase competence. Compliance is not synonymous with competence—in fact, the two are often mutually exclusive.

Innovation and conformity are antithetical principles. In education, innovation (which is only possible through risk-taking) benefits students, but EES (including the SLOs) punish risk-taking. We cannot have it both ways. Which is more important—innovation and creativity, or compliance and conformity?

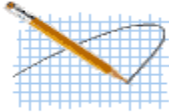
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"Man is most nearly himself when he achieves the seriousness of a child at play." -Heraclitus

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Kellee Kelly <kellyk79@me.com>

09/04/2016 08:58 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony 9/6/2016

- Kellee Kelly Special Education teacher Hawaii island
- Meeting: Student Achievement
- Agenda item: Student evaluation
- Position: Comment

My name is Kellee Kelly and I am a special education teacher on the island of Hawaii. I teach at a “zone” and “hard to staff” school. Last year, I worked with third grade students that were exposed to the Smarter Balanced Assessment (SBA) for the first time.

I would like to submit this testimony as evidence of SBA’s gross ineffectiveness from the view of a teacher in the trenches.

The first point I’d like to make is the fact that SBA is very time consuming. In the middle of the school year we will first administer a interim SBA to students. We block off about 12 hours to take this test. We give the interim assessment to prepare third grade students who have never taken the test to become familiar to the format of the SBA. Then, third graders actually take the assessment which is scheduled for an additional 12 hours including extra time for make-ups. The SBA is in addition to four other assessments my school has chooses to administer, Evaluate for reading and math, DIBELS for reading, Iready reading and math, and KIDBIZ for reading. Many teachers feel that they are testing kids more than we are teaching kids.

Not only is SBA time consuming, teachers who are on the front line have to witness first hand the frustration, anxiety, and non compliance from students. One specific example was a third grade student who suffers from anxiety. She cried almost every day the whole testing period because all though she was capable, she had anxiety about failing. I’ve watched other students push any button they wanted or copy what the question says into the written portion because either they can’t read, or they want to get it over with.

The test is also developmentally inappropriate especially for our Special Education students. 95% of students are required to take the SBA. Students with ADHD, who cannot read due to dyslexia, low IQ, emotionally disturbed, or any other disability struggle with the assessment. I can see the self doubt deepen within these young children and it saddens me that I have no choice but to proceed. Its as if for 24 hours they are repeatedly told that they cannot do. Further, students with severe autism, life threatening illnesses, wheelchair bound, severe intellectual disability, or many other disabilities are still required to take a standardized using the HSA-ALT. This assessment is not SBA but is based on common core standards. The results do count in the schools desegregated data for the SpEd category. Regardless, the HSA-ALT is also developmentally inappropriate and not useful for teachers. HSA-ALT assess academic standards whereas our one on one plans usually include self-help skills, interpersonal skills, occupational therapy, none of which are tested.

SBA doesn’t only affect students and teachers during testing windows. Testing has affected every decision that is made on my campus. For example, this year I joined a technology leadership group at my school. We have the task of developing the scope and sequence of technology skills through the grade levels. The team decided to use a pacing guide already created that focuses on the technology skills kids need to be successful at taking the test rather than looking at the GLO’s focusing on innovation and career readiness. The curriculum we

choose, the pacing guides down to the minute and the monthly observations all are aligned to what students will need to have to do well on the test. At the same time, certain necessities get pushed aside that are detrimental to the healthy development of student and teacher. Last year I testified to the BOE stating that I did not have the paint I needed to do an art activity. Much of our art, music, and PE equipment has been parted out, given away, or destroyed with time. There is a group of students within my school that only do phonetic reading lessons and one short math block all day 4 days a week.

I'd like to add that all of this frustration for both student and teacher does NOT inform my teaching practice. We do NOT get the results of the assessment before the end of the school year, as students are taking the assessment at the end of the school year. Furthermore, teachers are not involved in the lengthy process to score written parts of the test. I do not use the scores in a meaningful way to adjust my teaching practice as so believed.

My ask today is this: Please revisit whether SBA is worth the damage created for both teachers and students. Instead of maintaining this practice, embrace the work that Ige's task force has been doing around student assessment. First, we have the opportunity to apply for a grant through the Department of Education to create and pilot authentic performance based assessment. We need to support this. Secondly, we are asking that when developing indicators for student achievement, consider focusing on other subject areas besides ELA and Math to ensure a well-rounded education. Instead, lets honor community partnership, whole child, and GLO's/Hā. Third, assessments should never be punitive for either students nor teachers.

Thank You,

Kellee Kelly

**

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TESTIMONY for the Hawai'i State Board of Education
Student Achievement Committee, Tues. Sept. 6, 2016 10:00 am

Agenda item: Standards-based education, including assessment

Dear Chairman Mr. Williams and members of the committee,

My name is Mireille Ellsworth, and I have been teaching English at Waiakea High School in Hilo for 12 years. I would like to provide input on how standards-based education and the Educator Effectiveness System affect student achievement and how an amendment to Board Policy 203-4 to eliminate the "Student Learning and Growth" component of the EES is necessary.

SLOs are time-consuming, negatively affect student achievement, and are legal liability to the Department as well as to the Board.

How Are Psychic Abilities a Measure of Teacher Quality?

The procedure for doing SLOs is that a teacher selects a class and a standard, then he or she must create a pre-assessment to evaluate students on the standard chosen. Next, the teacher must gather at least two types of data on each student in order to PREDICT how each of these students will do on a final teacher-created assessment. If the teacher does not predict correctly, then that teacher is marked lower on EES. Never have I understood how being psychic is an indication of good teaching.

The Pygmalion Effect

The troublesome part is that teachers who do not attain an "Effective" rating do not receive pay increases or bonuses. Teachers who have been properly educated know about the Pygmalion effect, that is, students perform better when teachers have high expectations of them. In fact, the whole push for establishing standards is based on this simple concept! But the lowest paid teachers in the nation, that is, teachers in Hawai'i's public schools, are put in the position of choosing between best practices and risking their chances of getting a raise (that they so desperately need to survive). This is not right. In order to prove themselves, teachers cannot set high expectations because if students fall short, teachers lose money.

If I have students with learning disabilities, and we're talking diagnosed dyslexia, attention deficit disorders, and other challenges, I am setting myself up for failure on my evaluation if I set high expectations for these students. Yet the Pygmalion effect tells me having high expectations is a great way to increase these students' levels of achievement. There is a clear disconnect in best practices here. What a horrible dilemma to put our teachers through! To actually put in my professional record that I have less than high expectations for certain students is the opposite from what standards-based education is trying to achieve! Is this the best way to improve teacher quality in Hawai'i? It clearly is NOT!

SLOs Are a Risk Legally

SLOs are also a violation of our present contract. It never specifies that SLOs must be a part of a teacher's evaluation, but it DOES specify that the measures must be valid and reliable. Why would the Board risk lawsuits when teachers are denied pay because of a poorly designed, invalid, and unreliable component to the evaluation system? No one wants to be involved in a lawsuit, but there is absolutely no evidence that supports the use of SLOs in teacher evaluations. In fact, in my written testimony, I have provided the most recent sources showing that SLOs are impossible to make valid and reliable!

