



Native Hawaiian Education Council

June 2, 2017

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

Via: testimony_boe@notes.k12.hi.us

Re: **June 6, 2017 General Board Meeting**

VII. Action Items A. Board Action on appointment of four individuals to serve as members of the State Public Charter School Commission – **STRONGLY SUPPORTS – Dr. MAKALAPUA ALENCASTRE**

Dear Chair Mizumoto and Vice Chair De Lima,

The Native Hawaiian Education Council (NHEC or the Council) **STRONGLY SUPPORTS** the nomination of Dr. Makalapua Alencastre to the State Public Charter School Commission (Commission).

Dr. Alencastre brings the following experiences to bear on the governance and chartering tenants of access, autonomy and accountability¹:

- 1) Co-founder of and teacher at Ke Kula 'o Samuel M. Kamakau (Kamakau) a laboratory charter school in Kāne'ohe, O'ahu;
- 2) Parent and grandparent of children attending Kamakau and Ke Kula o Nawahiokalaniopu'u on Hawai'i Island;
- 3) Associate Professor at the University of Hawai'i – Hilo, Ka Haka 'Ula O Ke'elikōlani (KHUOK), College of Hawaiian Language; and
- 4) Director of Kahuawaiola, Indigenous Teacher Education Program at KHUOK.

In addition to what can be reviewed from her resume/curriculum vitae, Makalapua will serve the families and communities of Hawai'i well in strengthening our public education system, including charters from cradle to career. Her resume and the Council's personal knowledge of her leadership and work, to support families and communities, speak to an individual with skills, competencies, experiences and leadership at the local, national and international levels. She is a recognized expert on Hawaiian medium and indigenous teacher education and preparation and her work will serve the Commission, charter schools, families and communities well.

¹ As phrased by the National Association of Charter School Authorizers (NACSA)



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The Council **strongly supports** Dr. Alencastre's nomination to the Commission aligned to:

- A. The Native Hawaiian Education Vision, Mission and Goals as detailed in Attachment A;
- B. NHEC's platform and priorities as articulated in Attachment B, particularly our desire to **Intensify Systems Engagement**, actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities; to engage in early learning planning and implementation work; advancing two pathways of education and culture based education.

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 change since No Child Left Behind in 2001, returning control to State's by Congressional intent; and working to integrate, holistically and systemically, early learning into our public education system.

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), 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





KEAOMĀLAMALAMA

www.keaomalalama.org

Nu'ukia (Vision)

'O Hawai'i ke kahua o ka ho'ona'auao.

Hawai'i is the foundation of our learning.

Ala Nu'ukia (Mission)

I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauili Hawai'i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Pahuhopu (Goals)

In the next 10 years, our learning systems will . . .

Goal #1 — 'Ōlelo Hawai'i:

- **Advance 'Ōlelo Hawai'i Expectations**
Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.
- **Actualize a Hawaiian Speaking Workforce**
Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.
- **Amplify Access and Support**
Increase 'ōlelo Hawai'i context and programming to support the kaiāulu.
- **Achieve Normalization**
Pursue normalization of 'ōlelo Hawai'i.

Goal #2 — 'Ike Hawai'i:

- **Actualize 'Ike Hawai'i**
Increase use of knowledge from traditional and diverse sources.
- **Amplify Leo Hawai'i**
Increase 'ohana and kaiaulu learning and participation.
- **Advance Hana Hawai'i**
Increase resources to support practice and leadership.

Native Hawaiian Education Platform*

‘O Hawai‘i ke kahua o ka ho‘ona‘auao.

Hawai‘i is the foundation of our learning.

Perpetuate ‘Ōlelo Hawai‘i

Actions on advancing ‘Ōlelo Hawai‘i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of ‘Ōlelo Hawai‘i

Amplify Family and Community Voices

Recognizes parents and families as first educators; Actions that inform, illuminate, elevate and strengthen parent, family and community engagement in education

Advance Hawaiian Culture Based Education

Actions that promote further understanding, connecting, supporting and advancing ‘ike and ‘Ōlelo Hawai‘i: policy and pathways; teachers, leaders and communities; pedagogy and programs; curriculum, instruction, assessment and research practices; and evaluation and accreditation mechanisms.

Intensify Systems Engagement

Actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities.

