

TESTIMONY: DECEMBER 20th

BOE AGENDA ITEM: V, A, SUPERINTENDENT SEARCH RECOMMENDATIONS

I am David Negaard from H.P. Baldwin High School on Maui, asking the Board of Education to support adopting the findings and recommendations of the investigative committee on a search for a new Department of Education Superintendent.

Empowered teachers foster student success. Education reforms under No Child Left Behind and Race to the Top called into question teachers' professional expertise, elevated standardized testing far above its proper place and mandated curricula (written by mainland consortia and corporations) that provided little room for professional teachers to respond to the students in our classrooms or make meaning specific to Hawai'i. Our current superintendent has helped Hawai'i manage the many changes enacted at the federal level over the past decade, but the era of NCLB and RttT has ended, allowing us to rethink the direction of our school system. Our keiki deserve a new education strategy that boosts student learning by allowing Hawai'i public school teachers to respond flexibly to the actual needs of the actual students in our classrooms every day. Such a strategy can only be successfully implemented by a leader who is intimately acquainted with and understands the concerns of our state's excellent educators. I encourage the board to make current and extensive 21st-century public school experience a high-priority criterion in its search for a new superintendent. It is also vital that teachers play a prominent role in any advisory group formed to provide counsel throughout the search process.

It is absolutely critical that teachers lead our public education system's transition to the Every Student Succeeds Act. Congress passed ESSA in December of 2015 intending to replace a test-driven school climate with a supportive educational culture. In response, Governor David Ige, established an ESSA Task Force to outline a bold vision for the future of the Hawai'i public school system. The current draft ESSA Blueprint calls for use of authentic assessments, expansion of arts and place-based learning, development of teacher evaluations that recognize extant professionalism, and increased family and community engagement. The DOE-BOE Strategic Plan extension approved on December 6th includes broad references to shared education principles, such as the Nā Hopena A'o learning statements, but does not translate principles into practice. Both the ESSA Blueprint and Schools Our Keiki Deserve, a teacher-written report about delivering a quality education to all of Hawai'i's children, offer a framework for action. The ideas championed by the ESSA Task Force and our state's hardworking teachers must be supported and implemented by our new superintendent if we are to embrace the opportunities and accept the challenges ESSA offers.

As the role of our chief education officer evolves, we have a chance to model the collaborative learning process we want to craft for our children. Please allow an inclusive superintendent search to move forward, so that we may ensure our school system is led by someone who will respect the teachers in whose hands we entrust our children's future.

I believe that a great superintendent—the champion of public education in the state—will exhibit the same great qualities I have seen in great principals during my 19 years teaching. Those qualities include:

- Respect and appreciation for the special expertise, unique experience, and strong commitment of teachers
- Respect and appreciation for the detailed knowledge that teachers have of the students in their classrooms
- Trust for teachers and especially for teachers' motives
- An explicit understanding that teachers are the experts, expressed by encouraging and empowering teachers to take the lead to the maximum extent possible
- Attentiveness to what teachers have to say about teaching with an intention to understand

I further believe that a great superintendent—one our keiki deserve—is one who is visionary and supportive, flexible and innovative, collaborative and communicative, and deeply rooted in the classrooms, schools, and cultures of Hawai'i—one whose vision for Hawai'i public schools grows out of experience in and with those schools and who embodies the outcomes articulated in HĀ, the Board of Education's Policy E-3. Such a superintendent would provide a shining example for all DoE leadership and could lead the charge for a paradigm shift toward schools that serve the whole child, empower innovation in teaching and learning, and anchor Hawai'i public education in the place and culture of Hawai'i.

Thank you for your diligence on behalf of the children of Hawai'i and those who serve them in public schools.



Mireille Ellsworth <ellsworthhsta@gmail.com>

12/19/2016 07:36 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject TESTIMONY for General Business Meeting Dec. 20

TESTIMONY to the Hawai'i State Board of Education

General Business Meeting Tues. Dec. 20, 2016 1:30 p.m.

Agenda item: V. A. Superintendent Search Recommendations

Position: SUPPORT

Aloha Chair Mizumoto and Board,

My name is Mireille Ellsworth, a veteran teacher at Waiakea High School on the Big Island. I am very pleased with the Board's move to search for a new superintendent to facilitate a new direction for public schools in Hawai'i as there has been a stifling of talent in the classroom over the oppressive years of implementation of No Child Left Behind and Race to the Top.

Many teachers have left because of financial reasons, but just as significant were reasons that they have been overburdened with mandates from above, such as an inordinate amount of data collection, a teacher evaluation system that is neither valid nor reliable, Common Core curricula (most recently), and forced malpractice at the classroom level. An ideal example of this is requiring that students identified as having special needs and learning disabilities being held to the same standards as peers of the same age when the whole purpose of IDEA is to create realistic goals for these students that ARE attainable and appropriate for their present levels of performance.

Also, my experience of the inclusion model in high school English classes is sometimes that of sabotage. With the high turnover among special education teachers and scheduling challenges, I have often been burdened with several students needing special accommodations in one class, and yet a co-teacher was assigned to another class instead where there was less need. Also, new hires are not given adequate training in the inclusion model. Because scheduling of students with special needs is always done last at our school, co-teachers are not partnered together until after the school year has begun. Therefore, teachers are not given adequate planning time, and many special education teachers work with more than one (sometimes three) co-teacher and planning time is even more impossible.

A superintendent needs to be familiar with the local culture and therefore should be hired from within the state. He or she must also be responsive to the problems at the school level and not simply trust that principals and Complex Area Superintendents will reveal the negative

things going on at schools around the state. Ideally, a superintendent will be proactive and will step up as a leader of principals, who have much of the power in the structure of our system. A strong, effective superintendent finds ways to facilitate networking among principals that is solution-oriented. This requires that the superintendent make it safe for principals to share their challenges, major and minor, instead of the top-down climate that has prevailed for most of the twelve years I have taught in the system.

With the organization of the HSTA articulating collectively the critical needs throughout the state, the new superintendent will prioritize the call to action as stated in the Schools Our Keiki Deserve Report. The Board of Education must improve its outreach as compared with the recent Joint DOE/BOE Community Meetings which were only well-attended by DOE administration and staff. I attended two of these sessions on the Big Island and found that teachers, students, and community members were very poorly represented. Also, the process that was used to solicit input was limited and was more of a confirmation of principles with which no one would disagree! Seeing the "final draft" of the Strategic Plan approved earlier this month, it was obvious to me and others who attended the meetings that repeated calls for teacher autonomy and more emphasis on authentic assessments were ignored.