References to places in the HSTA Bargaining Unit 05 contract:

See page 104 "Evaluation systems must be...validated" and "The evaluation design must include multiple, valid measures." Also, on page 109 "The Hawaii Department of Education (Department) and Association agree to form a joint committee that shall review the design, validity, and reliability of the performance evaluation system."

According to the Reform Support Network, a company that was created because of the mandates of Race to the Top to help states set up SLOs as a measure of teacher and principal quality, they clearly state in their toolkit that SLOs are impossible to consider valid or reliable. This excerpt is directly quoted from their "Toolkit for Implementing High-Quality Student Learning Objectives 2.0" on pages 5-6 published in May 2014 (<https://rtt.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=4504>):

"SLO Challenges

Unlike value-added measures that are standardized and statistically based, teachers write SLOs in most jurisdictions, and they may use different assessments and different growth targets depending on where their students are starting academically. Because of this variability, States and school districts face the challenges of ensuring the quality, rigor and comparability of SLOs across classrooms, districts and entire States.

Yet, States and school districts cannot expect their SLOs to yield the same scientific validity and reliability that value-added measures based on high-quality, standardized State assessments produce. That is simply not possible. Nevertheless, there is strong precedent in other fields for using goal setting in a consistent, credible manner. Employers and employees in many American industries sit down together annually to set objectives and identify the metrics they will use to determine whether they have been met. Employers make decisions about their employees—whether to sign them up for training or to promote them, for instance—based on the results of the objectives. And they do so without using psychometric methods to prove that the metrics are relevant, or that expectations have been met. Still, employees, including teachers, should expect a fair, rigorous and high-quality process of setting objectives and implementing them."

A survey of all academic research done on SLOs for use in teacher evaluation systems was released by the U.S. Department of Education in September of 2013 conducted by Brian Gill, Julie Bruch, and Kevin Booker of Mathematica Policy Research (<http://files.eric.ed.gov/fulltext/ED544205.pdf>):

"no studies have looked at SLO reliability...More research is needed as states roll out SLOs as teacher evaluation measures...Until some of the research gaps are filled, districts that intend to use SLOs may want to roll them out for instructional planning before using them in high-stakes teacher evaluations...SLOs are difficult to make valid and reliable."

The National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences and REL Mid-Atlantic, Regional Educational Laboratory, and ICF International also put their names on this report.

So I urge the Board to recognize how student achievement is compromised by continuing to use this invalid and unreliable method to evaluate the quality of classroom teachers.

Instead, allow teachers to showcase their strengths and reflect upon areas of improvement in a system of professional collaboration with their administrators and with each other. Give teachers the time they so desperately need to IMPROVE their practice instead of burdening them with pointless tasks, like SLOs, that erode teacher morale and sabotage students. Bring back differentiation and back off on standardization of curriculum which goes against what we know about student engagement.

Teachers need to have flexibility, which is now encouraged in the new federal law for a very good reason. Teachers must be allowed to maximize student engagement by getting to know their students, highlighting their strengths, and then using students' interests to guide them to work on their weaknesses. SLOs are only perpetuating a punishing model of "not reaching goals" instead of a positive, proactive approach. Let's stop this data-driven model which sets our teachers up for failure.

Thank you for your time... Please amend Board Policy 203-4.

Mireille Ellsworth,
English Teacher,
Waiakea High School,
Hilo, Hawai'i
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(808) 974-4888 ext. 253 work
ellsworthhsta@gmail.com



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

**TESTIMONY FOR AGENGA ITEM IV, A, PRESENTATION ON
STANDARDS-BASED EDUCATION**

Committee on Student Achievement

Hon. Jim Williams, Chair

Hon. Margaret Cox, Vice Chair

**Tuesday, September 6, 2016, 10:00 AM
Queen Liliuokalani Building, Room 404**

Honorable Chair Williams and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 350 members. On behalf of our members, we offer this testimony on the state's "educator effectiveness system," as it relates to standards-based education, student achievement, and the teaching profession that grounds them both.

As a condition of receiving Race to the Top grant funds, in 2012, Hawai'i agreed to implement high-stakes teacher evaluations, in which teachers' "effectiveness" would be tied to student learning growth and, in turn, used to determine pay raises and reemployment rights. In practice, however, the DOE's "educator effectiveness system" has been devastating. Year after year, HSTA polling shows that a large majority of teachers feel that their work time is besieged by the evaluation system, which they find inadequately explained, lacking administrative support, and unfair. Moreover, 50 percent of the "student growth percentile" score used in EES ratings, until recently, was based on standardized test scores. Far from disappearing, per the BOE's intent in eliminating so-called "student growth percentile," testing remains a mandatory reflection item under the "core professionalism" segment of EES, continuing to marry instruction to toxic levels of standardized testing that undermine critical thinking and are academically inconsequential for students.

Evaluations are also subjective and overburdening for school administrators, as demonstrated by the number of teachers appealing their results. Appeals are most commonly made on procedural grounds, as administrators frequently fail to perform

evaluation component or, in some, complete the evaluations at all (notably, some administrators have attempted to withhold pay increases for teachers whose evaluations they failed to complete, in violation of state law and the HSTA-BOE Master Agreement). While the evaluation system has been “improved” through annual discussions among stakeholders—for instance, by eliminating student survey data as a high-stakes evaluation component, allowing “effective” teachers to skip some components during the following school year, and, again, excising standardized testing as one of the EES’s determinants of student growth—the classroom climate produced by test-driven evaluations continues to erode teacher morale and academic freedom, replacing educator flexibility with profitmaking education consulting “expertise.”

Leading education researchers have criticized the “value-added” evaluation model on which the state’s EES is largely based, despite protestations to the contrary from department administrators. The American Statistical Association has said that VAM formulas—and their mutant offspring masquerading as non-VAM improvements—fail to determine teaching effectiveness with sufficient reliability and validity, even when they account for impacting student variables, like English language proficiency and socioeconomic status. EES, likewise, flops in considering differing student characteristics, comparing students to their peers as if they were a homogenous population. A 2010 report published by the Economic Policy Institute and authored by leading education professionals—including Diane Ravitch and Linda Darling-Hammond—stated:

For a variety of reasons, analyses of VAM results have led researchers to doubt whether the methodology can accurately identify more and less effective teachers. VAM estimates have proven to be unstable across statistical models, years, and classes that teachers teach. One study found that across five large urban districts, among teachers who were ranked in the top 20 percent of effectiveness in the first year, fewer than a third were in that top group the next year, and another third moved all the way down to the bottom 40 percent. Another found that teachers’ effectiveness ratings in one year could only predict from 4 percent to 16 percent of the variation in such ratings in the following year. Thus, a teacher who appears to be very ineffective in one year might have a dramatically different result the following year. The same dramatic fluctuations were found for teachers ranked at the bottom in the first year of analysis. This runs counter to most people’s notions that the true quality of a teacher is likely to change very little over time and raises questions about whether what is measured is largely a “teacher effect” or the effect of a wide variety of other factors.

