

Sandy Webb <sandywebb2016@gmail.com>

10/16/2016 05:12 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testing and it's impacts on students

Dear Chair Mizumoto and Board members,

I teach biology and AP Environmental Science at Mililani High School. I have been teaching in Hawaii for 21 years - and I love my job and my students!

I believe our current standardized testing practices have a negative impact on students and need to be revised. The use of school computers for weeks at a time for testing rather than learning is a key, negative impact of current practices; there are weeks in the spring when my students do not have access to computers for research, data analysis and other crucial learning activities.

I was part of the team of teachers who worked on the end of course (EOC) exam for Biology and was dismayed at the limitations of our input into test design - despite our content and pedagogy expertise. Most of the Biology EOC test questions are based on memorization and a significant portion of those, on the memorization of minutiae. This test is completely outdated in light of the newly adopted Next Generation Science Standards, cross-cutting concepts and practices, it is administered when there is almost a month left of instructional time and provides very little data teachers can use to improve instruction.

I am calling for a state-wide re-evaluation of our testing practices that involves all stakeholders with an emphasis on input from content and pedagogy expertise from teachers. We need to work together to develop testing practices that limit negative impacts on students and increase the use of more authentic, formative assessment.

It is important to note that our current test practices/scoring and reporting are misleading to the public as a whole and have been used inappropriately in teacher evaluations - to the detriment of public school funding and the retention of highly qualified teachers.

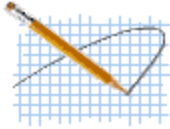
Thank you for your consideration of my testimony.

Sincerely, Sandy Webb

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**



Cindy tong <mrscondytong@msn.com>

10/16/2016 06:43 PM

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

cc

Subject TESTIMONY

Cynthia M.C. Tong
General Business Meeting
Agenda Item V.B Strategic Plan

October 16, 2016

Dear Chair Mizumoto and Board members,

My name is Mrs. Cynthia Tong, and I currently teach U.S. History at Aiea High School. Three years prior, I taught seventh and eighth graders social studies at Waipahu Intermediate School. I have also taught at Mililani High School, Highlands Intermediate School, Waialua High and Intermediate School, and Moanalua High School. I have been teaching for more than twenty years in Hawaii public schools and am a National Board Certified Teacher in Secondary Social Studies. In my experience, statewide testing at the middle school and high school levels does very little to improve student learning and public education. A school's principal, vice principals, curriculum coordinators, and data coaches disseminate testing results in widely varying ways and while a school's faculty might spend three to four hours strategizing on how to improve those results, I have NEVER, in twenty years, seen a school evaluate their yearly efforts and build on those efforts. And our students suffer every year from being over-tested. Every one of my seventh and eighth graders had to be tested for at least THREE FULL DAYS in a row and they did not receive their results until several months later. Even worse, many of those students made great advances in their learning but the results were given so late that the students were victimized or labeled by data that was several months old. This is the situation for a single test but the DOE requires at least three different statewide tests for middle schoolers. Please keep in mind that 1) teachers must also administer pre-and-post tests for their course content (at least four tests total), 2)

English Language Learner students must be tested for at least three full days for English language proficiency (four tests total), 3) most students must take a statewide science test (one to two days), 4) middle school and high school students must take career readiness tests (one to two days), and 5) most students must take a yearly reading test (one day). At the very least, a middle or high school student loses thirteen days of instruction to state-required testing. The testing procedures are stressful enough for teachers but testing overall creates so much stress in schools that teachers must bring food and snacks for anxious students and do meditation or calming exercises to help struggling students, and experienced teachers like me must tell new teachers that they can expect no homework to be done and absence rate will rise whenever testing days come up.

I have seen pre-teens and teens hide their testing results from their parents and friends because the results do not reflect the hard work they are doing or the better-than-average grades they are receiving. I have heard parents and school counselors tell me a student should not try a challenging course or do a class project because their student's test results do not meet the expectations. I have seen children turn inward, become withdrawn, and weep silently in shame when testing results come out.

Many people who have a voice on educational policy (including many state DOE officer)s are not familiar with the consequences of testing at the school level. I ask for a testing audit, so that all stakeholders have a better sense of what we see at the school level.

Very truly yours,

Cynthia M.C. Tong
99914 Aiea Heights Drive
Aiea, HI 96701
(808)557-4072

**



Amanda Ayoso <aayosoeducation@gmail.com>

10/16/2016 07:17 PM

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

Amanda Ayoso
General Business Meeting
Agenda Item V.B Strategic Plan

October 18, 2016

Dear Chair Mizumoto and Board members,

My name is Amanda Ayoso, and I teach in a 4th grade Inclusion program for students in General Education and Special Education at Keaukaha Elementary School. I have been in the education system since 1985 in various positions. I have currently taught for 6 years as a teacher.

Since 1985 schools have always had some kind of standardized tastings. I was a part of that, along with my own 6 children and my husband at different schools on the Big Island of Hawaii.

Any test taken thus far, did not make a difference upon whether we went to college or not. The tastings did not matter and did not increase any knowledge of learning. Currently students are taking standardized tests, along with I-Ready Reading and Math Diagnostics, Dibels, Stepping Stones Check Ups, Pre-test for math, performance tasks for math, Achieve 3000 and its readings, Reading Wonders Weekly and Unit tests with much readings which do require time to go over similar text that would support the tests, Fluency tests occurring daily at all times of day, Computer tests, Sight word test, Spelling tests, Vocabulary tests, GRADE-(etc. Our students are overly tested. What percentage of these tests has made a determination that our students will go to college? Instead of being overly tested and teaching towards successful answers in the test, we need to start teaching for the students, preparing them to become well-rounded citizens of our Nation, and our future great leaders, such as you are today. Let's stop the crying, whining, the tiredness of testing, and apply instead a progressive movement for positive actions resulting in positive outcomes for everyone around.

We are calling for a testing audit, so that all stakeholders have a better sense of what we see at the school level.

Very truly yours,
Amanda Ayoso

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David Negaard <draagen@gmail.com>

10/16/2016 09:45 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony: BoE General Business Meeting - 18 October, 2016

October 18, 2016

From: David Negaard, Teacher, Henry Perrine Baldwin High School

Meeting: General Business Meeting

Agenda Item: V.B.—Proposed Revisions for Review and Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Honorable Chair Mizumoto and Members of the Board,

I am David Negaard, a second-generation public school teacher teaching English at H.P.

Baldwin High School. I have taught public school for nineteen years at five different schools—before transferring to Baldwin I taught 8th grade English for four years at Lahaina Intermediate School. I ask that the Board of Education act to lift the intolerable burden of testing from our students' shoulders.

At Lahaina Intermediate School, all grades took the Smarter Balanced Assessment test in ELA and Math (the first year of SBA, we administered SBA TWICE). To provide the best possible testing environment meant total disruption of the entire school schedule for three weeks at a time. During the testing “season” the library served as a testing center, meaning that students could not use the library for its intended purpose—the library ceased to be a library during that time. SBA was not the only test that impacted instruction—students took HSA Science twice a year, benchmark tests every month, so-called “universal screener” tests three times a year, the 8th grade ACT Explore test...and “test prep” also took its toll.