Under ESSA, there are many opportunities to transform our state's public education system to be more place-based and student-centered. "Staying the course" and only making minor adjustments to the Strategic Plan is a fatal mistake in that we are turning our backs on incredible resources to customize our keiki's education. We need a visionary leader, one who is not invested in the past but who is very much in tune with our island communities' unique needs.

I have to say that I have concerns regarding "donors" being involved in the search process, and I call for transparency in the way the search firm will advertise and select. I also call for a very well-advertised open and transparent selection process for the Advisory Committee as outlined in the search proposal. There needs to be a very good representation of teachers, principals, and school-level staff on that advisory body. Simple press releases are cost-free, and all media outlets should be utilized to get the word out on each step of this process.

Thank you for your consideration,

Mireille Ellsworth



## Native Hawaiian Education Council

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December 18, 2016

Mr. Lance A. Mizumoto, Chairperson  
Mr. Brian De Lima, Vice Chairperson  
State of Hawai'i, Board of Education  
1390 Miller Street, Room 309  
Honolulu, Hawai'i 96813

Via: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

Re: **December 20, 2016 General Board Meeting**

**V. Action Items**

**A.** Board Action on findings and recommendation of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) investigating issues relating to a search for a Superintendent, including timeline, process, and composition of group conducting search process

Dear Chair Mizumoto and Vice Chair De Lima,

The Native Hawaiian Education Council (NHEC or the Council) would like to provide comments regarding the above agenda item re: the Superintendent search process.

The Council is mindful that Hawai'i operates in a 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 a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy since No Child Left Behind in 2001 returning control to State's by Congressional intent and as of the last Board meeting, an updated BOE/DOE Strategic Plan.

As in our written testimony on December 6, 2016, the Council acknowledges the work completed by the members of the permitted interaction group (Board members Galera, Chair; Bergin, Uemura and Voss), particularly the definitions of roles and responsibilities, timeline and considerations in the report in such a short period of time.



The Council repeats our testimony regarding two Superintendent search process concerns:

1. **Process Concern re: Permitted Interaction Group.** The Board's approval and operation of an Investigative Committee (permitted interaction group) re: the Superintendent search appears to circumvent the Board's own standing Human Resources committee which by its charter, "...shall be responsible for assisting the Board in fulfilling its policy-making, support and oversight responsibilities relating to: A. Labor relations; B. Personnel; C. Compensation; D. Staff development; E. Other human resources matters." The HR Committee has "the authority, at the expense of the Department so long as the expense is approved by the Board, to retain such independent consultants, lawyers or other advisors as it shall deem appropriate." The operating parameters of the Board's Human Resources Committee provides adequate flexibility to resource a thoughtful, transparent, stakeholder engaged process for this most important leadership role in our State.
2. **Process Concern re: Search Process Timeline.** The implementation of ESSA, impacting almost 300 schools and 189,000 students, already requires our State's public education system to have steady and consistent leadership to respond to and navigate the many changes being promulgated and codified. In addition, the BOE/DOE strategic plan, approved at the last BOE meeting, requires systemic management of the implementation of strategies and tactics in a manner that does not have unintended implementation consequences, particularly for schools, families and communities.

The Council recommends the following:

- A. **Place the responsibility for executing the Superintendent search process with the Board's Human Resources Committee**, including:
  - **Sequencing** the stakeholder and public testimony comment process first (to develop the Superintendent job description and knowledge, aspirations, skills, attitudes and behaviors) resulting in an Opportunity Statement (similar to independent school processes) to be used by the selected Search Firm for national and local search;
  - **Elongating** the search timeline from the current drafted 6 month timeline to one year (January 2017 to January 2018 with a July 2018 start date), allowing for broader public engagement, forums and candidate meet and greets along with due diligence of applicant background; and
  - **Expanding** the Human Resources Committee by the Advisory Group members in an ad hoc, advisory role, understanding that the BOE has the ultimate decision and hiring authority.



Lance A. Mizumoto  
Brian De Lima  
December 18, 2016  
Page 3

**B. Extend Superintendent Matayoshi's contract from June 2017 to June 2018 (one year extension), providing:**

- Stability in public education leadership to navigate through ESSA implementation in SY 17-18;
- Stability in leadership to implement the joint Board/DOE strategic plan; and
- Provide six months of system transition from the selection (January 2018) and the start date (July 2018) of a new Superintendent.

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.

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

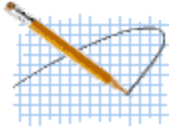
Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff





Lisa Morrison <lamorrison17@gmail.com>

12/19/2016 10:04 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony for GBM, Tuesday, Dec.  
20, 2016

Honorable Chair Mizumoto and Members of the Board,

I am Lisa Morrison, a classroom teacher and student activities coordinator from Maui Waena Intermediate School. I'm writing in support of adopting the findings and recommendations of the investigative committee on a search for a new Department of Education Superintendent. I welcome the coming search as the department charts a new course thanks to the passage of the Every Student Succeeds Act. Student success demands empowered teachers. Under No Child Left Behind and Race to the Top, teachers endured education reforms that challenged their professional expertise, from mandated curricula to the overuse of standardized testing. Our current superintendent helped Hawai'i manage the many changes enacted at the federal level over the past decade, but now that the era of NCLB and RTTT has ended, we need a leader who understands the concerns of our state's excellent educators from having worked directly with students in the classroom in Hawai'i. I encourage the Board to prioritize recent educational experience in its search for a new superintendent. It is absolutely necessary for our leader to have worked in schools under recent "reforms" in order to understand the great transformative needs of our system.

I would also urge you to highlight teachers' role, on any advisory group formed, in providing counsel throughout the search process. Both the ESSA Blueprint and the Schools Our Keiki Deserve, a teacher-written report about how we can deliver quality education to all of Hawai'i's children, offer a framework for action. To embrace the opportunities provided by ESSA, our new superintendent must act on the ideas championed by the ESSA Task Force and our state's hardworking teachers. As we redefine the role of our chief educational officer, we have a chance to model the collaborative learning process we want to craft for our children. Please allow an inclusive superintendent search to move forward, so that we may ensure our school system is led by someone who will respect the teachers, in whose hands we entrust our children's future.

The most troubling aspect of the newly minted DOE-BOE Strategic Plan extension is its omission of current teachers. Goal 2: Staff Success focuses entirely on hiring new recruits and training them into effectiveness. For those of us already working in the classroom, the plan has nothing to offer in the way of support. A new superintendent, whose experience is grounded in the classroom and savvy to the true needs of school level personnel, can correct this omission by empowering teachers to achieve the vision of the Strategic Plan and ESSA Blueprint. We share many of the same goals, but it will take a new direction from the top to bring them to fruition.