A study designed to test this question used VAM methods to assign effects to teachers after controlling for other factors, but applied the model backwards to see if credible results were obtained. Surprisingly, it found that students' fifth grade teachers were good predictors of their *fourth* grade test scores. Inasmuch as a student's later fifth grade teacher cannot possibly have influenced that student's fourth grade performance, this curious result can only mean that VAM results are based on factors other than teachers' actual effectiveness.

VAM's instability can result from differences in the characteristics of students assigned to particular teachers in a particular year, from small samples of students (made even less representative in schools serving disadvantaged students by high rates of student mobility), from other influences on student learning both inside and outside school, and from tests that are poorly lined up with the curriculum teachers are expected to cover, or that do not measure the full range of achievement of students in the class.

For these and other reasons, the research community has cautioned against the heavy reliance on test scores, even when sophisticated VAM methods are used, for high stakes decisions such as pay, evaluation, or tenure.

Accordingly, the Board on Testing and Assessment of the National Research Council of the National Academy of Sciences has said, "VAM estimates of teacher effectiveness should not be used to make operational decisions because such estimates are far too unstable to be considered fair or reliable." A review of VAM research from the Educational Testing Service's Policy Information Center concluded, "VAM results should not serve as the sole or principal basis for making consequential decisions about teachers. There are many pitfalls to making causal attributions of teacher effectiveness on the basis of the kinds of data available from typical school districts. We still lack sufficient understanding of how seriously the different technical problems threaten the validity of such interpretations." Finally, RAND Corporation researchers reported that, "The estimates from VAM modeling of achievement will often be too imprecise to support some of the desired inferences...The research base is currently insufficient to support the use of VAM for high-stakes decisions about individual teachers or schools."

In December of 2015, Congress passed the Every Student Succeeds Act, which explicitly ends the federal mandate on teacher evaluations. Put simply, it's time to try something collaborative. Something that supports teachers and students. Something localized. Something new. Accordingly, we ask you to consider the following possible revisions to the BOE's teacher evaluation policies, which would bring our state into alignment with the progressive educational vision offered by

ESSA, reimagine the conditions of possibility for learning in our schools, and give our teachers the respect which they deserve and have been denied for far too long.

POSSIBBILITY A: 203.4 REPEAL

[203.4]

[TEACHER PERFORMANCE EVALUATION POLICY]

~~The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.~~

GENERAL

~~The Department of Education shall establish a common and consistent evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.~~

~~The Department shall develop and maintain a comprehensive and detailed implementation plan for the development and implementation of the new evaluation system.~~

~~In developing and annually improving the evaluation systems, the Department shall consult and confer the evaluation design and may negotiate related agreements with the respective exclusive representatives of employees affected by the evaluation system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.~~

~~The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.~~

~~The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers who are rated marginal.~~

~~The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.~~

~~The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.~~

~~The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions.~~

~~The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:~~

~~Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.~~

~~Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.]~~

POSSIBILITY B: 203.4 REVISE

203.4

TEACHER PERFORMANCE EVALUATION POLICY

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports [~~highly effective educators~~] teacher practice.

GENERAL

The Department of Education shall establish a common, [~~and~~] consistent, and research-proven teaching evaluation system to provide teachers information necessary to continually improve their instructional practice and leadership. [~~Each teacher shall receive an annual overall performance rating.~~]

The Department shall develop and maintain a comprehensive and detailed ~~[implementation]~~ plan for the ~~[development and]~~ implementation of the new evaluation system.

In developing and annually improving the evaluation system, the Department shall ~~[consult and confer the evaluation design and may]~~ negotiate ~~[related]~~ collectively bargained agreements with the respective exclusive representative of employees affected by the evaluation system that include, but are not limited to, the evaluation design, criteria, and processes. In addition, the Department shall involve teachers in the development and improvement of the evaluation systems.

~~[The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.]~~

The evaluation system must provide timely feedback to ~~[identify the needs of educators]~~ teachers ~~[and]~~ to ~~[guide]~~ inform their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed ~~[both]~~ to participant understanding, ~~[and]~~ utilization of the evaluation system, and to providing targeted support to teachers ~~[who are rated marginal]~~ in need.

The evaluation system shall be subject to due process provisions of the respective collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

~~[The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory.]~~ The Department shall negotiate the criteria and designation of the ratings to be used in the evaluation system with the respective exclusive representative of employees affected by the evaluation system. The statewide system shall be implemented beginning with the 2013-2014 school year. [Performance levels and associated feedback must be used to inform personnel decisions no later than July 1, 2014.]

~~The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:~~

~~Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.~~

~~Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.]~~

Teacher Performance: The measurement of teacher performance may be based on multiple measures of teacher practice. No invalid, unreliable, or predictive measure shall be used to evaluate the performance of any teacher, including standardized testing and student learning objectives.

For teachers rated effective or highly effective during the 2015-2016 school year, the Department shall continue streamlined performance evaluations for school year 2016-2017. The results of the individual evaluations shall not result in adverse consequences for teachers for the 2016-2017 school year.

POSSIBILITY C: 203.4 STREAMLINE

203.4

TEACHER PERFORMANCE EVALUATION POLICY

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

GENERAL

The Department of Education shall establish a common and consistent evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.

The Department shall develop and maintain a comprehensive and detailed implementation plan for the development and implementation of the new evaluation system.

In developing and annually improving the evaluation system, the Department shall consult and confer the evaluation design and may negotiate related agreements with the respective exclusive representative of employees affected by the evaluation system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.

The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers who are rated marginal.

The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.

Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.

For teachers rated effective or highly effective during the 2015-2016 school year, the Department shall continue streamlined performance evaluations for school year 2016-2017. The results of the individual evaluations shall not result in adverse consequences for teachers for the 2016-2017 school year.

POSSIBILITY D: 204.5 REVISED (DELINK EES AND COMPENSATION)

204.5

COMPENSATION AND CLASSIFICATION

The Department of Education shall establish, maintain and administer appropriate classification and compensation systems for teachers and educational officers in accordance with State of Hawaii statutes, Department regulations, and collective bargaining agreements.

~~[Any pay increases for teachers and school level educational officers in the Department shall be based on an evaluation of the performance of those employees and only employees who receive a rating of “effective” or higher will be eligible to receive such pay increases.]~~

The Department [~~shall~~] may [~~develop~~] negotiate a process whereby teachers and school-level educational officers [~~who are rated “highly effective” on their annual evaluation shall be~~] are eligible to receive financial recognition [~~of this professional accomplishment~~] based on performance ratings, which shall not be added to or increase base compensation.