The demoralizing and demotivating impact of all these tests was clearly written on the faces of students. Any who, despite high motivation and strong academic skills, did not score as well as they had hoped were heart-broken. Those who weren't highly motivated met their own low expectations without much effort. Add the mandated focus on “bubble kids,” those who had the potential to raise school scores because they're near test “proficiency,” and teachers were demoralized, too.

At Baldwin I teach grade levels that do not take the SBA, but I AM required to administer the iReady test to all my English students as a “universal screener” three times a year, with three class periods EACH TIME dedicated to that task—nine days out of approximately 144 block periods during the year. The mere mention of yet another test causes consternation amongst my students. Students who are already engaged find these tests disruptive and distracting; students who already feel like failures are absolutely deflated by these tests. Since the tests do not count for a grade (I see no ethical way to include them), many students just mark without reading, without trying...and who can blame them?

In both these schools, a licensed teacher works full time outside the classroom as “test coordinator.” These non-classroom teachers deal with scheduling, technical infrastructure, make-up testing, data collection, and analysis. Meanwhile, we have open positions begging for licensed teachers.

The current test regimen erodes our greatest tools for addressing the real needs of real kids: teacher autonomy, meaningful instruction, and student engagement. The “test and punish” culture currently prevalent in Hawai'i public classrooms monopolizes student and teacher time, elevates an ever-narrower subject focus at the expense of broader and richer educational

opportunities, and demoralizes children whose test-taking skills may not show their real genius. We teachers already know what our students need—we interact with them daily and know more than any test can measure. We are invested in the real lives of real kids here and now, and they need space in their lives for more than teaching to the test in reading and math.

Teaching is my passion. I don't just teach English; I teach KIDS. I make meaningful and influential relationships with more than 130 students every year and I care about each and every one of them. I invest in their lives. They are my hānai children—they matter to me—not just their test scores but the totality of who and how they are. It breaks my heart to see so many so negatively affected by our state's obsession with testing. It is in the Board's purview to act now to lift the intolerable burden of current testing practices, and I urge the board to restore assessment to its proper place in Hawai'i classrooms.

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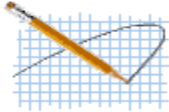
cell: (808) 214-8919

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

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Teressa Shimizu <teressa.shimizu@gmail.com>

10/16/2016 10:37 PM

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

October 17, 2016

Dear Chair Mizumoto and Board members,

My name is Teressa Shimizu, and I teach Career & Technical Education at Gov. W.R. Farrington High School. I have been teaching for 14 years.

I have personally witnessed the injury and dejection that relentless testing (not just 'standardized-testing') has caused to our young people in high school. Test preparation and administration has also negatively affected the depth and pacing of vital curriculum and instruction in classrooms across the campus.

As our second term of the school year begins, so do the testing cycles; End of Course exams, Common Course Assessments, Smarter Balanced Assessment(s) in the core areas, English Language Learner WIDA testing, etc. The list is lengthy and exhausting for students and teachers. These testing cycles for this school year will continue through May 2017.

Little has been done to reduce the number of tests students are subjected to, nor reduce the number of instructional days spent on preparation and administering of these tests.

We are calling for a testing audit, so that all stakeholders have a better sense of what we see at the school level.

Very truly yours,

Teressa Shimizu

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Ka Huli O Hāloa

October 16, 2016

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State of Hawai'i
Board of Education
Queen Lili'uokalani Building
1390 Miller Street, Room 404
Honolulu, HI 96813

Dear Board Chairman Lance Mizumoto,

On behalf of the Ka Huli o Hāloa (KHOH) Board of Directors, I am submitting this letter of support for the Office of Hawaiian Education (OHE) and its proposed plan for Nā Hopena A'o (HĀ). KHOH is a 501 (c)(3) nonprofit organization that supports community-based, cultural educational programs in Windward O'ahu. KHOH has been the fiscal sponsor for two of 23 charter schools (14 Hawaiian-focused, 6 Immersion, 3 Conversion), which have aligned their culturally relevant assessment with HĀ learning outcomes.

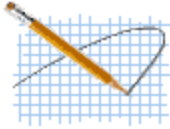
Per BOE Policy E3, HĀ are system-wide outcomes and OHE is required to:

- Develop the work during a 3-year pilot of HĀ
- Collaborate with multiple departments in DOE
- Lead using a community-based process
- Conduct a series of HĀ initiative
- Develop a system-wide implementation plan

OHE has worked with the Native Hawaiian and larger community to design a plan that will advance Hawaiian education for all public education students. OHE has committed to use the three year period from now until February 2019 to pilot and develop practices of HĀ for the larger DOE system.

KHOH understands the potential of HĀ to shift the learning environment for all keiki in Hawai'i. We, therefore, strongly endorse OHE's proposed plan for HĀ as part of the BOE/DOE Strategic Plan.

Mahalo nui loa,
Dr. Teresa Makuakane-Drechsel, Secretary
Ka Huli o Hāloa



Terry Low <terry@terryjlow.com>

10/17/2016 06:00 AM

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

cc

Subject Testimony

October 18, 2016

Dear Chair Mizumoto and Board members,

My name is Terry Low, and I teach English at Kauai High School. I have been teaching for 23 years.

The focus on testing and data collecting has had a very negative impact on schools in the Kauai District. Time is a very valuable resource to be managed in our schools. Principals frequently admonish teachers to teach from bell to bell, maximizing instructional time. Time is the most valuable resource for teachers and teachers. How sad to see it squandered with the over emphasis on testing that has taken place with the demands of "No Child Left Behind" and the "Race to the Top" initiative. Many teachers have left the profession early due to frustration related to this. They know this emphasis is not meeting the needs of their students, often turning them off to education.

A couple of years ago many of the best students at our school decided to opt out of the Smarter Balance testing. They had been subjected to over testing in their 10th grade year and then the decision was made to move the testing to the 11th grade. This testing coupled with ACT testing, End of Course Exams, and AP testing was just too much. I think their decision was an intelligent one. If I had a child subjected to that, I certainly would have allowed her to opt out if she desired to. I would have encouraged it.

We are not addressing the needs of the whole child when we make testing the focus of education. I have heard many of my colleagues in the elementary schools talk about the impact of testing on their students, students as young as kindergarten. The focus on testing and data collection is so egregious at that age that it borders on being criminal. I certainly would be looking for alternatives to public education if I had child subjected to the kind of testing that is taking place in those schools.

I have been teaching long enough to remember when this wasn't an issue. Students were tested and the results analyzed. The data was

examined once a year, and schools adjusted their curriculum accordingly. They weren't subjected to punitive measures, but rather given help when needed. I think the ESSA is giving Hawaii a chance to change its testing policies to what we had in place before "Race to the Top."