* Formal set of principal goals



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2017-2018 Native Hawaiian Education Priorities

Native Hawaiian Education Council

Perpetuate ‘Ōlelo Hawai‘i

- Support the Working Group recommendations re: the Expansion of Hawaiian Language Instruction Throughout the University of Hawai‘i Systems.
- Support continuing work on Hawaiian language standards and assessments.

Amplify Family and Community Voices

- Advocate for the effective implementation of ESSA for the benefit of families and communities.
- Aggregate field data on family and community voices by island community.

Advance Hawaiian Culture Based Education

- Illuminate Models and Practices of Innovation.
- Elevate Accreditation Frameworks, Designations and Schools.
 - Create a Native Hawaiian research agenda.
 - Continue Native Hawaiian education meta-evaluation.
- Include CBE in Teacher Education and Preparation Programs and Professional Development

Intensify Systems Engagement

- Continue national advocacy work re: ESSA implementation and Native Control of Native Education.
- Engage in early learning planning and implementation work.
- Advance the implementation of Board of Education Policy E-3 Na Hopena A‘o.
- Support the continuing 2-Pathways of Education Design and Development



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Via: testimony_boe@notes.k12.hi.us

Re: **June 6, 2017 General Board Meeting**
V. Discussion Items D. Update on public comment process for Every Student Succeeds Act ("ESSA") consolidated state plan draft - COMMENTS

Dear Chair Mizumoto and Vice Chair De Lima,

The Council's comments re: this agenda item was detailed in its April 4, 2017 and May 23, 2017 written testimony to the Student Achievement Committee and the Board, respectively; and we affirm our comments and continuing commitment as guided by the Native Hawaiian Education Vision and Mission, the Native Hawaiian Education Platform and the Council's 2017-2018 education priorities, collectively found in Appendix A.

The Native Hawaiian Education Council would like to re-iterate the comments provided to the Department about the ESSA consolidated state plan draft (see attached letter dated May 18, 2017 for details) regarding:

- ***Proposed Weights for the ESSA Indicators.*** Referring to Table A.8 – Proposed weights for the ESSA indicators (p.39), the Council is concerned that the weighting of "Academic Achievement" and "Academic Progress" (80% combined) is too significant and counter to the "Whole Child" philosophy espoused by HiDOE.
- ***ELA/Math Proficiency.*** The Council is concerned with the proposed ELA/Math proficiency for "All Students" on the surface the interim and long term targets appear almost mathematical and a "drill down" to the "Student Sub-Groups" concern the Council as it appears both the "measurement of interim progress" and the "long term goal" % have reveal significantly large gaps between "baseline" measures
- ***Graduation Rates.*** The Council is also concerned with the proposed Graduation Rates for "All Students" on the surface the interim and long term targets appear reasonable but upon further "drill down" to the Student Sub-groups: the interim



targets do not seem reasonable at a sub-group level and needs to have a bit more thoughtful and reasonable interim targets.

- ***Additional Statewide Categories of Schools – p.45.*** HiDOE should include Hawaiian medium schools as an additional statewide category for schools.
- ***Title II, Part A: Supporting Effective Instruction.*** We support the intents of Title II, Part A to support effective instruction and point out that the support of beginning teachers should include all teachers in our public education system, including Kaiapuni and charter school teachers. Primary areas of need include: 1) The need for more intensive recruit, retain and reward strategies to address needs in Kaiapuni and charter school settings; and 2) Supporting multiple educator and administrator pathways and developing and employing multiple strategies: (e.g., licensing, placement).

We continue to support the Department's efforts to:

- **Address the dual pathway of education that is unique to the State of Hawai'i's two official languages—English and Hawaiian**, including the foundational Kaiapuni Assessment of Educational Outcomes (KAEO) development and deployment for language arts and mathematics in grades 3 and 4;
- **Develop and expand KAEO beyond grades 3 and 4**, including support for expedited, yet plan-ful and intentional efforts of development; and
- **Navigate, traverse and collaborate on how to identify struggling students and schools for supports** in the context of Hawai'i's two official languages, the BOE/DOE Strategic Plan and the Governor's Blueprint vs. federal mandates.