Thank you,  
Lisa Morrison  
Wailuku

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## BOE AGENDA ITEM: V, A, SUPERINTENDENT SEARCH RECOMMENDATIONS

Board of Education: **Please support** adopting the findings and recommendations of the investigative committee on a search for a new Department of Education Superintendent as Chief Educational Officer (CEO) of our state's ultimate Learning Organization.

Having worked in the DOE since the 1980s in Windward, I (Debbie Anderson) remember when "we" worked together (kākou). As a Big Island teacher now, I want back that feeling again, and we can get it with a whole-hearted re-engineering of the opportunities provided with the 2015 Every Student Succeeds Act (ESSA). Hilo's ESSA meeting had over 150 attendees even though it was Hilo High's Open House. Rather than closely manipulated survey designs, we need educational leadership which empowers thinking outside of boxes. Clearly, the overwhelming response drawn by the ESSA Task Force procedures indicates greater community interest in change.

My favorite memory with our exiting Superintendent occurred at the State Capitol 5 February 2016 after she stayed and listened to red-shirted HSTA members' lengthy emotional testimony. We're hoping that the Department of Education take the advice of the House education committee and develop better means of listening to, involving and empowering classroom teachers who're committed to keiki contributions to democracy.

I wish our Department was filled and led by Educators rather than transitory others. We would prefer for the prerequisite criterion to contain BOTH experience teaching and as a Principal, because leading these positions should include an understanding engendered only by meeting minimum classroom and school-level leader qualifications.

Last week, I was privileged to attend the educational leadership organization *ASCD's Global Institute* in Waikoloa **on Ensuring Educational Equity for Every Child**. Former Hawaii Administrator Ronn Nozoe welcomed us as ASCD Deputy Executive Director. Near the end of the first day, the speakers invited feedback to adjust Day 2 to meet attendee needs. The top request was for help in changing "School Climate." However, the leaders of this international training stopped abruptly to issue apologies to Admin who had intimated their offense at previously covered educational concepts, particularly that the #1 purpose of Administration is NOT Compliance, but helping schools adapt to local environments. For our national and international colleagues I was embarrassed at this defensive posture rather than learning. Parker Palmer's *Heart of a Teacher* was used for an ASCD-led focus activity about *Identity and Integrity in Teaching*, helping to explain why and how our department of educators must keep developing student-centeredness.

Help us find Courageous leadership which focuses on INPUTS such as meaningful capacity-building. Our communities benefit from a stable education profession, with a depth of experience reaching across generations. We want a CURRENT Strategic Plan addressing Whole Child Education. Rather than overpaying for summative exams from which data arrives too late to use, ESSA's authentic assessment option provides a glimmer of opportunity. Educators understand that one of the most effective ways to raise student performance is to change what is required of students. The former elected BOE had approved Senior Project as a Graduation requirement, and we had trained and geared up only to watch this falter. Rather than forcing workbooks as a pedagogy, we need a culture which facilitates innovation, honors our professional academic freedom.

## Bibliography

### **An Introduction to the Whole Child**

Learn more about the ASCD (formerly the Association for Supervision and Curriculum Development) Whole Child approach and how it works in relation to school's climate and culture, building and teacher leadership, curriculum and instruction, assessment, classroom strategies, and more with ASCD's PD Online® course, [An Introduction to the Whole Child](http://pdonline.ascd.org/wholechild/), currently available free to all educators. [Sign up now for free 30-day access](http://pdonline.ascd.org/wholechild/)

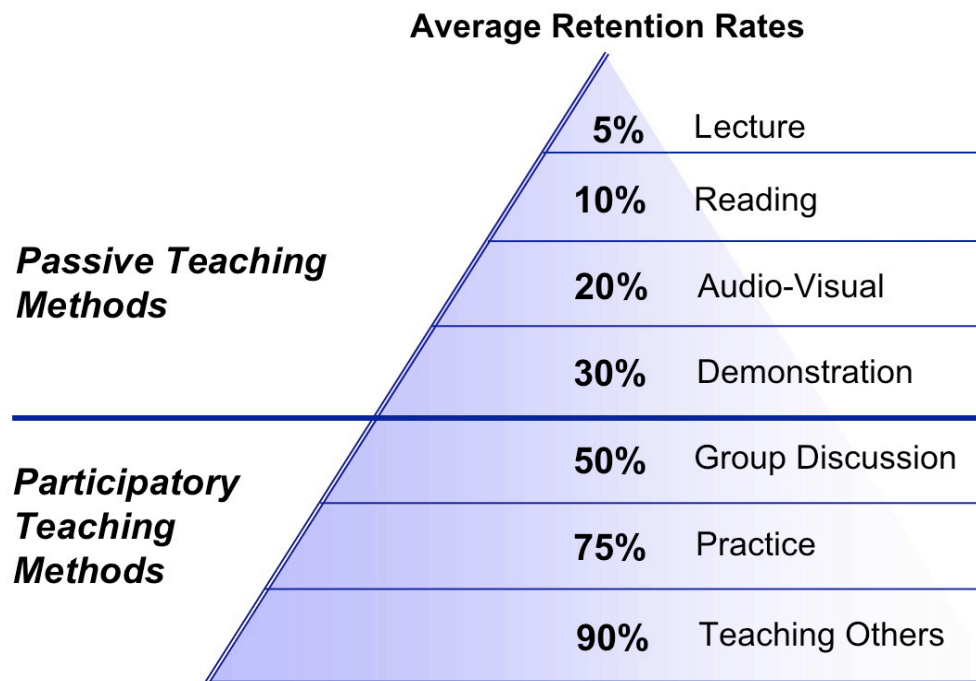
<http://pdonline.ascd.org/wholechild/>

ASCD 2016 Global Institute: Ensuring

Educational Equity for Every Child. <http://www.ascd.org/global-institute.aspx>

Blankstein, Alan, Pedro Noguera and Lorena Kelly. Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student. Alexandria, VA: ASCD, 2016.

# The Learning Pyramid\*



\*Adapted from National Training Laboratories. Bethel, Maine

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Dr. Amy Perruso  
3348 Kaunaoa St.  
Honolulu, HI 96815

December 20, 2016

Office of the Hawaii Board of Education  
1390 Miller Street  
Room 404  
Honolulu, HI 96813

V.A. Board Action on findings and recommendation of Investigative Committee

Aloha Chair Mizumoto and Board Members:

I am writing in support of the Superintendent Search Process. According to these recommendations, the Board is responsible for establishing the Superintendent's job description and delineating the desirable characteristics of a Superintendent. Because these characteristics will be used to qualify and evaluate candidates, it is critical that they describe the kind of leader necessary to realize the aspirational vision that unites the Blueprint and the Strategic Plan. This vision is focused on well-rounded education with attention to the whole child, school empowerment, engaging teachers, parents, communities, innovation for learning, and transparency around funding and resources.