In Secondary schools, Smarter Balanced testing could be replaced with the ACT test, saving schools money and time. Elementary school testing also needs to be revised. It's critical.

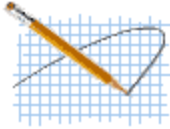
We are calling for a testing audit, so that all stakeholders have a better sense of what we see at the school level.

Very truly yours,
Terry Low

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**



D Austin <impervious12@hotmail.com>

10/17/2016 06:42 AM

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

<testimony_boe@notes.k12.hi.us>

cc "Lisa Morrison" <lisa@iowa@mac.com>

Subject Testing testimony

October 18, 2016

Dear Chair Mizumoto and Board members,

It is my understanding that the concept of testing students is undergoing a review.

Testing is not, and never has been, a measurement of learning, but a measurement of progress. Educators know this, and educators, who are in the business of creating tests for the classroom, have never stated that a child or a teacher for that matter is not successful based on test results. The professional teacher takes into account all factors regarding a child's progress, classwork, oral answers, group work, and projects. Tests are only a small factor in how a professional educator determines if a child is making progress. The high-stakes testing environment has grossly shifted the focus from learning to hitting targets, calling students who do well "proficient", and those who don't do well, are, non-proficient.

High stakes testing is not an assurance that the child has learned anything, but only that he or she has survived a test. There are students who do not test well, and teachers know this, and we assess them in other ways, ways that reflect the "whole child", and not just the discrete parts of the child which has enough education to type fast enough or regurgitate well enough.

If the impassioned pleas from classroom teachers and exhausted parents do not sway you, if the reports of fainting and stressed children do not impact you, then I implore that you do your own research.

Here are some suggestions:

- High stakes testing is classist and racist:

"Middle- and upper-class Americans saw no reason to oppose high-stakes testing for accountability when it was first proposed because they knew that their children would do well." ([Why Has High-Stakes Testing So Easily Slipped into Contemporary American Life?](#))

- High stakes testing does not improve learning:

[Collateral Damage: How High-Stakes Testing Corrupts America's Schools](#)

- High-stakes testing creates a stressful atmosphere of dishonesty and unethical conduct, which is anathema to the idea of education:

http://hepg.org/hel-home/issues/23_2/helarticle/high-stakes-testing-and-the-corruption-of-america

High-Stakes Testing and the Corruption of America's Schools

hepg.org

Volume 23, Number 2 March/April 2007. High-Stakes Testing and the Corruption of America's Schools. by Sharon L. Nichols and David C. Berliner

- High-stakes testing drives educators to be unoriginal and robotic: " the findings of this study suggest that high-stakes tests encourage curricular alignment to the tests themselves. This alignment tends to take the form of a curricular content narrowing to tested subjects, to the detriment or exclusion of nontested subjects. The findings of this study further suggest that the structure of the knowledge itself is also changed to meet the test-based norms: Content is increasingly taught in isolated pieces and often learned only within the context of the tests themselves..." (Au, [High-Stakes Testing and Curricular Control: A Qualitative Metasynthesis](#))

- High stakes testing is harmful to the mind and the soul of the learner (as well as the educator):
Avram Noam Chomsky, a highly regarded scientist and philosopher, states " *"The assessment itself is completely artificial. It's not ranking teachers in accordance with their ability to help develop children who will reach their potential, explore their creative interests. Those things you're not testing.. it's a rank that's mostly meaningless. And the very ranking itself is harmful. It's turning us into individuals who devote our lives to achieving a rank. Not into doing things that are valuable and important."* ([Youtube Video Interview](#))
I sincerely ask that you reconsider the position that a standardized test is an effective tool for education, and leave the evaluation of students and of learning in the hands of the educators who actually create the learning environment, according to the needs of their students, so that their students can learn, and enjoy learning.

Respectfully,

D Austin

10-year educator, Maui Waena Intermediate School, Kahului, Maui



<tsuji@hawaii.rr.com>

10/17/2016 09:04 AM

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

Jenifer LB Tsuji
General Business Meeting
Agenda Item V.B Strategic Plan

October 18, 2016

Dear Chair Mizumoto and Board members,

My name is Jenifer Tsuji, and I teach 2nd Grade at Mountain View Elementary on the Big Island. I have been teaching for 21 years.

Although I do not teach a grade that currently is expected to do standardized testing, the amount of testing that we are still expected to do of our students is enormous. In my 2nd grade class I am expected to do a DIBELS diagnostic reading test 3 times a year, and then a follow up "Progress Monitoring" reading test every two weeks throughout the school year. Each child is timed and needs to be tested individually. On top of that, our students also are asked to do long iReady computer diagnostic tests 3 times a year, with associated quizzes about every two weeks as well. Yet another level of testing is for Reading Wonders and Stepping Stones (our ELA and Math programs, respectively). We are asked to do a pre, mid, and post test on various standards for each unit or module. At the 2nd grade level, the Reading Wonders program has 6 units, and Stepping Stones has 12 modules. Other grade levels have similar amounts of units and modules in these programs

Added together, our 'non-testing' 2nd grade level students have over 60 tests they need to take over the course of the year, not even including the interim quizzes and progress monitoring. These are not classroom designed tests for teacher grading purposes, these are assessments mandated by the school at every grade level. Many other schools throughout Hawaii have similar testing demands placed on their students and teachers, even in non-testing lower elementary grades.

We are calling for a testing audit, so that all stakeholders have a better sense of what we see at the school level.

Very truly yours,
Jenifer LB Tsuji
2nd grade
Mountain View Elementary

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General Business Meeting
Agenda Item V.B Strategic Plan

October 18, 2016

Dear Chair Mizumoto and Board members,

My name is Amy Perruso, and I teach social studies at Mililani High School. I have been teaching for sixteen years, and I have a young daughter, a sixth grader in a Hawaii public middle school.

The overemphasis on testing not only wastes time, energy and resources on actual testing time. It has been accompanied by pedagogical and curricular strategies intended, in an extremely misguided fashion, to improve scores on standardized tests. These strategies include the imposition of scripted, mandated ELA and math curricula.

My child, who is very mellow and easy-going, has started to come home saying, on a daily basis, that she hates school. She hates Springboard because it's boring, not relevant and not engaging. She hates Go Math because it's also boring, repetitive, and "irritating because it involves constant, never-ending word problems." This is exactly what I feared would happen, and I want to scream and cry at the same time.

This may or may not be the result of a failure of instructional leadership at the school level, as the Deputy Superintendent claims, but I would like to remind the BOE that we set the tone at the top. If the leadership of the DOE, in all of its structures and processes, continues to identify high scores on standardized tests as the most important measure of

student learning, the entire system, all the way down to the school level, will continue to reflect gross distortions of sound educational practice.

I urge the BOE to identify and contract with an independent organization (not one currently working to support DOE policy) to conduct a testing audit, so that all stakeholders have a better sense of what we see at the school level. It's time that the BOE make more efforts to understand what is really happening in the schools. It seems clear that there is a widening chasm between what is shared by the DOE leadership and what parents, students and teachers know to be true at the school level.