New teachers who do not hold a degree in a State Approved Teacher Education Program (SATEP) shall be placed in the teacher salary schedule on the Instructor level. [~~Teachers at the Instructor level shall not be eligible for step movement or any other increase in compensation until they have received a degree from a SATEP and are properly licensed.~~] This policy amendment shall take effect immediately.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



Native Hawaiian Education Council

September 2, 2016

Mr. Jim Williams, Chairperson
Ms. Margaret Cox, Vice Chairperson
Student Achievement Committee
State of Hawai'i, Board of Education
P. O. Box 2360
Honolulu, Hawai'i 96813

Via: testimony_boe@notes.k12.hi.us

Re: September 6, 2016 Student Achievement Committee Meeting
Agenda Item IV. Discussion Items, B. Presentation on student achievement centered items in the Department of Education's proposed biennium budget for the 2017-2019 Fiscal Biennium

Dear Mr. Williams and Ms. Cox,

The Native Hawaiian Education Council (NHEC or the Council) supports the inclusion of the Office of Hawaiian Education's (OHE) annual budget of approximately \$2.5MM (for FY 17-18 and FY 18-19) in the Department's 2017-2019 Fiscal Biennium budget request.¹

The Council's support of OHE's budget inclusion is made intentionally considering Hawai'i's: 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 the Ends Policy: 3 – Na Hopena Ao.

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.

¹ Because OHE did not exist when the Department created the current budget request, the request is needed for inclusion in the next biennium request.



Native Hawaiian and total student enrollment comparisons, in the Hawai'i Department of Education (HiDOE)² are illustrated in the table below. Based on the SY 14-15 HiDOE enrollment file, of 180,895 students, 47,018 are Native Hawaiian or approximately 26% of the total student enrollment population.

<u>Year</u>	<u>Native Hawaiian students</u>	<u>Total students</u>	<u>% NH</u>
2010	49,464	178,649	28
2011	49,531	178,208	28
2012	50,165	181,213	28
2013	49,434	183,251	27
2014	48,915	185,273	26
2015	47,018	180,895	26

Continuing research shows the persistent lack of positive Native Hawaiian education experiences over the past 50 years resulting in substantial and continuing gaps in: achievement and growth; school engagement; promotion and graduation; and post-high enrollment & completion.³ The number of Native Hawaiians in Hawai'i between the ages of 5 to 19 years old is projected to increase to approximately 218,000 in 2060 from 83,000 in 2010⁴, about 263% growth in the 50 year span. With this projected exponential growth, the imperative for the State's public education system is to ensure the next 50 years will be more positively impactful for Native Hawaiian students, families and communities, including narrowing academic achievement gaps.

The Council supports the inclusion of the OHE's annual budget of approximately \$2.5MM (for FY 17-18 and FY 18-19) in the Department's 2017-2019 Fiscal Biennium budget request for three reasons:

1. **OHE's Implementation Responsibility for Board Policy E-3.** The Native Hawaiian education stakeholder community recognizes OHE's responsibility to implement strategies within the Department to meet the intents and outcomes of the Board's Ends Policy: 3 – Na Hopena Ao (Policy E-3).

² Based on 14-15 enrollment files and including public charter schools

³ Kamehameha Schools, 2011 Update on Native Hawaiian Well-being, slide 12

⁴ Kamehameha Schools, 2014 Ka Huaka'i, page 20, Table 1.3 Projected number of Native Hawaiians in Hawai'i by age. Note: The population projections in this section are based on a model of stability and constancy, which assumes that current fertility, mortality, and migration rates will hold steady from 2010 to 2060. These projections serve as a baseline for understanding and predicting the growth of the Native Hawaiian population. Numerous factors—such as education, the economy, government policy, health-care, and natural events—influence the growth and structure of a population but are not included in the statistical model.



- A. **OHE Responsibility.** OHE is also responsible for implementing strategies and programs for the outcomes of student achievement policies 105.7 Hawaiian Education and 105.8 Ka Papahana Kaiapuni which align with Policy E-3.
 - B. **OHE Relationships.** OHE leadership possesses broad and deep relationships among internal (to the Department) and external (community) stakeholders in support of all three policies (e.g., 105.7, 105.8 and Policy E-3) and its implementation.
 - C. **OHE Community Support.** OHE's community relationships—from individuals who work at organizations and advisory councils such as 'Aha Punana Leo, INPEACE⁵, Kamehameha Schools, Ka Haka 'Ula o Ke'elikolani⁶, the Office of Hawaiian Affairs, 'Aha Kauleo, Hawaiian immersion public charter schools, Na Lei Na'auao⁷ and NHEC to 2,500 students, parents and families in 21 island school communities from Kaua'i to Hawai'i Island—form a network of support for successful integration and implementation of Board Policy E-3 for the benefit of families and communities' education.
2. **OHE's Resourcing Signals the State's Commitment.** One of the outcomes of the 1978 Constitutional Convention—the codification of Hawai'i's two official languages, English and Hawaiian—represented several foundational values and beliefs in education, particularly as it related to the use of the language and the role of families and communities in education. Over 2,500 K-12 students in 21 schools are educated throughout the State in the medium of Hawaiian. The triangulation of culture based education pedagogy—curriculum, instruction and assessment—are all delivered in the medium of Hawaiian, with English introduced in Grade 5. While 2,500 students in the totality of approximately 181,000 students, represents a little less than 1.5% of the total student enrollment, to the families and communities of these students in the 21 schools and communities, it represents 100% of their desire to educate their children and families in the Hawaiian language and with Hawaiian culture based education pedagogy.
- Resourcing of OHE signals to community organizations and partners that the Department is committed to the effective implementation of Policies 105.7, 105.8, and E-3 and the medium of instruction in Hawaiian; and therefore, can count on community organizations and partners accordingly for the benefit of students, families and communities.
3. **OHE's Delivery Plan Builds Integration of Networks and Systems in Hawai'i.** The multiplicity of networks and systems operating in the geographically small State of Hawai'i (compared to SEA/LEA contexts in other States) create opportunities for a K-12

⁵ The Institute for Native Pacific Education and Culture

⁶ University of Hawai'i – Hilo, College of Hawaiian Language

⁷ Native Hawaiian Charter School Alliance



Jim Williams
Margaret Cox
September 2, 2016
Page 4

public education system (with 289 schools serving approximately 181,000 students) to integrate with an independent school system (with 93 independent schools, serving 35,000 students⁸ statewide) and public and private systems of higher education.