The teachers' union has been advocating for a dramatic change in the direction of the Hawaii Department of Education for at least a year and a half. When we came into office, I don't think we even really understood the depth of the alienation and disaffection felt by teachers. But we have learned a lot. And I have recently had an extraordinary five months. I have been on leave without pay, taking a moment in my teaching career to stop and completely immerse myself in conversations with teachers, community members and policy makers around education policy issues, as a parent, teacher, union leader and task force member. I have made a point of engaging community organizations, visiting schools across the state to talk to teachers about current challenges and opportunities provided by ESSA, and working with the task force. I am learning a great deal, most of which is how much common ground actually exists.

At the beginning of this year, I testified before this Board that 96% of our teachers were calling for a dramatic shift away from Race to the Top policies. As I mentioned before, these teachers seek more autonomy and respect, an educational system less driven by testing, and an end to the onerous and punitive evaluation system.

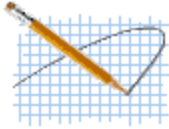
State level policy makers and the department leadership should become more aware of teacher concerns. Then teachers would see a shift in policy to support the work they do in the classroom every day. It has, in fact, been a year since the

passage of ESSA. Little if anything has changed, from the teachers' perspective, and in fact, in one particular way, the situation has gotten worse. We are having challenging conversations around what it means to use student outcomes in an evaluation system, what 'mandating' curriculum looks like and feels like, and what 'engagement' looks like. I have seen and heard testimony of rising tension between the leadership of the department and teachers in professional learning forums around these issues.

We are living in uncertain times. The national educational policy landscape will change dramatically in the days following January 20, 2017, but I am filled with hope, because I think Hawaii's elected and appointed officials will act to protect and strengthen public education and the public good. We can begin by listening to hear teachers as we move forward with this search process.

Sincerely,

Amy Perruso



Andrew Jones <jonesbaron23@yahoo.com>

12/19/2016 02:15 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>

cc

Subject Testimony on Search for New  
Superintendent

Name: Andy Jones, Language Arts teacher, Radford High School  
Meeting: General Business Meeting, 12-20-16  
Agenda Item: VA (Superintendent Search Recommendation)  
Position: Support

Aloha, Board members.

I am Andy Jones from Radford High School, asking the Board of Education **to support** adopting the findings and recommendations of the investigative committee on a search for a new Department of Education Superintendent.

In previous testimonies I have highlighted the distinction between, on the one hand, the corporate "reform" movement that has guided American public education since 2000 roughly and that has led to potentially disastrous results for American schools and school culture, and, on the other hand, genuine educational reform for which Finland has become world-renowned and which is also taking place currently in Canadian provinces – reform that has led to an unprecedented level of success in the countries that have embraced it.

There are a number of factors and criteria through which educational researchers have characterized the division of international public education into these two "ideal types" of 21<sup>st</sup>-century reform. Perhaps the single most important factor pertains to who is responsible for making the most important decisions with respect to curriculum, instruction, and assessment. In top-performing school systems internationally, teachers play the key role in determining what happens in classrooms and seek guidance for their decisions in high-quality professional research carried out at universities. This is in contrast to our own system, in which the key decisions more often than not are made by non-educators at the federal, state and district level, or by individuals holding education degrees though possessing minimal or no experience in K-12 classrooms. Moreover, such "educational leaders" rarely rely on the best research in making policy decisions but allow themselves to be guided by the desires of educational corporations and by the non-independent, heavily biased "research" of foundations and think-tanks (including the Gates Foundation) to which they are allied.

We know now from an overwhelming preponderance of evidence – in particular the evidence produced by the annual OECD reports – that the corporate "reform" movement in American education has led to dramatic failure. ESSA is implicitly an acknowledgement of this failure. The drafted blueprint of Governor Ige's ESSA Task Force should be understood within the context of this acknowledgement. It envisions a school culture defined by an entirely different educational paradigm than the one that has governed public education for the past fifteen years. By contrast, the DOE's

Strategic Plan, while exhibiting a great exertion of effort on the part of its revisers, still appears beholden to the moribund paradigm of corporate “reform” in which it has its roots. Indeed, the BOE and DOE have acknowledged the Plan’s shortcomings by referring to it provisionally as a “living document,” subject to change.

Such acknowledgement is, in itself, a call for a fundamental rethinking of school leadership. It can only be hoped that the Board will heed teachers’ calls to limit its search to educational leaders who have built their careers on a strong foundation of teaching and who have been recognized as great teachers by their teacher peers. The ideal superintendent, moreover, will not only have established a strong track record in the classroom, but will also be a product of Hawai’i public schools and possess intimate knowledge of our school system during both the NCLB and pre-NCLB eras. Finally, the next superintendent should be broadly familiar with the primary currents in 21<sup>st</sup>-century educational research and practice and adept at distinguishing legitimate research from corporate-backed literature that is often little more than propaganda disguised as research and that has led our current DOE leaders to embrace the doubtful practices of the NCLB and RttT years, including overemphasis on standardized testing and reliance on cumbersome, unhelpful and professionally demeaning teacher evaluation systems.

Andy Jones  
Radford High School

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Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION  
GENERAL BUSINESS MEETING

TUESDAY, DECEMBER 20, 2016

RE: AGENDA ITEM V, A (SUPERINTENDENT SEARCH)

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Board:

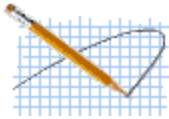
Kathryn Matayoshi is a dedicated public servant, who cares deeply about Hawai'i's public schools and our children. Her accomplishments as superintendent include increasing the number of students taking and passing advanced placement exams, raising enrollment in early college programs, and creating the Office of Hawaiian Education.

Yet, our schools demand a commitment to change. Hawai'i still has the highest rate of teachers in the nation with less than five years of teaching experience. Our state faces a worsening teacher shortage. We remain near the bottom of national rankings for National Association of Educational Progress (NAEP) reading and science achievement, as well as ACT scores. When it comes to ninth-grade-to-college completion, we, again, trail the nation.

HSTA hopes that when selecting the new superintendent, the BOE will emphasize extensive experience as a teacher and administrator. Our DOE leader should grasp the Every Student Succeeds Act's opportunity to replace a culture of standardized testing with a school climate that magnifies support—support for the whole child, with authentic assessments and arts and place-based learning; support for struggling schools, with community and family engagement; and support for teachers, with an evaluation system that fosters classroom autonomy and genuine professional development. We especially urge you to include teachers on the proposed advisory committee to confirm that improving the classroom experience will be a search process priority.