Very truly yours,

Amy Perruso



Lisa Morrison <lamorrison17@gmail.com>

10/17/2016 09:55 AM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony for GBM on Tuesday, Oct.
18

Honorable Chair Mizumoto and Board Members,

My name is Lisa Morrison and I am a classroom teacher at Maui Waena Intermediate School. I would like to comment on the DOE presentation that discusses the revision of the Strategic Plan. The revisions suggested for Goal 2 of the Strategic Plan are focused on recruitment and development of teachers as professionals. So the emphasis is on new and inexperienced teachers. While it's true that the DOE is having trouble attracting people willing to teach in public schools in Hawai'i, it's also true that much of the problem is how teachers are treated once they're in the system. Word gets out about poor working conditions. Strategically, that needs to be addressed. To say on the one hand that we need to "reward commitment to the profession" (Slide 5) and then on the other hand that "teacher salary . . . is a matter of collective bargaining, not a strategic initiative" (Slide 10) is contradictory and incorrect.

The exact dollar amount of teachers' salaries is a matter for collective bargaining, but to state as an objective that we want to pay teachers a professional salary because "well-paid teachers will stay" is as important and true as "home-grown teachers will stay" (Slide 5). Please reconsider the marginalizing of teacher pay that is currently in the works for the strategic plan. Professional salary needs to be a component of Goal 2.

Thank you,

Lisa Morrison

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the leader project

leading from a Hawaiian place

October 17, 2016

Via: testimony_boe@notes.k12.hi.us

Re: Proposed Revisions for Review and Extension of the 2011-2018 Joint Department of Education (DOE) and Board of Education (BOE) Strategic Plan

Dear Members of the Board of Education,

I am writing as a current community member and public school advocate, and a former BOE member and chair of the Student Achievement Committee from 2011-2015.

The BOE's bylaws are clear that all Board members "shall comply with the Code of Conduct" which includes upholding the policies relating to the operations of the BOE and the DOE. For this reason, I am proposing that the BOE and DOE uphold BOE Policy E.3 Nā Hopena A'o and ensure its alignment to the revised Strategic Plan.

The current plan articulates Nā Hopena A'o (HĀ) as "values grounded in Hawai'i". The purpose of BOE Policy E.3 is to "provide a comprehensive **outcomes framework** to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all our students to the fullest potential". Though HĀ does reflect the DOE's core values and beliefs, it provides an outcomes framework that enables these values to be put into action throughout the public education system of Hawai'i.

The development of BOE Policy E.3, like the current strategic planning process, turned to community to better understand what success looks like for our students. The Student Achievement Committee was initially tasked by the BOE to make policy recommendations to the Focus on Students Policy 101.15 establishing the General Learner Outcomes (GLO). What emerged from the community process instead was a new set of six **outcomes grounded in Hawai'i**. The DOE community advocated for holding these outcomes as a new "ends" policy for the whole system, and the BOE responded by approving policy E.3. in June 2015.

Finally, upon approval of the policy, the BOE requested the DOE to pilot HĀ initiatives over three years and return to the BOE to make recommendations for systems-wide implementation. Any changes to policy E.3 should be reviewed and recommended at that time.

the leader project

leading from a Hawaiian place

It is for these reasons that I request that references in the BOE and DOE Strategic Plan Update 2017-2020 to HĀ as values be changed to HĀ as outcomes in accordance to BOE Policy E.3 Nā Hopena A'o.

Me ke aloha,



Cheryl L. Ka'uhane Lupenui
founder and principal
the leader project



Osa Tui/MCKINLEY/HIDOE

10/17/2016 10:44 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Testimony GBM 10/18/2016

Dear Chair Mizumoto and Board Members,

My name is Osa Tui at McKinley High School.

Please consider a testing audit so that all stakeholders have a better sense of what is happening at the school level.

As you may know, our students are being tested ad nauseam. At least for tests like the ASVAB and the ACT, students are motivated to do well because they are able to use results for better opportunities. However, tests like the Smarter Balanced Assessment really don't have the same cachet. For a long time, teachers and administrators had much more at stake for students doing well on the SBA than the students themselves. When the benefits are minimal to non-existent for students to take mandatory exams, are we not doing a disservice to these students? We should also be moving towards authentic assessments that move away from the drill-and-kill mentality that has crippled our educational system for far too long.

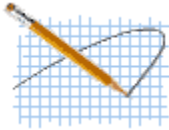
They say a watched pot never boils. Similarly, let's not overdo it with our students - an overtested student never learns. Free up our students from the overabundance of testing so that teachers can focus on educating rather than test preparation.



boe_hawaii@notes.k12.hi.us
10/17/2016 03:17 PM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: Oct 18 Testimony

----- Forwarded by BOE Hawaii on 10/17/2016 03:17 PM -----



James Shon <jshon@hawaii.edu>
10/17/2016 02:03 PM

To Board of Education
<boe_hawaii@notes.k12.hi.us>
cc
Subject Oct 18 Testimony

Please find attached testimony on Discussion Item B
V. Discussion Items

B. [Presentation on draft of proposed revisions for review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan](#)

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HAWAI'I EDUCATIONAL POLICY CENTER

Dr. Jim Shon

Director

(808) 282-1509 jshon@hawaii.edu

<http://manoa.hawaii.edu/hepc/>

**

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**HEPC Comments to the BOE on Draft Strategic Plan.doc



HEPC COMMENTS ON THE DOE/BOE DRAFT STRATEGIC PLAN

October 18, 2016

General Business Meeting
Discussion Item B.

In analyzing any educational planning document, HEPC challenges the language of statements (goals, strategies, etc.) by asking the following questions:

1. **Actions or Clichés?** Are the statements clichés? Are they bromides that virtually everyone would agree with in our State, or anywhere? Other than being aspirational or inspirational, how does any single statement relate to a *new* plan of action? What is the operative action verb?
2. **Is Change Required?** Does the statement reaffirm what is already happening, or does it REQUIRE some important change? Or, does the statement represent a shift in a policy?
3. **What is success?** How does the plan define success? Goals using language such as “increase,” “improve,” “provide opportunities for” are impossible not to be met. How will the average citizen, parent, student or policy maker know when we are successful?
4. **What Change Tools Are Planned?** What incentives or disincentives are explicitly identified to accomplish change? In looking at innovation and trends, such as STEM education, what structural adjustments are planned to facilitate and promote multidisciplinary, project based learning?
5. **Does Academic Content Matter in the Plan?** In looking at broad goals such as “education of the whole child,” is the DOE/BOE making any explicit or implicit commitment to content, such as civic literacy, environmental literacy, financial literacy, or instruction in the arts? For example, Hawaii is one of the few states that does not require arts instruction. If a parent looks at your plan, will she or he know if their child will be guaranteed full engagement in the arts? In other words, is there a content commitment that is different from what a student receives today?
6. **What is Not a Priority?** Does the Plan tell you, explicitly or implicitly, what are NOT the priorities? What is not going to be done or emphasized? For if it does not, we are just going to do everything under the sun. But then that is not really a plan.