Again, the Council supports the inclusion of the Office of Hawaiian Education's (OHE) annual budget of approximately \$2.5MM (for FY 17-18 and FY 18-19) in the Department's 2017-2019 Fiscal Biennium budget request.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any questions or comments.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc:

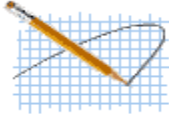
Native Hawaiian Education Council and staff

Kathryn S. Matayoshi, Superintendent, Hawai'i State Department of Education

Kau'i Sang, Director, Office of Hawaiian Education

⁸ Per Hawai'i Association of Independent Schools website





RonorRenee Wise
<designsbykeaka@gmail.com>

09/05/2016 09:22 AM

To testimony_boe@notes.k12.hi.us
cc
Subject TESTIMONY

FROM: KUPUNA RON WISE
D.O.E. LEEWARD DIST. COORDINATOR
HAWAIIAN STUDIES
KUPUNA COMPONENT/TRAINER

FOR: SEPT. 6 BOE MEETING

AGENDA: OHE REQUEST FOR BUDGET INCREASE

TESTIMONY: I WHOLEHEARTEDLY SUPPORT OHE'S REQUEST FOR ADDITIONAL FUNDS FOR THE USE IN THE HAWAIIAN STUDIES PROGRAM. I HAVE OBSERVED HOW OHE STAFF HAS CREATIVELY REDISTRIBUTED MONIES FROM SCHOOLS WITHOUT KUPUNA/MAKUA TEACHERS TO SCHOOLS THAT **ARE** EXCITED FOR THIS PROGRAM AND STAFFED WITH KUPUNA. THESE ARE EXCELLENT EFFORTS ON THEIR PART BECAUSE OF DWINDLING FUNDS BUT THIS IS NOT ENOUGH; **MONIES IS STILL NEEDED** FOR TRAINING, SUPPLIES, CULTURAL EVENTS SUCH AS MAY DAY, ETC. I TOTALLY AGREE THAT WHEN MORE IS ASKED, THEN ACCOUNTABILITY SHOULD FOLLOW AS TO THE USE AND EFFECTS OF THESE EXTRA MONIES. A "RETURN AND REPORT" SYSTEM SHOULD BE LINKED TO THIS PRECIOUS INVESTMENT IN THE FUTURE OF OUR KEIKI. MAHALO, KUPUNA WISE

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Debbie Anderson, MEd., NBCT (NEA ELL Cadre Assessment Committee Co-Chair).

10:00 a.m. Meeting (Student Achievement) 6 September 2016;

Agenda item: Presentation on [Standards-based education, inc. statewide assessment](#), particularly Slide 6, Purpose of Statewide Assessments, whose bullets mention key terms:

1) meaningful 2) performance 3) improve learning 4) Motivate, Effective

Our system will achieve these noble goals with empowerment as the basis of assessment.

Positions 1. **Oppose** extension without change of NCLB “obsolete” statewide assessments, 2. Why we **support** HIDOE participation in ESSA’s new Authentic Assessment window of opportunity) to meet better purposes more effectively (for both students and teachers).

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

Empowerment comes from three things: 1) valuing oneself, 2) having achievable goals, and 3) creating a plan to reach these goals that has the potential to be successful. Learners cannot be empowered by berating their shortcomings or failures, rather one must build from a strengths-base perspective. No one has ever succeeded while being convinced they will fail, which was a fundamental flaw of NCLB’s 100% targets. Learning Forward and the [National Commission on Teaching & America’s Future](#) interviewed teachers and school administrators to understand the disconnect between the professional learning that teachers need and want and what they actually experience on the job. Teacher agency emerged as a factor that needs to be elevated in the discourse about professional learning. In October 2015, the National Task Force on Assessment Education for Teachers launched in an effort to address the need for assessment-literate educators in a positive way.

Peter Senge, the founder of the Center for Organizational Learning at MIT's Sloan School of Management, describes the kind of balanced evaluation systems based on principles of agency and empowerment that ensures quality results for time invested in each other. Senge’s first discipline of Aspiration involves formulating a coherent picture of the results people most desire to gain as individuals (the personal vision), alongside a realistic assessment of the current state of their lives today (the current reality).

Unfortunately, very often education practitioners, students, and stakeholders in the community face the challenges of educational assessment without having been given enough opportunity to develop the levels of assessment literacy needed to succeed in meeting those challenges. Although teachers are trained in assessments, imposed and rushed implementation of assessment systems blindsides even our educational professionals. [Example: In school year 2016-17 the Hawaii DOE implemented a new student information system (SIS) to replace the eSIS system. It purports to provide parents with the ability to view their secondary school child(ren)’s academic information through the Infinite Campus Portal, including daily grades. This system has been rolled out very fast, without enough training, guidance and discussion of its impact. Current reality: We’re now in the mid-quarter grading period, and have teachers who have not been able to log on to take attendance yet.] Lacking or rushing quality assessment literacy is harmful.

Senge states that a Learning Organization's third collective discipline establishes a focus on mutual purpose. People learn to nourish a sense of commitment in a group or organization by developing shared images of the future they seek to create (symbolized by the eye), and the principles and guiding practices by which they hope to get there. We need to return to educational core values to re-set the purposes of Evaluation to their greatest levels, which are development and improvement.

The primary goal of empowerment is to improve efficiency in decision-making by giving regular employees the ability to make decisions once reserved for managers. Empowering employees typically leads to greater production and quality, improved customer service and better overall job satisfaction. Risks center on the fact that managers put a lot of trust in front-line employees to make decisions. Employees need guidance in the mission, vision and values of the organization so that their decisions fall in line with company goals and don't cause harm.

An empowering leadership style works best in an environment that is stable, where the goals are established already and employees can explore options and try new and innovative solutions. Employee empowerment should lead to increased organizational responsiveness to issues and problems. Another advantage of employee empowerment should be an increase in productivity. It should also lead to a greater degree of employee commitment to organizational goals since employees can take some degree of ownership in the decisions made toward goal achievement.

David Fetterman of Stanford developed Empowerment Evaluation (EE) in 1992, described as "the use of evaluation concepts, techniques, and findings to foster improvement and self-determination (2001, p. 3)." The Empowerment Evaluation is an approach provides communities with the tools and knowledge that allows them to monitor and evaluate their own performance. Although there are many participatory evaluation approaches, EE places an explicit emphasis on building the evaluation capacity of individuals and organizations so that evaluation is integrated into the organization's day-to-day management processes. Through EE, both individual and organizational evaluation capacity are increased through a "learn-by-doing" process, whereby organizations and their staff evaluate their own strategies. Specifically, organizations hire an evaluator to work with them in conducting an evaluation of their strategies. Rather than evaluating an organization's strategies and presenting an evaluation "report card," empowerment evaluators coach individuals and organizations through an evaluation of their own strateg(ies) by providing them with the knowledge, skills, and resources they need to conduct just such an evaluation."

Under NCLB, our assessment systems focused on summative assessment, far too removed from our classrooms. Learners are "more than a test score," proclaims SaveOurSchools.org national campaign against excessive testing. Part of the unethical application of NCLB principles was to focus on "tipping kids," to the detriment, explained by Principal Catherine Payne at the 2016 Hawaii School Empowerment Conference. In our ESSA response, Hawaii education needs a greater balance of Assessment FOR Learning, Authentic Assessments and empowering evaluations.