The Council asks the Department to carefully consider the following implementation observations:

- Move forward boldly, asserting state control over education including our right to have two official languages as mediums of education, those who are enrolled in Hawaiian medium education should be treated equitably;
- Support and work with the State Public Charter School Commission and its Executive Director to map the ESSA reporting and support opportunities and the Strive HI 3.0 Framework to its Contract academic framework elements in an effort to holistically communicate aligned accountabilities clearly to schools, families, communities and other stakeholders;
- The annual report card should emphasize more whole child holistic elements of emphasis, weighting, value;
- Use student GPA similar to Hawaii Community College System's Achieving the Dream. The research shows that Cumulative High School GPA of 2.6 and above had a positive



Lance A. Mizumoto, Chair
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correlation to student success in college math and English. The current plan is overly weighted for proficiency in Math and English; and

- Annual expenditures at the school level should be easily understood for the school students, families and communities.

Last, but not least, we wanted to acknowledge and extend our appreciation for the Department's extended reach in consulting with the Hawaiian education community members and organizations to: A) Better understand ESSA (as a whole); B) Collaborate on how to balance and address the federal ESSA requirements with the context that is unique to Hawai'i; and C) Honor the two official languages and pathways of education in Hawai'i.

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

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff





Native Hawaiian Education Council

May 18, 2017

Kathryn Matayoshi
Superintendent of Education
State of Hawai'i
1390 Miller Street
Honolulu, Hawai'i 96813

Via: Tammi Chun, Assistant Superintendent, Office of Strategy, Innovation, and Performance

Re: State ESSA Accountability Plan and Strive HI 3.0 Comments

Dear Superintendent Matayoshi,

The Native Hawaiian Education Council (NHEC or the Council) would like to provide comments regarding State ESSA Accountability Plan (Plan) and Strive HI 3.0 (Data System), including related implementation and support of identified sub-groups and schools. Our public comments and feedback are generally organized thematically and we identify the specific Title (of ESSA) to aid in mapping our comments back to the specific sections of the Plan.

State Consolidated Accountability Plan

Introduction - The State of Hawai'i's Unique Systemic Elements

We commend HiDOE's efforts to articulate key differentiators of the State of Hawai'i's public education context, including but not limited to: 1) Two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; 2) A single State Educational Agency (SEA) and Local Educational Agency (LEA); 3) A 34 public charter school portfolio with 50% of the portfolio educating through the Hawaiian language medium or are Hawaiian culture based focused schools and not a separate LEA; 4) In the midst of implementing ESSA—the most pervasive federal policy since No Child Left Behind in 2001 returning control to State's by Congressional intent—acknowledging two official languages and the diversity of students, families and communities; 5) An island State in which bodies of water geographically, politically and culturally separate schools, families and communities; 6) New administrative responsibility for statewide early learning; and 7) The continuing implementation of the approved BOE/DOE Strategic Plan and alignment with the Governor's Blueprint for Public Education.



Introduction – Na Hopena A’o

We are pleased and commend HiDOE for the inclusion of Ends Policy 3 – Na Hopena A’o providing a context of public education in Hawai’i and illustrating Hawai’i’s truly unique educational context.

Introduction – Charter Schools

The Council strongly recommends that the State Accountability Plan not separate the terms “charter schools” or “public charter schools” from the term “public schools” used in the introductory overview of public education in Hawai’i, specifically page 9. Charter schools are *public* schools and should not be separated from the *public schools* reference used throughout the document.

Title I, Part A: Improving Basic Programs

Kaiapuni Assessment of Educational Outcomes (KAEO), Safe Harbor and 95% Testing

The Council supports the foundational KAEO work for language arts and mathematics and the plans to expand the administration of the KAEO to all tested grade levels. The Council appreciates the long term commitment to expand KAEO. While KAEO is being further developed and expanded, we echo the Office of Hawaiian Affairs safe harbor recommendations; and schools not be punished through public shaming or through lack of support at some level; safe harbor from public shaming for those who refuse to be assessed through a language other than the medium of education. Consideration should be given for computing the 95% testing participation rate with greater precision to represent the aligned assessment in the language of instruction. (e.g., adjusting the denominator).

Sub-Group Disaggregation

The Council supports the major racial and ethnic groups identified of Native Hawaiian, Filipino, White, Asian (excluding Filipino), Pacific Islander (excluding Native Hawaiian) Hispanic, and Black in order to better support students, schools, families and communities.