We also believe that the BOE should seek a superintendent who embraces the flexibility afforded by ESSA. In 2010, the people of Hawai'i approved an appointed Board of Education, entrusting our governor with direct responsibility for educational improvement. Governor David Ige, in turn, has outlined his vision for our education system by establishing an ESSA Task Force, which has engaged thousands of teachers, parents, students, and community members in crafting a long-term blueprint for the islands' public education system. To empower our governor to uplift our schools, we must ensure that the next superintendent will faithfully implement the ESSA blueprint that Gov. Ige authorized.

Most importantly, HSTA, the Board of Education, and the next superintendent must agree, as we move forward, to give our keiki the schools they deserve.



Amanda Seymore <hstaseymore@gmail.com>

12/19/2016 07:13 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

Aloha Board of Education Members,

My name is Amanda Seymore and I am a teacher at Aliamanu Middle School. I am a Special Education Middle School math teacher and I am in my 6th year teaching. I am writing to you about encouraging for a search for a new Superintendent for my previous, current and future students of Hawaii.

As a teacher, we have requirements to be an effective and reliable teacher. We have to have a teaching license, completed student teaching requirements and pass assessments. To be a principal, you first need to be a qualified, license teacher with years of teaching experience and receive training as a vice principal, gain experience and then work towards a principal. To be a Complex Area Superintendent, you should have years of teaching experience (certified and licensed), been a vice principal and possibly an effective principal to be looked to be a complex area superintendent.

All three (teacher, principal and complex area superintendent), jobs are all student centered. All three started out being a teacher. All three are qualified with experience, to make the best decisions for our students. All three know what it is like to be a teacher.

I would like to recommend to search for a candidate that has a strong public school education background to be the Superintendent of the public schools of Hawaii. Please support the students that in Hawaii's public school system but providing a Superintendent that supports the whole child and their education.

Thank you for taking the time to read my letter. As a teacher, I will always put my student first, please provide me with a leader that will do the same for me and my students.

Mahalo,

Amanda Seymore

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

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**TESTIMONY FOR AGENGA ITEM V, A, BOARD ACTION ON FINDINGS  
AND RECOMMENDATION OF INVESTIGATIVE COMMITTEE RELATING  
TO A SEARCH FOR A SUPERINTENDENT**

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

**Tuesday, December 20, 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 **support** adoption of the findings and recommendations of the investigative committee (permitted interaction group) relating to a search for a superintendent and submit the following comments.

To begin, we are dismayed that private donations are required for the BOE to contract with a professional search firm. While a superintendent search was not contained in the BOE's 2016-2017 budget, state funds are regularly shifted through withholdings and reallocations to account for unexpected events with fiscal impacts. We thank the Castle Foundation, Kamehameha Schools, and The Learning Coalition for offering financial support for the board's search, but urge you to consider requesting state funds, instead and as necessary, to prevent the appearance of conflicts of interest. Funders exercise great influence over that which they subsidize. Even the appearance of "pay to play" may damage the integrity of the search process. Moreover, the permitted interaction group's current recommendations vest full authority in the search's donors to select a search firm to guide the process of selecting a new superintendent. Given that the search firm is responsible with carrying out and providing direction for a comprehensive search, however, we strongly encourage the board to consider modifying the permitted interaction group's findings by tasking the donors with presenting no less than three potential search firms to the BOE,

which board members may appropriately vet, submit to a public hearing, and from which select.

We additionally support the creation of an advisory group to counsel the search firm and any other person or agency involved in the recruitment and application process, and ask the BOE to guarantee that teachers and their exclusive representative, HSTA, are fully included on the advisory group. Over the past decade, administrators, teachers, and students have weathered a dystopian educational landscape, in which those who are most responsible for instructional content have been regularly omitted from decision-making. Our most important education voices—teacher leaders—have been silenced on topics ranging from curriculum coordination to financial planning to student assessment. As we replace standardized testing and mandated curricula with authentic assessments and educator empowerment, we must ensure that the classroom experience is embodied in all discussions about who will guide the future of our school system. In our view, the incoming superintendent must embrace the distinction between leadership and management drawn by Peter Drucker, who said, “Management is doing things right; leadership is doing the right things.” A business model of education, advanced by the now defunct federal No Child Left Behind and Race to the Top programs, requires a manager, who disciplines schools and teachers for failing to comport with mandated classroom rubrics or meet standardized testing “achievement” benchmarks. A holistic model of education, codified in the now effective Every Student Succeeds Act, demands a leader, who inspires collaboration among stakeholders and emboldens educators to innovate in satisfying the unique needs of their student populations. Giving our schools effective leadership will only happen if teachers who’ve toiled under corporate-style management are welcomed into the search process as leaders themselves, allowing their frustration at being treated as compliant and debased employees to be shared.

Finally, we fully endorse the transparent process for compiling superintendent qualifications outlined in the PIG’s proposal. Education is the heartbeat of a functioning democracy and economy, animating our efforts to expand justice and prosperity in Hawai’i and beyond. As such, every citizen of our state is a stakeholder in our school system. To act on the Joint BOE-DOE Strategic Plan Extension’s call for increased family and community engagement as a statewide success indicator, we hope that the board will employ all possible means of reaching out to the community for feedback on the superintendent’s role, with public forums and online surveys being two of the most critical methods of gathering input. That said, we entreat you to revise the proposed timeline by delaying approval of the superintendent qualifications until March of 2017, allowing time for the public to provide feedback

on qualifications both before they are written and after they are published in draft form.

As John F. Kennedy once said, leadership and learning are indispensable to one another. In the coming years, the DOE must be led by someone for whom learning is not an ensemble of projects to be managed, but a lifelong process of exploration and growth. Please allow the superintendent search to sail on and give the teachers who steer our children's future a key role in choosing their captain.

Sincerely,  
Kris Coffield  
*Executive Director*  
IMUAlliance



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Phone: (808) 532-2244 • Fax: (808) 545-2025

December 19, 2016

Office of the Hawaii Board of Education  
1390 Miller Street, Room 404  
Honolulu, HI 96813

State of Hawaii Board of Education  
General Business Meeting  
Tuesday, December 20, 2016

VII. Action Item A. Board Action on findings and recommendation of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) investigating issues relating to a search for a Superintendent, including timeline, process, and composition of group conducting search.

Dear Chair Mizumoto, Vice Chair De Lima and Members of the Board:

I am writing to recommend a change in the proposed makeup of the Advisory Group as reported by the Investigative Committee. We strongly recommend that the composition of the Advisory Group be expanded to include representatives of the Business Community

The Hawaii Business Roundtable (HBR) is a statewide public policy organization made up of the CEOs and senior executives of companies headquartered or maintaining significant operations in Hawaii. Since the beginning, the HBR's policy agenda has always included support for public education in Hawaii.