The DOE has developed more participatory evaluation previously. Our Professional Evaluation Program for Teachers (PEP-T) contained a Duty 5 Conference which followed the principles of effective Action Research. We could cut external top-down tasks and develop Assessment Literacy for teachers to design more effective classroom-rich

formative assessment practices. State Specialist Monica Mann organized an “Assessment Matters” mini-conference focused on Assessment FOR Learning, featuring Assessment Training Institute (ATI) author-presenters such as [Judy Arter](#), [Jan Chappuis](#), [Steve Chappuis](#) and [Rick Stiggins](#). We have these and many other resources available to tap in designing Authentic Assessments (see companion 1:30 p.m. General Board Testimony), which could be sustained over time.

National Task Force advisor Dr. Rick Stiggins explains in a Manifesto: “We assess for two reasons: to inform decisions and motivate students. We must replace grossly out-of-balance assessment systems of the past with those that honor the information needs of all assessment users—both support and verify learning from the classroom to the boardroom. Assessment results must go beyond merely providing judgments about to providing rich descriptions of student performance. If assessments are to support improvements in student learning, their results must inform students how to do better the next time. Assessments must evolve from being isolated occasional events attached to the end of teaching to becoming an ongoing series of interrelated events that reveal changes in student learning over time. To support learning, assessments must move beyond merely informing the instructional decisions of teachers and school leaders to informing decisions made by students. The essential question for teachers and school leaders is: “What can we do to help students answer questions in productive ways that keep them believing that success is within reach for them if they keep trying?” [EE Principle 10: As program capacities grow and develop, empowerment evaluators shift from the role of teacher to a “critical friend” in the evaluation process. This develops learner agency purposefully.]

Senge’s “Fifth Discipline” is Systems thinking, based upon a growing body of theory about the behavior of feedback and complexity-the innate tendencies of a system that lead to growth or stability over time. *Evaluation for Improvement: A Seven-Step Empowerment Evaluation Approach* begins with preparing for the hiring and concludes with an assessment of an evaluation to ensure its sustainability. When those with formal evaluation training have exited the process, EE processes can be sustained because of the culture developed which welcomes and is ready for evaluation.

The iconic circle represents the fundamental building block of all systems: the circular feedback loop underlying all growing and limiting processes in nature. This cyclical and reflective nature is reflected in the National Board for Professional Teacher Standards (NBPTS.org) diagram of “Architecture of Accomplished Teaching” Helix or framework. A major strength of the effective research-based National Board process is its foundation on the Five Core Propositions which underscore the Accomplished Teacher’s commitment to advancing student achievement, similar to medicine’s Hippocratic Oath. **Proposition 3 asserts:** Teachers are responsible for managing and monitoring student learning. “Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can explain student performance clearly to parents.” Help us use ESSA to build a more balanced Assessment Literacy for Teachers.

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

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

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Lisa Morrison <lamorrison17@gmail.com>

09/05/2016 10:15 AM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony for SAC meeting, Tuesday,
Sept. 6

Honorable Chair Williams and members of the Student Achievement Committee,

I am a classroom teacher and student activities coordinator at Maui Waena Intermediate School. Since statewide assessment is on the agenda for the SAC, I am writing today to ask that you investigate the damaging effects of testing on Hawai'i school children by conducting a testing audit as called for in the Every Student Succeeds Act. The purpose of the audit would be to identify how much testing is actually happening at the school level. This has not been measured, and the results of such an audit would reveal the true extent of over-testing that students endure.

My greatest concern with the amount of testing that our children are subjected to is the waste of human potential, for students and for teachers. Students are spending years in the Hawai'i public school system learning how to answer test questions, not for the sake of learning, but for the aim of raising test scores, a face-saving goal of the district and schools. Despite the fact that test scores have been removed from teacher evaluations (thanks to you), their connection to principal evaluations and school ratings means continued pressure to deliver results at the expense of education. English Language Arts and Math teachers feel the intense burden of that pressure, but the stress permeates entire schools, depressing the school climate.

Three non-classroom teaching positions at my school severely impacted by the toxic testing regime are the testing coordinator, technology coordinator and the librarian. The testing coordinator's position exists solely to serve this accountability beast, but the coordinator at my school wishes her job would become obsolete. This is a teacher who is not in the classroom, not able to positively effect student learning, and not happy with what she must do. She shared with me that her own grown children attended Hawaii public schools, and by all accounts they are successful individuals. Yet they attended before testing became a way of life here, and she is not at all certain about the prospects for students in our public schools today. She says she sees that all they are doing is learning to take tests.

The technology coordinator did not even have time to be interviewed by me because she was busy preparing computers for the diagnostic testing that ELA and Math classes were going to take soon, using an instructional day that would now not be dedicated to learning. There was a glitch in the testing company's server on the previous day, so one day of class time had already been wasted.

The librarian's situation is the most depressing. Since the library must be used for testing on a regular basis, there is little time available for her to work with classes and students on research and project-based learning. The librarian becomes a test proctor for much of the year, and the library must be closed to students most of the time.

Showing “improvement” in scores has become an obsession within the Hawai’i Department of Education. The warnings from above have been more frequent and more ominous lately. Our principal, who I enjoy working for and who I believe genuinely wants students to love school and to see themselves as more than a test score, has mentioned in recent meetings that “we are being watched” and that we are expected to show improvement or else. When he recently told our student council officers that activities will be limited this year, since every available minute in the day must be devoted to academic support in the service of higher test scores, it broke my heart to see the looks of shock and disappointment on the students’ faces. Those students are the very ones who work hard and do well in school, and even they recognize how little the test scores reflect their efforts and abilities.

Those threats from administration are felt in individual classrooms and affect the behavior of teachers. No one wants to call it teaching to the test, but when the test becomes the unifying goal, what else can you call it? Teachers are expected to do certain activities to manufacture particular “products” that prove we’re being effective. Our current evaluation system enforces that behavior. Innovation is not encouraged, since it might not look the way it is supposed to when we are being rated. Only because I managed to have the right digits in my social security number did I end up on a “streamlined” evaluation track this year, which means I can take risks with my curriculum and try what I believe will deepen student understanding and engage them fully in their learning experience. My colleagues who must perform the magic tricks of Student Learning Objectives (SLOs) and the dog-and-pony shows of Classroom Observations are not so lucky as me.

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

Lisa Morrison

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Chair Williams and Members of the Student Achievement Committee:

I am Jessica Whitsett and I taught 4th grade at Ma'ili Elementary for two years.

I ask the board to change policies 203.4 and 202.4 to delink student learning outcomes from both teacher and principal evaluations. Teachers and principals face enormous pressure to raise student test scores, leading to school policies that, while well intentioned, are poor educational practice.

Last year, an assistant principal at our school gave each teacher at my grade level a list of student SBA test scores from the previous school year. We were told to identify 4-5 students as "target students" -- students whose scores hovered near the passing mark for the test, either slightly above or below. We to ensure that those 4-5 students would pass the test.

As the assistant principal explained, this was based on the assumption that the students who previously passed with high scores would not need any additional help from us, and that students with the lowest scores would not have a good chance of passing this year anyway, so it did not make sense to expend extra effort on them. The most bang for our buck would be to focus on those right at the border of passing.