N-Size

The Council supports lowering the minimum number (lower than 20) to ensure that sub-groups needing the most supports (not punishment) are identified. The Council understands that the N-size proposed of 20 is for reporting purposes; and hopes HiDOE is still computing the actual sub-group performance for all schools regardless of N-size and sharing that data with schools, families and communities (in appropriate ways) in order to collaboratively construct and provide support interventions.

Alternative Method for Setting Long Term Goals and Measurements of Interim Progress

ELA/Math Proficiency. The Council is concerned with the proposed ELA/Math proficiency for “All Students” on the surface the interim and long term targets appear almost mathematical and a “drill down” to the “Student Sub-Groups” concern the Council as it appears



both the “measurement of interim progress” and the “long term goal” % have reveal significantly large gaps between “baseline” measures, for example:

- Children with disabilities (SPED): 14% baseline; 61% interim; 74% long-term – 47 points increase in the % in Language Arts proficiency (baseline to interim) does not seem reasonable;
- ELL: 21% baseline; 61% interim; 74% long-term – 40 points increase in the % in Language Arts proficiency (baseline to interim) does not seem reasonable; and
- Asian (excluding Filipino): 71% baseline; 61% interim; 74% long term – the baseline is already near the long term Language Arts proficiency %; therefore it isn’t reasonable that 61% is the interim target, but at a minimum maintenance of the baseline of 71%.

Graduation Rates. The Council is also concerned with the proposed Graduation Rates for “All Students” on the surface the interim and long term targets appear reasonable but upon further “drill down” to the Student Sub-groups: the interim targets do not seem reasonable at a sub-group level and needs to have a bit more thoughtful and reasonable interim targets using the following groups as an example and not knowing the “N” of each of the subgroups:

- Children with disabilities (SPED): 61% baseline; 86% interim; 90% long-term – 25 points increase in the % in graduation in four years (baseline to interim) does not seem reasonable;
- ELL: 46% baseline; 86% interim; 90% long-term – 40 points increase in the % in graduation in four years (baseline to interim) does not seem reasonable; and
- Asian (excluding Filipino): 90% baseline; 86% interim; 90% long term – the baseline is already at the long term %; therefore it isn’t reasonable that 86% is the interim target, but at a minimum maintenance of the baseline of 90%.

Similarly, we recommend the long term graduation goal (by SY 2024-25) be varied for the sub-groups and aggregated to 90% overall. The suggested alternative method as provided in the on-line survey is a more meaningful way to support the improvement progression of the various sub-groups. In addition, it would be helpful to have the “n” indicated in the tables so that readers have an understanding of the size of the groups in which interventions, programs and supports are to be provided to ensure that every student succeeds. In general, the Council support’s the alternative method for setting long-term goals and recommends HiDOE gives further thought about establishing the interim measurements.

Proposed Weights for the ESSA Indicators

Referring to Table A.8 – Proposed weights for the ESSA indicators (p.39), the Council is concerned that the weighting of “Academic Achievement” and “Academic Progress” (80% combined) is too significant and counter to the “Whole Child” philosophy espoused by HiDOE.



Comprehensive Support and Improvement (CSI)/Targeted Support and Improvement (TSI)

The Council recommends that HiDOE focus more intently on the interventions to be implemented when CSI/TSI schools are identified, including holistic, culture based and supportive (vs. punitive) learning and supports are given to the schools and the Principals.

Additional Statewide Categories of Schools – p.45

HiDOE should include Hawaiian medium schools as an additional statewide category for schools.

School Conditions – p. 53

The Council supports the creation and sustaining of safe, caring and nurturing learning and teaching environments and strongly supports HiDOE's efforts to improve school conditions for student learning by reducing: i) incidences of bullying and harassment; ii) the overuse of discipline practices that remove students from the classroom; and iii) the use of aversive behavioral interventions that compromise student health and safety. Similarly, the Council is particularly concerned about the over representation of Native Hawaiians in discipline and suspension actions and desire to improve school conditions for families and communities.

Title I, Part C: Education of Migratory Children

We commend HiDOE for highlighting and continuing the Hawai'i Migrant Education Program, helping a little more than 2,000 migratory students overcome challenges of mobility, frequent absences, late enrollment into schools, social isolation, and other difficulties associate with a migratory life.