The position of Superintendent of the Hawaii State Department of Education is one of the most complex positions in our State. It is responsible for providing leadership of an organization that has over 21,000 employees and is responsible for the education of over a 100,000 of our children at any point in time. The input of Business Leaders will

provide valuable insights on the qualities required to lead large, complex organizations. Business input, along with the other members of the Advisory Group, will be valuable as the Group considers a leader who will deliver on the DOE's strategic vision of preparing our children to be careers and college career ready.

Thank you for this opportunity to testify it.

Sincerely,  
/s/ Gary K. Kai  
Executive Director, Hawaii Business Roundtable



**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  
to the military*  
Ms. Deborah Cheeseman  
Ms. Annette Cooper  
Ms. Gabriele Finn  
Mr. Sage Goto  
Ms. Valerie Johnson  
Ms. Bernadette Lane  
Ms. Kaili Murbach  
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Ms. Charlene Robles  
Ms. Rosie Rowe  
Mr. James Street  
Dr. Todd Takahashi  
Dr. Daniel Ulrich  
Mr. Steven Vannatta  
Mr. Gavin Villar  
Dr. Amy Wiech  
Ms. Jasmine Williams  
Ms. Susan Wood

Amanda Kaahanui, Staff  
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**S E A C  
Special Education Advisory Council**

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December 20, 2016

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

RE: IV. A. Update on the Governor's Every Student Succeeds Act  
("ESSA") Team's draft of Hawaii's Education Blueprint

Dear Chair Mizumoto and Members of the Board,

The Special Education Advisory Council (SEAC) welcomes this opportunity to support the Governor's ESSA Team's draft of the **Hawaii's Blueprint for Public Education**. The process resulting in this visionary blueprint has been inclusive of all stakeholders in Hawaii's educational system, and especially respectful of the views of the special education community. The ESSA Team invited SEAC leadership last May to share our role and priorities for the 16-17 school year. SEAC members also participated in the Governor's Education Summit in July, and we met as part of the Governor's **Partners in Education** representing students with disabilities.

The resulting draft document--**Hawaii's Blueprint for Public Education**--reflects our long held aspirations for students with disabilities: that they experience a sense of belonging to the entire school community, and that they be provided with evidence-based and effective academic, social and behavioral supports and opportunities to become successful graduates.

SEAC calls specific attention and support to the following elements of the blueprint:

**Early learning** can reduce the need for more intensive interventions, including special education and related services, in subsequent years. Increasing the availability of high quality early learning programs will also create more opportunities for young children with disabilities to have their school readiness needs met in inclusive settings.

--continued



**Eliminating the achievement gap** as a design principle for student success places a brighter spotlight on efforts to eliminate the barriers to academic success for students with disabilities, as well as English Learners and students in poverty. One key strategy, access to the enriched curriculum of the general education classroom, has been championed by SEAC and is now a success indicator in the Strategic Plan.

**Balanced assessments and testing in the service of student learning** allow students to demonstrate their grasp of a subject through a variety of means. A shift to authentic assessments and away from excessive time spent preparing for standardized assessments will provide teachers with useful information for targeted interventions. For the nearly nine out of ten special education students who are discouraged by their failure to achieve proficiency on the latest Smarter Balanced Assessment, authentic assessments offer an opportunity to feel successful.

**School and principal leadership and support** are essential for meaningful reforms to occur. For school leaders to empower their staff and build trusting relationships with families requires an understanding of the unique needs of their students, including students with disabilities.

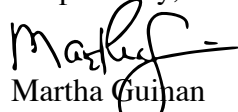
**Teacher and classroom leadership and support** are also key to achieving our shared vision of success for all students. A number of surveys have pointed out that many teachers working with students with disabilities feel overwhelmed by classroom demands and paperwork and underwhelmed by a paucity of meaningful tools and resources to meet their students' diverse needs.

**Engaging parents and families** has been proven to boost student achievement and contribute additional resources to the school community. SEAC strongly supports the use of the term *family-school partnerships* which embraces the standards of a welcoming campus, effective communication, and shared decision-making, responsibility, and student advocacy.

The **bold aspiration** and time line set forth in the **Blueprint** for eliminating the achievement gap are refreshing and very welcome. For far too long, low expectations and "safe" targets for improvement have lead to a widening of the achievement gap between students with disabilities and their non-disabled peers. The ambitious goals of the **Blueprint** must be fully supported with sustained leadership, as well as adequate resources and funding.

Thank you for this important opportunity to provide testimony. We look forward to being partners with the ESSA Team, the Board and the Department as we work for a public education system in which we can all take pride. If you have any questions regarding this testimony, please feel free to contact me or Ivalee Sinclair, our Legislative Committee Chair.

Respectfully,

  
Martha Guinan  
SEAC Chair

  
Ivalee Sinclair  
Legislative Committee Chair



**Bea DeRego/KAHUKUHI/HIDOE**

12/20/2016 08:35 AM

To Testimony\_BOE@notes.k12.hi.us  
cc  
Subject Curriculum Mandates Under the  
Approved Strategic Plan

To: Honorable Chair Mizumoto and the Members of the BOE  
FROM: Beatrice DeRego, ELA Teacher & Test Coordinator – Kahuku High & Intermediate

Honorable Chair Mizumoto and members of the Board:

Mahalo for giving me this opportunity again to address the concerns of over 100 teachers now reeling with the implementation of the new Strategic Plan extension.

I am an English teacher and Test Coordinator at Kahuku High & Intermediate School. Our teachers, and students have been heavily impacted from the beginning of the federal top-down, data driven narrowing of public education to a few cherry picked snapshots that could be used to dismantle public education. Hawaii's DOE increasingly exacerbated the situation with an industrial push towards standardization – in curriculum, instruction, and grading. It is oxymoronic to applaud innovation and differentiation while trying to clone teachers and curriculum.

The new plan specifically states, "At state office, complex and school levels, we expect alignment to achieve the strategic plan objectives, based on each community's strengths, assets, opportunities and needs..." Alignment to the same standards is an expectation to ensure schools do not deliberately ignore struggling students. However, alignment does not mean everyone should be doing the same thing at the same time in order to create a fictitious data point that can be misused to justify whatever proof you are looking for. As a controller for Marriott Corporation for years, I am keenly aware of the methods of manipulating data to spin the results.