I found this exercise deeply disturbing. Like most teachers, my goal is to teach ALL of my students, not just those who may have the best chances at improvement. My goal is to support growth in EVERY student. I also know that basing large instructional decisions off a single test score is not sound practice.

But ranking the students was only the beginning of the testing madness. In Quarter 3, the administrators ramped up test preparation, and these target students were placed in small group for extra instruction in math or reading. This was in addition to the daily interventions these students were already receiving! Admin called it "triage." For the "triage," 10 staff members meant to support the school as a whole were taken from their normal duties in order to focus on the target students. Special ed teachers and paraprofessionals at each tested grade level would lead groups as well.

So, for all of quarter 3, for about an hour every afternoon, all the instructional coaches, vice principals, counselors, and technology coordinators *could not do* their regular duties supporting students and teachers.

The DOE would like us to believe that taking one test once a year is not so bad, and that this test is necessary to properly evaluate students, teachers, and principals. However, I counter this with my experience at my school, where this "single test" became the compass guiding instructional and staffing decisions throughout the school year. Countless hours were spent preparing for the test and taking practice tests, not to mention the two weeks students spent actually taking the test. Students were ranked, the curriculum was narrowed, and support staff were taken away from their crucial duties. So long as principals feel pressure to continually boost scores, there will be schools where these types of decisions are carried out. Teachers and students will continue to suffer.

I urge the board to separate student learning outcomes from teacher and principal evaluations, and to consider alternatives to standardized testing. Take the opportunities afforded by ESSA to lead Hawaii in a new direction, away from standardized testing and towards authentic measures of teaching and learning.

Sincerely,

Jessica Whitsett



Mitsuko Hayakawa
<littleacornsarewe@gmail.com>

09/05/2016 11:58 PM

To testimony_boe@notes.k12.hi.us
cc
Subject TESTIMONY for Hawai'i Board of
Education Student Achievement
Committ

Testimony for Hawai'i Board of Education Student Achievement Committee, September 6, 2016

AGENDA ITEM: Standards-based education, including assessment

Aloha Members of the Student Achievement Committee,

My name is Mitsuko Hayakawa. I am a parent of three teenagers and I am the founder of a Facebook group called REFUSE SBA HAWAII. I decided to create this group after one of my children's principal did not honor my request to opt out of the SBA.

My letter to the principal specifically stated that my daughter was not permitted to take the exam. On the first day back from spring break, my daughter texted me to let me know that she was forced to take the test. I immediately called the school and spoke with a VP who insisted that I did not have the right to opt out. I knew the school was lying because just two weeks prior, my son had opted out of the test without any difficulty. In fact, I had been opting out my son from the HSA and SBA for several years.

As I continued to appeal the matter with the VP, he used classic intimidation and coercion tactics to get me to comply. Apparently the SBA was much more important to the school than my voice as the parent. Following an investigation with the DOE, my request was honored. That night, other families who had tried to opt out was informed that their request would be honored by the school.

Why would schools try to bully parents and force students to take a test that does not serve them? It should not be that way.

My daughter was a junior and did not want to miss her classes. Maybe the DOE did not consider the fact that most high school classes include students of mixed grades and continue their lessons while juniors are away taking the SBA. Did the DOE consider that the SBA takes away valuable learning time from all high schoolers during testing season?

As Noam Chomsky has stated, "Education is developing your own potential and creativity." I agree with him and feel standardized testing is counterproductive to real education.

Standardized tests are not a good measure of student achievement. Some students simply are not great test takers. Standardized tests penalize students who think out of the box. They fail to recognize each students' talents and potential contributions they could make to society. They reduce creativity in teaching. They lead to an unbalanced form of education where the merits of art, music, recess, athletics, culture and hand-on learning are devalued.

Studies indicate there is a direct correlation on test scores to socio-economic status. A student's GPA is a much more accurate indicator of success than any standardized test. Standardized tests only measure what can easily be measured. Is it any wonder that most private schools do not administer standardized tests?

Good teacher observation, documentation of student work, and performance-based assessment all provide more accurate and fair assessment of student achievement.

If you are serious about improving education for our children, please consider taking aspects of what works well in other countries like Finland and incorporate what is unique to Hawai'i.

Please do not listen to corporations or wealthy education advocates that stand to profit from our schools. Please listen to our teachers and experts in this field.

For the sake of our children, WE need to be creative and think out of the box. Standards are antithetical to creativity and our ability to reaching our potential, therefore stifling our students' abilities to reach theirs.

I have been opting out my children from the Smarter Balanced Assessment and will encourage other parents to do the same until Hawai'i adopts an assessment program that is fair, well-rounded and truly beneficial to our students. My children, OUR CHILDREN, deserve better.

Thank you kindly for your consideration.

Mitsuko Hayakawa

Pearl City Mother

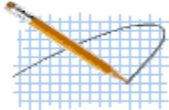
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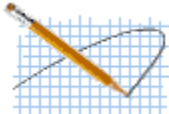


boe_hawaii@notes.k12.hi.us

09/06/2016 08:20 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: Testimony for Sept. 6 BOE mtg.

----- Forwarded by BOE Hawaii on 09/06/2016 08:20 AM -----



Tracy Monroe <tracymonroe50@gmail.com>

09/04/2016 08:15 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony for Sept. 6 BOE mtg.

Good Afternoon Board Members,

I am happy to have this opportunity to relate to you experiences I had with the Educator Effectiveness System.

My first evaluation was to be completed by a VP with whom I had experienced some very negative interactions. Regardless, I prepared for the eval. I was shocked to find out that she was going to transcribe "everything the teacher says and does and everything the students say and do." How is that possible given the hundreds of interactions that take place in a classroom? I was also told that "If we don't see it, you aren't doing it and that is reflected on your observation." That didn't seem rational but I had no choice. Afterwards, she told me that my eval was okay but that I should have done assessment so that I could get a higher score. I was very confused because, as usual, I conduct formative assessment consistently throughout a lesson. I printed out some information about what assessment is and took it with me to the post-meeting. I had to educate this VP that assessment isn't only a pencil and paper test.

My second EES evaluation was to be done by a new VP with zero teaching or education experience. Zero. I knew that he would be completely in the dark and I didn't want my rating to hinge on his ability to figure out the complicated rubric while simultaneously typing a transcript of everything the students and I were saying and doing. How would he interpret the complicated interplay of teacher and students with no classroom experience of his own? To protect myself and with "if we don't see it, you aren't doing it" ringing in my ears, I decided to create a lesson as per the aspirational Danielson rubric being used. I built a lesson with a huge array of activities that would be more reasonable spread out over two days and scripted it by using the exact verbiage from the rubric. As I taught I cued the observer by using the rubric language loudly. Afterwards I took the initiative to explain what was going on in that classroom full of young human beings. The boy with his head down who didn't participate? His girlfriend had just dumped him at recess and he was trying not to cry. The boy moving seats repeatedly and going to the pencil sharpener more than he needed? He was off his ADHD meds. How can a teacher explain all of the classroom interactions and the reasoning behind them in a quick one-time visit to the room during which the observer is trying to type a transcript?