General Comments. It appears much of the plan is a narrative of DOE history, and the efforts made to solicit public input. It is inspirational and aspirational in the broadest sense. However, much of the language needs specificity, clarity, and intentional policy changes. It might also be helpful to include a section on why the older plan is ineffective, outdated, or incomplete.

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STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 201
HONOLULU, HAWAII 96817

October 17, 2016

TESTIMONY
Joint Department of Education/Board of Education Strategic Plan Update

Submitted by: Lynn Hammonds, HTSB Executive Director

Chairperson Mizumoto and Members of the Board of Education:

Thank you for the opportunity to testify on the joint Department of Education and Board of Education Strategic Plan Update 2017-2020. In particular, I would like to address Goal 2, Objectives 2 and 3.

Goal 2 - Staff Success: Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Objective 2. Expanded Professional Pipeline: Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success goals and objectives.

Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early in education as a profession and higher education institutions and community organizations to support training programs and to promote the teaching profession. There will be an emphasis on developing partnerships that produce Hawaii-connected educators, whether specific to a geographic region in the state, Hawaii-based educator preparation programs, or Hawaii-connected teachers since locally connected teachers are more likely to be retained.

Objective 3. Timely Recruitment and Placement: Timely recruitment and placement of applicants to better serve all students by addressing equity and achievement gaps.

Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs of every school.

The Hawaii Teacher Standards Board sees the recruitment of exceptional, locally connected individuals to the profession as critical to helping solve our teacher shortage. In the 2015-2016 school year, HTSB conducted a workgroup to identify concerns of those interested in becoming licensed teachers, especially current Educational Assistants (EAs) and Emergency Hire (EH) shortage area teachers in the Department of Education and Hawaii Charter Schools. The cost of tuition and travel after school hours to receive instruction were the main barriers identified by both groups.

Focusing efforts on current EAs and EH teachers, including support for meaningful, efficient pathways to licensure, will help them to become fully licensed and integrated into their school and community, therefore raising the probability that they will stay and become career Hawaii teachers.

While there are multiple avenues for individuals to receive tuition reimbursement after obtaining a degree there are few opportunities for up-front tuition waivers or scholarships. EAs who hold an associate's degree would have two years of college coursework to complete, and EH teachers, who already hold a bachelor's degree, would have at least one year of coursework to complete their preparation programs. I urge you to support funding for tuition scholarships for EAs and EH teachers to eliminate this barrier so they can become fully licensed more quickly.

EAs also hoped that some of their work experience could be translated into credit for coursework. The UH System already offers credit for work experience that is evaluated via a portfolio, which could yield up to fifteen credit hours, or the equivalent of one full semester, of credit toward a degree and completion of a teacher preparation program. Offering work release time to EAs who are fully enrolled in a preparation program leading to a bachelor's degree and teacher licensure would afford them time to complete their student teaching or practicum experience in their home school, further cementing ties to their community.

Another result of this workgroup led local preparation programs to review their offerings and make modifications to embrace alternatives. UH-West Oahu implemented a new "Alternative Licensure Program" to meet the needs of EH teachers with an intensive summer session followed by observation at their work site. HTSB was also hopeful that a local institution or organization would develop a Teacher Academy, based in complexes with high shortage areas. These academies are described in the Every Student Succeeds Act (ESSA) and eliminates restrictions that are normally placed on traditional preparation programs, instead requiring results based on demonstration of effective teaching skills. The advantage of such a program would be leadership and instruction by local seasoned, master teachers; relevance to what Hawaii teachers need now in classrooms to be successful; and mentoring that could give new teachers a connection that would encourage them to continue employment rather than leave Hawaii and the profession.

We must support the recruitment and retention of effective teachers, and offer a wide variety of both traditional and alternative preparation programs, just as classroom teachers must have a variety of strategies for their own students. I urge you to support these new partnerships, both with institutions of higher education and with organizations interested in developing preparation programs and training academies. If we are successful, the shortage can be reduced and eventually, eliminated.

Your goals are certainly on target. If all of us with a stake in public education take action to support these goals with funding, innovative preparation and comprehensive support, we can have fully staffed schools ready to support Hawaii's P-12 students. It's within our reach.

I welcome further discussion, and thank you again for the opportunity to testify.

General Business Meeting
Agenda Item V.B Strategic Plan
October 18, 2016

Dear Chair Mizumoto and fellow Board members,

My name is Justin Hughey, a Special Education teacher at King Kamehameha III Elementary School in Lahaina. I would appreciate a testing audit, so that everyone will know how much learning is taken away by the overemphasis on testing and test preparation.

I decided to become a public school Special Education teacher because I wanted to provide the education I did not receive as a child with dyslexia to students of today. Standardized testing always made me feel stupid and it pains me to see my students go through much worse standardized testing than what I was exposed to as a child. No child should be mandated to take these for-profit assessments, especially students with learning disabilities. Forcing a child with a disability to take an assessment at or above grade level can cause serious emotional trauma.

One year I had a student with a brain tumor. Looking at computer monitors put the student at risk for having seizures. The policy at the time forced the student to take the assessments unless they refused on their own initiative. This policy put the school at risk of subjecting the student to seizures and even worse. The overemphasis of mandating these assessments has become very toxic. President Obama even stated that he regrets taking the joy out of learning by mandating too much standardized testing.

Please ask yourselves, what standardized tests did you take in elementary school that made you feel good about yourselves? You didn't, your time was a time before No Child Left Behind, which turned a testing industry from a million dollar industry into a billion dollar industry overnight. Profiteering off our children's education is nauseating.

As a student who struggled with my own learning, I would not have been as successful as I am today if I had been mandated to take these standardized tests. I would never have: passed high school, gotten into the number one liberal arts college in the country, studied sculpture in Florence, graduated from college, graduated from graduate school, passed the first resolution in the country against the Citizens United Supreme Court Decision, become a teacher who then became the Hawaii State Teachers Association Vice President.

Thus, I would appreciate a testing audit, so that everyone will know how much time is taken away from learning by the overemphasis on standardized testing and test preparation.

Respectfully,

Justin Hughey



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

**TESTIMONY FOR AGENGA ITEM V, B, PRESENTATION ON DRAFT
REVISIONS TO THE DOE STRATEGIC PLAN**

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

**Tuesday, October 18, 2016, 1:30 PM
Queen Liliuokalani Building, Room 404**

Honorable Chair Mizumoto 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 HIDOE's presentation on draft revisions to the 2011-2018 Joint Department of Education and Board of Education Strategic Plan.

While IMUAlliance welcomes a number of policy revisions outlined in the latest draft of the DOE's strategic plan—especially the department's place-based and holistic HĀ values—we note that the plan continues to emphasize standardized testing as an indicator of student achievement (achievement scores; statewide indicator number 5). According to the plan's list of statewide indicators, the Smarter Balanced Assessment or a similar test will continue to be used to “look at progress statewide, overall achievement, [and] to understand the achievement gap that exists in the state for our high needs students, so that we can better support their education.”