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, of At-Risk and Education of Children in Foster Care

We commend HiDOE for working collaboratively with the Departments of Public Safety, Human Services and Health and the Hawai'i Youth Correctional Facility for the benefit of families and communities. We urge HiDOE to intensify its systemic effort, particularly with Native Hawaiian families and communities who are overrepresented in the foster, juvenile justice and corrections systems.

Title II, Part A: Supporting Effective Instruction

We support the intents of Title II, Part A to support effective instruction and point out that the support of beginning teachers should include all teachers in our public education system, including Kaiapuni and charter school teachers. Primary areas of need include: 1) The need for more intensive recruit, retain and reward strategies to address needs in Kaiapuni and charter school settings; and 2) Supporting multiple educator and administrator pathways and developing and employing multiple strategies: (e.g., licensing, placement).



Education of Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

We support the intents of this Act and Title and strongly encourage HiDOE to systemically focus on the most vulnerable students, families and communities that find themselves “houseless” (vs. “homeless”) and are often found in high Native Hawaiian communities.

Additional Implementation Observations

The Council asks HiDOE to carefully consider the following implementation observations:

- Move forward boldly, asserting state control over education including our right to have two official languages as media of education, those who are enrolled in Hawaiian medium education should be treated equitably;
- Support and work with the State Public Charter School Commission and its Executive Director to map the ESSA reporting and support opportunities and the Strive HI 3.0 Framework to its Contract academic framework elements in an effort to holistically communicate aligned accountabilities clearly to schools, families, communities and other stakeholders;
- The annual report card should emphasize more whole child holistic elements of emphasis, weighting, value;
- Use student GPA similar to Hawaii Community College System’s Achieving the Dream. The research shows that Cumulative High School GPA of 2.6 and above had a positive correlation to student success in college math and English. The current plan is overly weighted for proficiency in Math and English; and
- Annual expenditures at the school level should be easily understood for the school students, families and communities.

Strive HI 3.0

A. Add the following to the Strive HI 3.0 Framework:

	Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
Elementary			Science growth	
Middle		Suspension and Discipline Rates Disaggregated by Sub-group	Science growth	8 th grade numeracy
High		Suspension and Discipline Rates Disaggregated by Sub-group	Science growth	



B. Add the following options to be locally-selected measures options

	Empowered by Learning	Whole Child	Well-Rounded Education	Prepared & Resilient
		Suspension AND Discipline Rates	Multi-disciplinary and multi-grade level culmination project, event, activity	Community ready intentionality (in support of career and college readiness)
		Number of Collaborations/Programs with Community Partners (e.g., Health, Social Services, Education, Culture) for family and community strengthening		

- C. ***Additional feedback:*** Support and work with the State Public Charter School Commission and its Executive Director and staff to map the Strive HI 3.0 Framework to its Contract academic framework elements in an effort to holistically communicate aligned accountabilities and innovation clearly to schools, families, communities and other stakeholders.

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

Sincerely,

Lisa M. Watkins-Victorino

Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff





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June 2, 2017

To: Hawaii State Board of Education

From: Ka'u Learning Academy Governing Board

Re: Hawaii State Public Charter School Commission

On March 23, 2017, Hawaii State Public Charter School Commission staff member [REDACTED] presented information to the Commission that resulted in the commission denying our request to matriculate our 7th grade students to 8th grade.

We disputed this decision on the basis that much of what [REDACTED] presented was either mischaracterized and/or clearly outside of the duties and responsibilities of the commission or commission staff. On Thursday, May 25th a meeting of the Commission's Performance and Accountability Committee addressed our dispute. The committee voted to uphold a denial of our expansion to 8th grade. Their reasoning hinged on three factors:

1. They repeatedly said that our Blended Learning Program was not clear to them and that what we provided was insufficient in its description of implementation. One committee member said that she thought we had the plan in our head but that it was not clear on paper.
2. They said that they are unsure if we will have a full Certificate of Occupancy (CO) after our Temporary Certificate of Occupancy (TCO) expires August 16 of this year.
3. They questioned the qualifications of our future, yet-to-be-hired, teaching staff and made it a condition of approval. They expressed concern about our having licensed teachers.