These anecdotes don't come from "sour grapes." I did receive a highly effective rating but I'm uncomfortable with how I got it. I have the experience to create what is required by Danielson but is that proof of anything? I am constantly reflecting on my practices and trying new things. I am not always successful but I am motivated to be the best teacher I can be on a regular basis. The EES system doesn't encourage that and it isn't fair or useful. I am not opposed to having my practices evaluated, to the contrary, I welcome any of my administrators to spend time in my classroom witnessing or even participating in the learning experiences I create for my students. I take pride as a professional in understanding what each of my students need to be prepared for higher grades and for their adult lives. Sadly, another of the negative effects of EES is that I no longer see my administrators on walkthroughs in the classrooms because they are busy

managing the pre & post meetings and observations required to complete the numerous evaluations that must take place in the school.

Please get rid of the EES system and replace it with an evaluation that respects us and more accurately reflects our classroom practices and our ongoing growth as professionals. The current system creates an unfair and arbitrary evaluation of teachers based on a one-moment-in-time glimpse of a classroom and is totally reliant on the competencies of the evaluator which are not universally consistent.

Mahalo, Tracy Monroe

Teacher, Dole Middle School

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Tracy Monroe

Dole Middle School

Social Studies, Team Kulia

“Those who know, do. Those that understand, teach.”

— Aristotle

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September 5, 2016

To: Board of Education Members

re: SAC 9/6/16 Agenda IV.A. - *Presentation on standards-based education, including statewide assessment*

Aloha Board of Education Members,

Today's presentation on standards-based education, as well as the one given at the BOE General Business meeting on April 5, 2016, are words on paper that seem to be disconnected from actual practice. They are words that have been repeated time and again at Board meetings over the past few years. I feel like the conversation has been stuck at the remedial level for years, while *reliable* data about actual practice (i.e., # of hours) never appears, and deeper issues don't get explored. It's time to move forward.

Therefore, I am asking the Board to instruct the Department of Education to gather data from *all* the teachers at *all* schools regarding how much class time is spent on actual testing on which tests, and how much is spent on specific test-taking training for students (excluding normal content instruction).

With this data, the CASs should be required to facilitate complex area school collaborations (all teachers invited) to establish realistic guidelines for testing. What's on paper should reflect actual practice. The problem is that there is a disconnect at all levels of the DOE on this issue, and the students suffer.

You may want to review the April 5, 2016 discussion GBM V.B. - *Presentation on state-wide assessments: current requirements and changes over the past five years*. I had hoped that after the Board's discussion with Deputy Superintendent Schatz, he'd come back with some data about actual practice, or at least a plan to gather data, but from today's presentation, I see that is not the case.

The Board of Education is the entity that has the power to change the status quo on this issue when the DOE does not take the initiative to do so. Please use your power set expectations that the Superintendent and Deputy Superintendent fix this disconnect. Please instruct the DOE to gather the necessary data – from the ground up (not top down) – to properly evaluate the over-testing complaints so that corrective measures can be implemented as needed, and presentations will show progress rather than stagnation.

Mahalo,



Vanessa Ott
Community Member and Former DOE Teacher

See 4/5/2016 BOE GBM video Part 1 at: <https://youtu.be/vafRYXXlAkg>

SPECIFIC TIME CODE LOCATIONS:

- PowerPoint Presentation by Deputy Superintendent Schatz: [25:40] to [35:02]
- Board Discussion: [35:02] to [59:50]

Links to BOE Meeting videos for the past year are here: <http://freespeech4us.com/boe/videos>

September 6, 2016

Student Achievement Committee
Agenda Item II: Superintendent's Report

Aloha Chair Williams and Committee members,

My name is Amy Perruso. I am a teacher and the Secretary-Treasurer of HSTA. Over the past year, I have visited schools and spent hundreds of hours talking to teachers across the state. I am struck by the chasm between what I read in the Superintendent's Report and my understanding of the 'State of Public Education' in Hawaii. In my view, we are not responding to the needs of the schools, teachers and students, and this inability to respond seems to come from continued commitment to the NCLB mentality.

Last year, ALL teachers were on streamlined evaluation (IPDP), and were STILL angry enough to mount a campaign to roll it back. Now, ALL teachers are being subjected to the rollout of YET ANOTHER colossally disastrous top-down initiative intended to meet the needs of adults (Infinite Campus). Half of our teachers are ALSO engaged AGAIN in the incredibly and irrationally burdensome EES process, even though new federal law has been passed that makes dramatic positive change possible. If this is any indication of the ways in which the department will use the opportunities afforded by ESSA to improve education in Hawaii, I think we are in serious trouble.

It has been 33 years since the publication of "A Nation at Risk," under the Reagan administration, which was shaped by radical neoliberal thinking of the Chicago School and Milton Friedman. This report helped to 'manufacture a crisis' in public education in the United States. Well-funded misinformation campaigns, supported by corporate cash flowing into new think tanks, philanthropic and advocacy groups, have been successful in creating our new 'welfare queen,' the 'bad teacher.' For the past thirty-three years, teachers in the United States have been scapegoated as the primary source of this manufactured crisis, and a central objective in educational "reform" has been the identification and removal of "bad teachers." However, there is no credible evidence to support the idea that the deficiency of teachers is the key causal factor undermining the quality of public education.

No one would disagree with the assertion that great public schools depend on having first-rate teachers. Teachers work incredibly hard. They not only provide instructional and emotional support, but are also ALWAYS performing countless other tasks to

benefit their students. However, so-called reformers inflated this importance in ways that allow them to ignore all the other critical factors that influence learning. Teachers do not control the intensifying economic struggles of their students' families or racial and social inequities that create a hierarchy of schools even within our public school system. Teachers in Hawaii do not have the autonomy to make decisions about curriculum and instruction. Teachers in Hawaii do not have at their disposal a wide range of effective and sustainable professional development opportunities.

The result of this scapegoating is to pin every failure on teachers, and to think that we can 'fire our way' to good public education in Hawaii. EES is the tool and measure of this kind of approach to the improvement of education, which perfectly reflects a top-down, command-and-control and compliance driven approach to educational culture.

Instead of test-based accountability, we should be moving towards trust-based responsibility grounded in an understanding of the larger whole. Families, communities, school boards, state and federal government all bear responsibility for student achievement, and asking teachers to bear more than their share, through the use of onerous and useless evaluation tools like EES, is shameful. Identifying culprits and scapegoating, and using tools like EES against teachers, may be psychologically satisfying and may help relieve social anxiety. However, such scapegoating comes at a heavy social cost, as the policies that emerge from such assumptions assume deficiency rather than capacity, and then proceed to PRODUCE a systemic deficiency, when shockingly, no one wants to go into or stay in teaching.

Sincerely,

Amy Perruso