Yet, as we and others have noted before the board, the overuse of standardized tests in Hawai'i's schools has become an epidemic. Rather than focus on student learning, our schools devote increasing amounts of time to “test and punish” frameworks, in which critical thinking and applied knowledge are replaced with rote test-taking skills that, in turn, adversely impact a teacher's or schools' statistical assessment. According to the American Federation of Teachers report “Testing More, Teaching Less: What America's Obsession with Student Testing Costs in Money and Lost Instructional Time,” test preparation and testing in heavily tested districts can absorb up to a month and a half of school time. AFT's grade-by-grade analysis found

that students spend from 60 to more than 110 hours per year on test preparation, at an estimated cost per pupil of \$700 to \$1,000 in heavily tested grades.

In Hawai'i, each test costs \$65 per student, according to the DOE. That amount does not include numerous costs incurred to support testing, however, including time spent on test preparation, screening tests, interim testing, test-driven curricula, classroom materials related to standardized testing, computer equipment and programs and personnel needed to administer standardized tests, consultants contracted to assist with assessment preparation and delivery, and the opportunity cost of educational programs eliminated to increase time for standardized testing. How much time do local students spend on testing? Up to 7-10 hours on the Smarter Balanced Assessment Alone and, at some schools, in excess of a month's worth of instructional time when screening, interim, and other preparatory tests are included.

Moreover, a 2014 study conducted by the National Education Association showed that 72 percent of teachers feel considerable pressure to improve test scores. Over half of teachers surveyed reported spending too much time on testing and test preparation, with the average teacher spending approximately 30 percent of their time on tasks related to standardized tests. At the same time, a 2014 PDK/Gallup poll on public attitudes toward public schools found that only 31 percent of parents support using standardized test scores to evaluate teachers, despite the implementation of numerous reforms increasing the use of test scores in assessing the performance of schools and educators. Exorbitant and expensive testing systems—the SBA and the PARCC Assessment, especially—exacerbate the misuse and abuse of standardized testing.

When states are free to develop their own tests, they are freed from the constraints of “test-driven curricula,” in which time spent taking and preparing for tests is imbricated within an educational plan that replaces creativity and critical thinking with test-taking skills and rote content. Abandoning so-called “toxic testing” could add 20 to 40 minutes of daily instructional time to secondary school grades, according to the NEA, with hundreds of dollars per student—and millions overall—reallocated to the purchase of instructional programs, school technology, infrastructure upgrades, and teacher pay increases.

Make no mistake, when we discuss standardized tests, we're talking about the Common Core (porat)e State Standards Initiative, a set of finance-driven standards foisted upon teachers and children across the nation without prior field testing. Developed by Achieve and the National Governors Association, and funded by the Gates Foundation, the standards were crafted with minimal public input. Under the

Obama Administration's Race to the Top grant program, states were effectively told that if they did not adopt Common Core, they would not be eligible to receive a portion of the program's \$4.35 billion in grant money. As education policy expert Diane Ravitch has said, "Federal law prohibits the U.S. Department of Education from prescribing curriculum, but in this case the Department figured out a clever way to avoid the letter of the law."

The result? A precipitous decline in test scores based on Common Core's arbitrary cut scores, a lack of critical thinking development based on Common Core's arbitrary instructional time ratios, disproportionate harm caused to English Language Learners and low-income students, further elimination of arts education, and parents and students across the nation joining the United Opt Out movement against assessments—including the SBA used in Hawai'i—associated with Common Core. Both President Obama and the U.S. Department of Education have now called for an end to overtesting. Even the Gates Foundation, the mad social scientists responsible for the Common Core monstrosity, have backpedaled on their Frankensteinian experiment and called for a moratorium on linking Common Core assessments to teacher evaluations—which Hawai'i still does by requiring teachers to reflect on their student test scores to demonstrate "core professionalism" on their EES. Notably, the same companies invested in providing CCSS-aligned tests and materials—like Pearson Inc. and Aspire—also provide resources and consultants for schools struggling to meet testing benchmarks, creating a perverse incentive for private education companies to invest in standard testing not as a measure of success, but a model of failure.

With last year's passage of the federal Every Student Succeeds Act, we have hope, along with increased flexibility in the use of standardized testing, including the capacity to limit the amount of time students spend preparing for and taking standardized tests. ESSA also provides funding to states for auditing and streamlining assessment systems. Accordingly, **we urge the BOE to adopt adopt a resolution in November or December of this year instructing the DOE to perform a testing audit**, so that the full impact of our state's testing programs—which department leaders confess is in excess of our national peers—may be scrutinized and addressed.

Finally, we wish to note three additional points of contention with the department's initial draft of the 2017-2020 strategic plan: 1) while the DOE maintains that public education in Hawai'i has shown a "steady trajectory of increased achievement" over the past decade, "achievement" has been defined by standardized testing, preventing teachers from educating the "whole child,"

undermining arts and cultural education, and reducing learning growth to test score gains; 2) in contrast to the DOE's assertion that "a decade ago...Hawai'i's public education system was ranked among the bottom five states in the nation," in 2005, *Education Next*, a longstanding education policy and research journal (one that favorably views national standards and test-based curricula), ranked our individual state standards as the sixth most demanding in the nation and, in 2009, called our standards "world class," a ranking shared by other education analysts; and 3) while "supports for beginning teachers were established systematically across the state through induction and mentoring programs" and the DOE saw 96.4 percent of teacher positions filled at the start of the 2016-2017 school year (statewide indicator number 9), this rate does not factor in the number of unqualified and uncertified teachers filling the vacant positions, at a time when teacher vacancies (of which there were 625 at the beginning of SY2016-2017), teacher resignations (717 in SY2014-2015, up 188 since SY2010-2011), and voluntary teacher separations (1,069 in SY2014-2015, an increase of 240 separations since SY2010-2011) are rising rapidly. Given that each of these points speaks to assumptions embedded in the department's overall strategy, we believe that they should be addressed before the plan is finalized.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



KAMEHAMEHA SCHOOLS®

Time: 1:30 p.m.
Date: October 18, 2016
Meeting: Hawai‘i State Board of Education
General Business Meeting
Location: Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, Hawaii 96813
Re: Agenda Item V.B. Presentation on draft of proposed revisions for review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Aloha mai kākou! My name is Wai‘ale‘ale Sarsona and I serve as the Managing Director of the Kūamahi Community Education Group of Kamehameha Schools. As part of Kamehameha Schools’ strategic plan, which guides us to contribute to the communities’ collective efforts to improve Hawai‘i’s education systems for Native Hawaiian learners, Kamehameha Schools is committed to support public education. We are writing to comment in support of the Joint Department of Education and Board of Education Strategic Plan and, more specifically, on its provisions pertaining to the Office of Hawaiian Education.