To address the blended learning issue - We were approved in 2014 as a blended learning school. It is all over our application. It should not be our job to educate commission staff or members on what constitutes blended learning or how our model of blended learning works if they can't comprehend what we provided to them. We and our board understand it, we have been very effective in implementing it, and we effectively train our teaching staff on the plan. Also, important to this discussion is that our methodology *is* working. Our students are showing demonstrable growth by a number of metrics including the SBAC state test. If our students were showing an academic deficiency, we might understand the need for scrutiny. How, where and when we implement our academic plan is clearly the responsibility of our governing board (see HRS 302D-12 (f) below) and not the commission.

To address the second issue of the TCO, we provided copious and incontrovertible evidence and documentation that our ADA compliant restroom is nearly completed. The only reason we have a TCO instead of a regular CO is the lack of this soon to be completed restroom. For the commission to say "what if they don't get it" is tantamount to wondering what would happen to our school if Mauna Loa erupted and denying our request on that "what if". They have been told by county staff in earlier meetings that the CO will be issued when we have the restroom completed. As an aside, we provided photos of the nearly complete restrooms, along with nearly 20 pages of other supporting documentation, to commission staff a week prior to the meeting, yet a commissioner said they had not seen the photos. We are wondering if staff actually provided our documentation to the committee.

To address the third issue of licensing, "**§302A-804 Powers and duties of the department, commission, and charter schools**" clearly sets out the scope of the Charter Commission's responsibilities. It is only to gather data and report, not to direct us to make hiring decisions months before what is the usual hiring window for a school. The commission pressured us to provide them with our 17-18 teaching staff names and license status in March. This is set out in the commission meeting minutes. Most schools are hiring well into the summer, up to mere days before school starts. Again, this is a responsibility, as set out in this statute, of our administration as directed by our governing board, not the commission. Additionally, emergency hire teachers are very common in Hawaii. An emergency hire teacher can teach any grade and any subject as long as they are working toward a license. This was confirmed to us by the Hawaii Teacher Standards Board. Charter Commission member Jill Baldemor runs the Hawaii Teach for America office and their job is to place emergency hire teachers in Hawaii schools.

The decision by the Commission's Performance and Accountability Committee seems to usurp the authority of our Governing Board and our school administration. Our contract clearly states, in section 14.4 that the contract is subordinate to state law ***"14.4 - Conflict Between Contract, Law, and Administrative Rules. In the event of a conflict between this Contract, State law, and the administrative rules pertaining to charter schools, the order of precedence shall be State law, followed by administrative rule, followed by the terms and conditions of this Contract."***

Additionally, and we view this as the most important element of illustrating the overreach of the commission, state law seems very clear in providing significant authority, in HRS 302D-12, paragraph (f), to our governing board. ***"The governing board shall be the independent governing body of its charter school and shall have oversight over and be responsible for the financial, organizational, and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws. The governing board shall ensure its school complies with the terms of the charter contract between the authorizer and the school. The governing board shall have the power***

to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees."

HRS 302D-5 (2) sets out commission responsibilities for this level of interference with our governance only in cases of violation of state and federal laws. The commission has not identified what law or laws we are violating for this level of interference in our operations and negating our governing board's authority.

HRS 302D-17 does not seem to authorize the kind of action the committee took; it only authorizes the commission to request a corrective action plan within a specified time frame. This matter hardly rises to the level of requiring the only other remedy available to the commission, a forced reconstitution of our governing board. That is reserved for what can only be much more serious matters than a lack of clarity in a blended learning program or a Temporary Certificate of Occupancy.

It is critical to our students, our families and our community that we grow. The harm that this commission has done to us over the last two years is significant. Through the release of false and misleading information or the willful misconduct of a commission staff member, [REDACTED], who in open meeting admitted to sabotaging us by refusing to respond to our repeated attempts to contact her on very important operational matters, we have been harmed in a number of ways. The commission's release of false, misleading or poorly worded information to the press and public damages our school's reputation in particular and all Hawaii charter schools in general.

As the Board of Education considers the make-up of the Hawaii Public Charter School Commission, please consider the importance of having members who have a true understanding of what the charter school mission in Hawaii is meant to accomplish and where the scope of their duties and responsibilities begin and end.