Goal 1 of Student Success has great potential to empower students through engaging and relevant learning incorporating student voice. This goal can most effectively and efficiently be realized by granting teachers the authority to make decisions in collaboration with their classes. Teacher teams working in professional collaboration can better align goals to meet the needs of their students. Personalizing learning for every student of every background, age, and need requires a significant reduction in class size and a strong investment in empowering teachers at the classroom level to provide the instructional strategies and curricular resources that meet the needs of their classes.

At the December 6<sup>th</sup> BOE meeting, where the strategic plan was overwhelmingly approved with kudos for all who created it – because the final subjective say was inherently left to the leadership and their agenda – one of the few questions the BOE asked regarded school empowerment and the right to have a say in their curriculum. Since implementation was not clear, schools should be able to make these decisions without undergoing extensive, unwarranted, and timely waivers to make changes. DOE representatives concurred that schools would be empowered at the local level. The BOE also agreed with the DOE advice that the plan be approved immediately to give schools the time to begin working on their Academic and Financial Plans. Since the current mandate of purchasing and using Springboard for all English/Language Arts classes has not been successful or well received in all schools, we were looking forward to rich discussions on purchasing optional curriculum materials and ensuring that we aligned the instructional strategies and standards vertically. Professional teachers do not need a Springboard map to do that. Imagine our surprise when it was confirmed by OCISS and the DOE that this was an error. Nope! Springboard is still the DOE mandated curriculum and we are required to implement it as directed. This is a blatant contradiction of the empowerment schools are supposed to be given under ESSA and the affirmations of the DOE of moving in that direction.

This was precisely why teachers lined up to ask for a delay and specifics regarding implementation details. I have over 20 years serving students and teachers in the DOE. I am not planning to wait another 5 while the current DOE leadership slugs their way towards progress.

Individual teachers and learning communities of different grade levels and content areas have immeasurably different needs. The implementation of the Strategic Plan needs to move away from the top-down constraints of the past 10 years, as they already indicated they were planning. It needs to happen immediately, without concern for where they will move all the personnel they plucked from the schools to devise standardized cookie cutter plans for schools to suffer under daily. For Hawaii education to

be as successful as everyone gives lip service to, accept teachers as the professionals they are – reflective educators who spend 24-7 determining the best ways to reach struggling students with the best resources and considerable personal time. Educators at the local level, administrators, teachers, resource staff and volunteers are willing to do the work. Please get the DOE mandates out of our way so we can all be Bright Spots.

Mahalo for your growing understanding of our needs; please feel free to visit our schools to see the wonderful work we are achieving with our students!

**Honorable Chair Ron Mizumoto and members of the Board of Education,**

Thank you for allowing me the opportunity to provide testimony.

V. Action Items A. Board Action on findings and recommendation of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) investigating issues relating to a search for a Superintendent, including timeline, process, and composition of group conducting search process

- 1. We need a change in direction in our superintendent in regards to highly effective educators. The strategic plan did not address a plan to fill teacher vacancies. How can we strive high without a plan to fill these vacancies and retain teachers?**

Voluntary teacher separations 2010-2015.

2010-11 829  
2011-12 934  
2012-13 921  
2013-14 1025  
2014-15 1069

Teacher resignations

2010-11 405  
2011-12 370  
2012-13 361  
2013-14 358  
2014-15 467  
2015-16 532

Total Vacancies

2010-11 1234  
2011-12 1304  
2012-13 1282  
2013-14 1383  
2014-15 1534  
2015-16 1600

- 2. We need a change of direction for our superintendent in regard to balanced assessment for learning. The strategic plan did not address including formative and authentic assessments such as project-based teacher-created assessments, and moving away from for-profit standardized testing that Pres. Obama has deemed as, "Taking away the joy of learning."**

The DOE should be taking advantage of the opportunity to offer Authentic Assessments. in 2012, Obama stated "unnecessary testing" is "consuming too much instructional time" and creating "undue stress for educators and students." At the school

I teach at, teachers joke that learning stops after Christmas due to the emphasis on test prep and standardized testing. In elementary school, annual testing taking upwards of 26 instructional hours a year is doing more harm than good, especially with special education students who are not at grade level. They don't test and punish in Finland, where they provide some of the best education in the world. Authentic assessments are real-world tasks that are worthwhile, significant and meaningful opposed to multiple-choice standardized tests that provide testing corporations with billions of dollars.

### **3. We need a change of direction for our superintendent in regard to school/community empowerment and shared accountability**

The Hawaii Department of Education prematurely rolled out its Educator Effectiveness System July of 2013, its problems unforeseen by its makers.

The first year EES was implemented, teachers were told that there would be no consequences, just a year to understand the process and to work out any kinks. However, teachers who did not receive a passing rating had to be re-evaluated the following year. Thus there were serious consequences for some, which led to unneeded stress and confusion.

Opposition quickly grew among teachers. A group of principals produced a survey showing overwhelming opposition to EES. Over the years since EES was rolled out, a slew of bad press resulted that led to 18 changes made.

In the meantime, teachers were so concerned with the dramatic changes to our evaluation system that they voted down a contract negotiated in 2013. Teachers were reassured EES would be just, given the current contractual language that required evaluation to be fair and transparent. Often, though, evaluations have been extremely subjective, and shrouded in secrecy. A resolution was passed at the 2015 HSTA Convention stating that HSTA believes EES is not fair and transparent.

The DOE responded to critics that EES was based on the Charlotte Danielson model. However, Danielson was never designed to be a punitive evaluation system. It was designed to support teachers. Danielson herself was quoted saying that if her system used as an evaluation tool, it would lead to multiple lawsuits for districts nationwide.

There was nothing wrong with the previous Pep-T teacher evaluation. On the other hand, EES has been extremely expensive. Principals who couldn't handle the immense work load had to increase class size and cut teaching positions to fund new vice principal positions to carry out teacher evaluations. As a result, much needed teaching positions declined statewide.

A National Research Council report from 2013 points out how incentives and test-based accountability have utterly failed to close any achievement gaps and improve public education, after the first 10 full years of NCLB. If we know this now, why do we continue

to use them to make life-altering decisions about students, teachers, schools and states?

**We need a change in direction for our superintendent in regard to advocating for adequate funding.**

The Department of Education has finally come out to advocate for more funding for weighted student funding but have been absent in advocating publicly for more funding for higher teacher salaries. Hawaii currently provides the worst compensation in the country when adjusted for cost of living. If 40 percent of teachers need a second job to make in in Hawaii, it is not a surprise that we started the year with 1,600 teacher vacancies.