The Office of Hawaiian Education works with community in a meaningful and positive way to design the work of the office to advance Native Hawaiian education for all public education students. Specifically, we understand the potential of Nā Hopena A‘o (“HĀ”) – the system-wide outcomes that require the Office of Hawaiian Education to develop its work during a three-year pilot phase, collaborate with the Department of Education, lead using a community-based process and conduct a series of HĀ initiatives and develop a system-wide implementation plan. We are encouraged by these efforts.

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian learners. We believe that by continuing to engage in dialog around public education policies and proposals, we can contribute in a positive and meaningful way. We commend the BOE for working hard to increase the effectiveness of our public education system. E kūlia mau kākou i ka nu‘u! Let’s constantly strive for the summit. Mahalo a nui.



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

TESTIMONY BEFORE THE BOARD OF EDUCATION

TUESDAY, OCTOBER 10, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Board:

Many of the goals included in the draft Hawai'i Department of Education Strategic Plan (2017-2020) are shared by the Hawai'i State Teachers Association. In order to improve Hawaii's education system, however, we must first be honest about the current state of our schools. The DOE has painted a rosy picture in the section of the plan entitled "Our Journey," one that, if true, would not require major changes. Yet, Hawai'i's education system does need improvement. Here are some of areas of the plan that HSTA believes need further clarification to ensure that our educational vision matches our schools' reality:

1. While the DOE states that teachers "adjusted their lessons" to address implementation of the Common Core State Standards, curriculum changes were actually mandated by the Department, undermining academic freedom and school-level flexibility. Curricula are now homogenized and "cookie cutter," i.e., Springboard, Wonders, et al. Moreover, "more rigorous" standards, as the DOE terms them, were restrictive, and not developmentally appropriate.
2. At several points in the draft plan, the DOE suggests that current reforms have increased achievement and moved Hawai'i from being one of the lowest achieving states to "solidly in the middle of the pack." Contrary to the department's assertion, though, Hawai'i's 2015 NAEP 4th grade reading

scores were 46th in the nation and 8th grade reading scores were 48th in the nation. For high school, our state's ACT scores ranked 48th in the nation.

3. The Strategic Plan further states, "The Strive HI Performance System introduced new ways—beyond proficiency on reading and mathematics tests—to measure school performance." Yet, 90 percent of an elementary school's rating is still based on the Smarter Balanced Assessment for math and ELA.
4. Data teams, a key component of the DOE's strategic plan, should focus on improving instruction. Instead, in today's educational climate, data teams tell teachers and administrators how to obtain higher test scores, with other data about student learning or the school experience often going unnoticed or uncollected. Collection of data has become an end in itself, without connection to instruction.
5. The DOE also suggests that the state's "educator effectiveness system" has improved teacher practice. HSTA polling and teacher testimony have both demonstrated that EES has demoralized our teaching workforce and burdened educators with an evaluation system that increases workload, rather than improving practice.

HSTA is also concerned that the values mentioned in the strategic plan do not match current practices.

Goal 1: The DOE stresses "creative problem solving" and learning through life experiences. The current testing culture tells our children there is a single correct answer to a given problem, however, and experiential learning activities, like field trips, are eliminated to increase time for test preparation and because they supposedly take away from instructional time. Additionally, while HSTA fully supports "whole child" education, we have seen no signs that the department is moving to expand arts, cultural, or career pathway education, all of which require additional time and resources that are now dedicated to testing.

Goal 2: We cannot have a caring teacher in each classroom until we empower teachers, move to systems of support rather than punishment, and pay our teachers salaries that are commensurate with their mainland peers.

Goal 3: The DOE's plan states that the department will "work with stakeholders to secure and maximize state resources for public education." We hope so. Last year, when HSTA fought for increased education funding, the department's response was



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Corey Rosenlee
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Vice President

Amy Perruso
Secretary-Treasurer

Wilbert Holck
Executive Director

either tepid or oppositional. To remedy one of the worst funded school districts in the nation, it is essential that HSTA, the DOE and the BOE work together.

We must improve our schools. In order to do so, we must accurately assess our current practices. When it comes to crafting a vision for our education system's future, our words must match our actions. Only then can we give our keiki the schools they deserve.



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

October 18, 2016

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehey, *Vice
Chair*
Ms. Ivalee Sinclair, *Vice Chair*

Ms. Brendelyn Ancheta
Dr. Robert Campbell, *liaison
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Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Amanda Kaahanui, Staff
Susan Rocco, Staff

Lance Mizumoto, Chair
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: V. B. Presentation on draft of proposed revisions for review and
extension of the 2011-2018 Joint DOE/BOE Strategic Plan

Dear Chair Mizumoto and Members of the Committee,

The Special Education Advisory Council (SEAC) welcomes this opportunity to provide testimony on the above proposed revisions of the Joint DOE/BOE Strategic Plan. We are most grateful to Deputy Superintendent Stephen Schatz for sharing the draft goals and objectives with our membership at our October 7th meeting and providing his vision on how the revised plan will be inclusive of students with disabilities and other students for whom typical instruction is not effective. Our discussion yielded a number of recommendations related to the wording of the objectives that are included in the attachment to this testimony.

Strategic Plan Scorecard

The draft scorecard with its ten proposed indicators was posted subsequent to our discussion with Deputy Superintendent Schatz. While we agree generally that these indicators are important, we offer the following recommendations on how the Department, the Board and the community measure success of plan goals and objectives:

- 1) Equity goals for each indicator affecting student success must include distinct data for each of the accountability student subgroups identified in the Every Student Succeeds Act, including students with disabilities, students who are economically disadvantaged, English learners, and others. SEAC has been on record recommending the adoption of a lower "n" size--ideally 10 students--to ensure greater accountability for the performance of these subgroups.


-- continued



- 2) The draft plan states that “analysis of appropriate equity targets will be completed in Fall 2016.” We recommend that SEAC and other groups representative of the equity subgroups be included in the discussion and decision making on these targets.
- 3) The plan also states that “progress targets will be set in Fall 2017.” SEAC recommends that these initial targets be set prior to the beginning of the 2017-18 school year, so that administrators, teachers, and parents begin the year with a clear expectation of how progress will be measured.
- 4) While SEAC understands the reluctance to have too many metrics that place additional burden on schools, we also hold that if you want to improve something, you need to measure it. Currently there are ten objectives under three broad goals as well as ten target indicators. However, it is not clear to SEAC that all objectives have corresponding metrics. For example, Indicator 2--Students’ Perspectives on School Climate--and its metrics of Tripod and SQS do not fully address the objective of having students be safe, healthy and supported. There is no mention of positive behavioral supports, suicidal ideation and suicide attempts (a serious problem for Hawaii students) or mental health supports. Neither is there more than a brief reference to bullying, a serious problem for students with disabilities. In addition to student feedback, it is important to also document incidences of bullying, school discipline (including suspensions), the results of behavioral health screening and the use of restraints to prevent a student from harming himself or others.
- 5) Successful transition requires that students stay in school; therefore SEAC recommends a metric related to the drop out rate and efforts related to drop-out prevention.
- 6) Successful systems of support extend beyond repair and maintenance. SEAC recommends adding data related to infrastructure for technology and enhanced communication.
- 7) We recommend that an indicator targeting family-school and community partnerships be created and measured to ensure the attainment of expanded resources for student success.
- 8) Finally, SEAC recommends that all final indicators and selected metrics be reported on at least three times a year to ensure steady progress toward objectives and allow for mid-year revisions, when necessary.