Respectfully submitted,

Governing Board of Directors
Ka'u Learning Academy



96 Pu'uhonu Place
Hilo, HI 96720
(808) 935-4304
(808) 969-7512
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Ki'ope Raymond

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Keawe Lopes

Ka Luna Ho'okele
Executive Director

M. 'Ekekela Aiona

Nā Papahana
Pūnana Leo

Pūnana Leo Programs

Nā Kula Pūnana Leo
**Pūnana Leo Family-Based
Preschool Program**

Pūnana Leo o Hilo
Pūnana Leo o Honolulu
Pūnana Leo o Kaua'i
Pūnana Leo o Maui
Pūnana Leo o Moloka'i
Pūnana Leo o Wai'anae
Pūnana Leo o Kona
Pūnana Leo o Waimea
Pūnana Leo o Kō'olau Loa
Pūnana Leo o Mānoa
Pūnana Leo o Kō'olau Poko
Pūnana Leo o Lahaina
Pūnana Leo o Hāna

Niuhahiki
Hawaiian Language Online

Date: June 5, 2017
To: State Board of Education
boe_hawaii@notes.k12.hi.us
Testimony Of: 'Aha Pūnana Leo, Inc.
Meeting: General Business Meeting
Agenda Item: VII. A. Member Appointment to State Public
Charter School Commission
Position: Support for Dr. Makalapua Alencastre

Aloha, the 'Aha Pūnana Leo, Inc., a non-profit organization with twelve Hawaiian medium preschools statewide, appreciates this opportunity to testify regarding the membership of the State Public Charter School Commission.


At the June 3, 2017 meeting of the Governing Board of the 'Aha Pūnana Leo, members voted unanimously to have testimony submitted to the Board of Education in support of the appointment of Dr. Makalapua Alencastre to the State Public Charter School Commission.

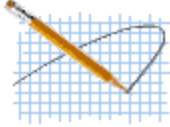
Dr. Alencastre is a fluent speaker of Hawaiian whose children attended Pūnana Leo and Hawaiian medium charter schools. She has served as a board member of the 'Aha Pūnana Leo. Dr. Alencastre is also a charter school founder and a university faculty member with long experience in Hawaiian language and culture-based teacher education. Members of the Governing Board of the 'Aha Pūnana Leo can personally attest to her many contributions to Hawai'i public school, charter school, and university education back to the 1980s.

Students from Pūnana Leo preschools statewide enroll in Hawaiian language-medium charter schools and Hawaiian culture-based charter schools. Charter schools and students from these two categories make up a significant percentage of both state charter schools and the state charter school enrollment. It is therefore important to have an individual with a background such as that of Dr. Alencastre on the Commission.

I join with the Governing Board of the 'Aha Pūnana Leo in strongly supporting the appointment of Dr. Makalapua Alencastre to the State Charters School Commission.

Me ka 'oia'i'o,


'Ekekela Aiona



Mireille Ellsworth <ellsworthhsta@gmail.com>

06/05/2017 01:55 PM

To testimony_boe@notes.k12.hi.us
cc
Subject TESTIMONY for General Business
Mtg. 1:30 pm 6-6-17

TESTIMONY to the Hawaii State Board of Education

General Business Meeting Tues. June 6, 2017 1:30 pm

Agenda Item V. D. ESSA Consolidated State Plan Draft

POSITION: Opposition (to certain parts); Support (for other parts)

Chair Mizumoto, Vice Chair DeLima, and Board Members:

My name is Mireille Ellsworth, an English teacher at Waiakea High School in Hilo for the past 13 years. Based on the community feedback on the ESSA draft primarily provided by teachers, it is important that the Board of Education listen to those closest to the students.

As noted, there was continued support for the delineation of sub-groups (since the federal government requires this) into groups that more accurately reflect Hawai'i's ethnic diversity. I agree with these.

I also am encouraged that actual language will be added to the plan that HDOE "will evaluate 'ESSA Innovative Assessment Demonstration Authority' opportunity when US ES issues the application." I would like to see stronger language assuring the commitment of HDOE to

seriously consider participation in this assessment pilot, but I am glad that it has not been forgotten and reflects the numerous suggestions at community meetings throughout the state that pleaded with HIDOE to explore ways to make authentic assessments the means by which we can gauge student success in lieu of standardized testing, which is expensive and does not accurately measure soft skills and other real world skills and types of performance students will need to demonstrate in adult life.