**Happy Holidays,**

Justin Hughey


2nd Grade Special Education Teacher

King Kamehameha III Elementary

**Catherine H. Payne**  
**98-715 Iho Place #1404**  
**Aiea, Hawaii 96701**  
[catherinepaynehawaii@gmail.com](mailto:catherinepaynehawaii@gmail.com)  
**808-223-3146**

December 20, 2016

TO: Lance A. Mizumoto, Board of Education Chair  
Members of the Board of Education



FROM: Catherine Payne, Public Charter School Commission Chair

SUBJECT: Testimony: Annual Report of the Hawaii Public Charter School Commission

Thank you for considering my testimony today. We have not had time to meet since the Board's cover memo to our report was shared with us, so I am testifying in my personal capacity. I will not have time to read it all, and have made copies for your review.

As required by Hawaii Revised Statutes (HRS) Chapter 302D-21, the Board of Education (the "Board") "shall issue to the governor, the legislature, and the public, an annual report on the State's public charter schools, drawing from the annual reports submitted by every authorizer, as well as any additional relevant data compiled by the board, for the school year ending in the preceding calendar year."

As such, we hope the Board will take this opportunity to share with the governor, the legislature, and the public important information about the state's charter schools and their needs. The following key points were not highlighted in the cover letter, but fully described in the Commission's 2015-2016 Annual Report:

- Charter schools out-performed the state on both the 11th grade ACT and college-going measures. 48% of eleventh graders attending charter schools are on track to be successful in college according to ACT scores, compared to the statewide rate of 39%, and 64% of charter school graduates enroll in college, compared to the statewide rate of 62%.
- Charter schools held the top two graduation rates statewide and the two highest percentages of students scoring 19 or above on the 11th grade ACT.
- Overall, individual charter school academic performance continues to be mixed. Charter-wide rates in achievement and growth in English Language Arts, math and science continue to be slightly below the statewide rates.
- The Organizational Performance section, with assistance from other Commission staff, conducted school site visits of all 34 charter schools from December 2015 through May 2016. This first assessment found that 32 of the 34 charter schools met the standard for

the Organizational Performance Framework, a clear indication that charter schools have been earnest in the effort to fulfill their compliance requirements.

**Although the Board did not raise specific questions about the Commission's annual report to the legislature when it was presented at the Board's General Business Meeting on December 6, 2016, the Board's Legislative Report includes questions and concerns regarding the report and the Commission's activities during the 2015-2016 school year.**

As required by HRS 302D, the Commission's annual report presents information about the performance of individual charter schools, as assessed via the Commission's Academic, Organizational, and Financial Performance Frameworks, as well as the Commission's statutory mission for chartering. As part of the annual report, the Commission provided a brief "Year in Review" that provides a high-level overview of the Commission's activities. The Commission is happy to share further details on some of the areas discussed in the Board's Legislative Report draft.

- The Commission is grateful that the Board is interested in the progress of the development of school-specific measures (SSMs). SSMs allow each charter school to define educational goals and measures that are specific to each school's unique mission and provide the Commission with important data about a school's academic performance that state accountability measures do not. In the BOE's report to the legislature, they note the Commission's priorities of the 2015-2016 year was to examine school-specific measures review process and explore ways to assist schools in developing high quality measures. The Commission made significant progress on both of these priorities.

Although only two charter schools have approved SSMs, it is important to note that this number does not reflect the efforts of many of the schools to develop their own SSM. The Commission has actively engaged with experts and schools to support their work.

In January 2016, Commission staff met with the Consulting Manager and Executive Director of Regional Educational Laboratory (REL) Pacific and REL offered to explore opportunities to develop capacity of charter school leaders to create school specific measures.

On February 10<sup>th</sup>, 2016, Commissioners Kalehua Krug, Jill Baldemor and staff hosted an SSM Discussion Forum on Oahu to discuss the SSM application and approval process and to build capacity in developing sound assessments and quality school specific measures. At least 14 schools joined the discussion group either live or online via Webex.

Pohai Kukea Shultz of the University of Hawaii College of Education participated in the discussion group and shared best practices for building valid and reliable assessments. Each participant at the discussion group was given a binder of materials that included SSM guidance, proposed templates, examples of completed templates, research discussing best practices and samples of SSMs from other states.

As a follow-up to the Discussion Group, Commission Staff offered to meet with schools individually and in groups to discuss ideas and baseline data for SSMs in development. Several schools and groups of schools engaged the Staff in those discussions, including:

- Commission staff and Commissioner Krug attended multiple workgroup meetings with Culturally Relevant Assessment Committee to learn about

innovative assessments and programs being developed by Hawaiian culture focused schools and to discuss how that work could be applied as a school specific measure.

- In addition, Commission staff also met with several individual charter schools to discuss the development of SSMs and secured resources for three of those schools- who have a common portfolio assessment, to work with a consultant to assist them in developing the portfolio into an SSM.
- No SSMs applications were submitted in 15-16 but it is clear that schools are in various stages of SSM development and the Commission continues to engage and support schools in this endeavor.
- The Board's draft Legislative Report stated that the Commission had provided no update on the Department-Commission working group. In fact, a second meeting of the special education working group was held in October 2015 and provided some charter school leaders the opportunity to talk directly with DOE staff, including representatives from the Office of Human Resources and district educational specialists from the Special Education section. The purpose of this working group meeting was to address some of the misconceptions regarding how resources are allocated and clarify the processes used in determining special education resource allocation.
- Last year, the Board recommended that the Commission work with charter schools and the Department to identify other federal program areas where schools perceive a lack of transparency and require clarification. As mentioned in the Commission's annual report, the Commission focused its efforts surrounding equity and access to funding by specifically proposing a resolution that would have had the Legislative Reference Bureau conduct a study "intended to evaluate and address the perceptions of inequities with charter school funding." Because this issue has been so divisive, it is the Commission's belief that having a neutral third-party investigate this issue was and still is the best course of action. The Commission, as the pass-through for these funds, is always amenable to continuing the dialog with the broader charter school community about how *the Department, in its role as state educational agency (SEA)*, distributes and decides upon the disbursement of federal funds. We will continue to work with the Department to better clarify and communicate the process by which charter schools receive federal funds.

Lastly, the Commission is concerned that some of the language in the Board's Legislative Report may be misleading, as it states that, "based on a well-founded pattern of complaints, a special review was warranted," while the Board's August 2016 report regarding its investigation into a special review of the Commission stated that, "[i]n determining whether the complaints heard from charter school leaders are "well-founded," the Board Charter School PIG does not rely on the accuracy or validity of those complaints." The Commission appreciates the Board's efforts to insure that the information being shared in this Legislative Report is accurate. We hope that you will revise this draft report based upon the information we have provided.

The Commission looks forward to working with the board, charter schools, and other stakeholders to further develop and set the strategic vision and direction for the charter school system in Hawaii.