Thank you for this important opportunity to offer input. If you have any questions, please feel free to contact me, or Ivalee Sinclair, our Legislative Committee Chair.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair

attachment

Draft SEAC Recommendations re: Strategic Plan Objectives

STRATEGIC PLAN	SEAC RECOMMENDATION
Goal 1 - Student Success: All students demonstrate they are on a path toward success in college, career, and citizenship.	
Objective 1. Empowered: All students are empowered in their learning to set and achieve their aspirations for the future.	
1.1.1 Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student voice. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions that address challenges of our islands and the world.	
1.1.2 Increase student access to quality career exploration and planning skills. Students graduate from high school with the abilities, habits, and knowledge to set and achieve their short-term and long-term career and community goals.	Increase student access to quality career exploration and planning skills. Students graduate from high school with the <u>abilities, skills</u> , habits, and knowledge to set and achieve their short-term and long-term career and community goals. <i>(Note: Abilities cannot be measured).</i>
1.1.3 Ensure students are equipped with the knowledge and skills to set and achieve their postsecondary education goals. Throughout their K-12 education experience, students explore, plan, and prepare so that they graduate from high school ready to enroll in and complete the postsecondary education or training programs of their choice.	
Objective 2. Whole Child: All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.	
1.2.1 Provide students with learning environments that are caring, safe, and supportive of high-quality learning.	
1.2.2 Address students' physical, mental, and social-emotional health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.	Address students' physical, mental, and social-emotional, <u>and behavioral</u> health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.

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STRATEGIC PLAN	SEAC RECOMMENDATION
1.2.3 Cultivate a school environment where attendance is valued, encouraged, and supported.	
Objective 3. Well-Rounded: All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.	
1.3.1 Provide students of all backgrounds and ages with a challenging and quality standards-based education in all subject areas.	Provide students of all backgrounds and ages with a challenging and quality standards-based education in all subject areas <u>including the arts, physical education, music, etc.</u> .
1.3.2 Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward readiness for success in college, career, and community.	Ensure that each student's learning is personalized <u>individualized</u> , informed by high-quality data, and advances them toward readiness for success in college, career, and community. (Note: Language of IDEA).
Objective 4. Prepared and Resilient: All students transition successfully throughout their educational experiences.	
1.4.1 Identify and address student strengths and challenges early so that students transition into early elementary grades ready to learn and with a cognitive foundation for reading.	
1.4.2 Support students' transition in adolescence (Grades 5-10) through school practices, counseling, and research-based experiences that advance their total well-being in school so they can stay on course with their learning goals.	
1.4.3 Create innovative learning options to earn a high school diploma.	Create innovative learning options to earn a <u>regular</u> high school diploma. (Note: Language of IDEA to distinguish from GED or competency-based diplomas that are not viewed as equivalent by employers or colleges)
1.4.4 Support student transitions, both for students that are transitioning between grade levels or transferring to a new school.	
1.4.5 Ensure that every high school graduate or completer has an identified next step after high school that is aligned with their future aspirations.	1.4.5 Ensure that every high school graduate or completer has an identified next step after high school that is aligned with their future aspirations, <u>and that post-secondary preferred</u>

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STRATEGIC PLAN	SEAC RECOMMENDATION
	<u>options are identified early enough to provide time to develop the skills to get to that next step.</u>
Goal 2 - Staff Success: Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.	
Objective 1. Focused Professional Development: Develop and grow employees to support student success and continuous improvement.	
2.1.1. Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners, special education inclusion, quality classroom assessments).	Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners <u>differentiated instruction, Universal Design for Learning</u> , special education inclusion, quality classroom assessments).
2.1.2 Increase consistency of all students having a caring teacher who provides quality instruction that meets their needs and enables them to progress toward becoming ready for college, career, and community.	Increase consistency of all students having a caring <u>and effective</u> teacher who provides quality instruction that meets their needs and enables them to progress toward becoming ready for college, career, and community.
2.1.3. Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices with all students, specifically around special education inclusion.	Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices with all students, specifically around special education inclusion <u>and multi-tiered systems of support to enhance the academic success of students for whom typical instruction is not effective, including special education students.</u>
2.1.4. Strengthen the principal and educational leader development pipeline to support shared and effective leadership.	

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2.1.5 Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders).	
	<i>2.1.6 Increase retention of qualified and effective teachers by ensuring organizational structures and workforce conditions that convey respect and appreciation of their value.</i>
Objective 2. Expanded Professional Pipeline: Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success goals and objectives.	
2.2.1 Partner effectively with local educator preparation programs to develop qualities and competencies that facilitate Goal 1 Student Success objectives. Educator preparation programs include teacher certification programs and schools' career pathways programs to develop future teachers.	
2.2.2 Partner with appropriate organizations to develop programs to fill gaps in preparing full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors).	
2.2.3 Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service.	
Objective 3. Timely Recruitment and Placement: Timely recruitment and placement of applicants to better serve all students by addressing equity and achievement gaps.	
2.3.1 Implement targeted efforts to recruit and place educators for specialized assignments and high demand skills and abilities (e.g., special education, secondary science, career-technical education, deaf, Hawaiian language, multilingual).	

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2.3.2. Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year.	
Goal 3 - Successful Systems of Support: The system and culture of public schools work to effectively organize financial, human, and community resources in support of student success.	
Objective 1. Expanded Resources: Secure adequate resources to support school and community-based plans for student success.	
3.1.1 Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, partnerships with state agencies).	Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, <u>student transportation, skilled nursing for children with special health needs</u> , partnerships with state agencies).
3.1.2 Engage with families and communities to access relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, and partnerships).	
3.1.3 Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding and weighted student formula).	
Objective 2. Efficient and Transparent Supports: Increase efficiency and transparency of instructional and operational supports to support schools and student learning while stewarding public education resources.	
3.2.1 Enhance support for development, implementation, and reporting of school academic and financial plans.	
3.2.2 Provide timely and user friendly data to support strategic decision-making and accountability for Student Success.	
3.2.3 Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.	

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3.2.4 Strengthen culture of continuous improvement to provide efficient transactions and operations.	
3.2.5 Improve communication within the DOE and with the community to promote understanding and engagement of stakeholders.	
Objective 3. Innovation: Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.	
3.3.1 Identify and scale local public education “Bright Spots” (successful practices) through existing professional networks to best support Strategic Plan objectives.	
3.3.2 Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, positive organizational culture and excellent personnel, and recognition).	