However, the plan is flawed in that the weighting of indicators used to determine the TSI and CSI schools is still far too heavily emphasizing standardized test scores. If high-risk students' situations are not accounted for, how is HIDOE going to justify using federal funds to rectify (or at least mitigate) factors in these students' lives that puts them at a disadvantage? With the current proposed draft, it seems HIDOE is setting itself up to severely limit the way federal funds can be spent to address the social ills that plague our most struggling students. Only truancy prevention and enforcement programs could be justified using chronic absenteeism, but this neglects the numerous possibilities for programs that address the chronic teacher shortage, overcrowded conditions at home, mental illness of a family member (or the student), poor supervision at home (especially with parents who work multiple jobs), parents' and guardians' inability to assist children with homework or to reinforce skills and knowledge outside of school hours, and other obstacles to student success. Without working toward solutions in these areas, efforts to "close the achievement gap" will not succeed.

In HIDOE's slide show, it is appalling that only two options are provided regarding the significant feedback that the test score targets are "too ambitious." Best practices in teaching use "scaffolding" making sure to set targets for students "just above" their level of achievement but not in the "frustration zone." By setting targets too high, you essentially are discouraging improvement making schools feel they are being set up for failure. Option 2 is slightly better, but by continuing to use the incorrect tools by which one measures student achievement (standardized test scores), it is just "the lesser of two evils," not a good way to motivate and encourage schools.

Option 1 is basically saying "ignore the feedback" provided by the community. Why is this even an option? Also, why are we hiring what the Board considers to be an improvement over our current superintendent if Dr. Kishimoto is not being given an opportunity to weigh in on this plan?

While choosing to use a shorter version of the Smarter Balanced Assessment is an attempt to consider the overwhelming cry of the community to reduce the amount of standardized testing in our schools, this slight change is not solving the problem of the shift in recent years to this

testing culture. Systemic change cannot be done through "tweaks" and minimal "moves in the right direction." The Board of Education needs to listen to teachers who know what students need and stop making federal requirements the focus as during the years of No Child Left Behind and Race to the Top.

Thank you for your consideration,

Mireille Ellsworth,

English and Acting Teacher

Waiakea High School

**

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**

Date: June 6, 2017

To: Board of Education, General Business Meeting

When: 1:30 p.m.

Testifier: Susan A. Pcola-Davis

Agenda Item: D. Update on public comment process for Every Student Succeeds Act ("ESSA") consolidated state plan draft

I am submitting two documents for your review regarding ESSA.

1. A letter where I have highlighted changes due to the Congressional Review Act whereby Congress disapproved the U.S. Department of Education's (Department's) regulations related to State plans, including consolidated State plans, statewide accountability systems, and data reporting. I have provided the hyperlink to review the whole letter.

[ESSA Dear Colleague Letter on School Support and Improvement Activities and Consultation](#) (April 10, 2017) [Link to full document]

Dear Colleague:

I am writing to apprise you of two matters concerning implementation of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA): (1) to follow up on the Dear Colleague Letter sent on January 13, 2017, regarding school support and improvement activities in the 2017–2018 school year and (2) to clarify the stakeholder consultation requirements that apply to consolidated State plans. I want to thank you for the substantial work that you continue to do for a successful transition to the new law. The reauthorized ESEA provides a significant opportunity for States and school districts to develop and implement new plans to help secure educational equity for all children and close achievement gaps by supporting students, families, and educators.

As you know, on March 9, 2017, pursuant to the Congressional Review Act (CRA) (5 U.S.C. §§ 801-808), Congress approved a joint resolution disapproving the U.S. Department of Education's (Department's) regulations related to State plans, including consolidated State plans, statewide accountability systems, and data reporting. The President signed the Congressional resolution on March 27, 2017, which means that the regulations **have no force or effect**. In anticipation of this action under the CRA, the Department released a revised consolidated State plan template (available at: <https://www2.ed.gov/admins/lead/account/stateplan17/plans.html>) on March 13, 2017, to support States in meeting the requirements of the ESEA, as amended by the ESSA.

The Department retained its original two windows for State plan submissions established prior to the Congressional resolution—April 3, 2017 and September 18, 2017. We anticipate that many States will not have their State plans, including their methodologies for identifying schools for comprehensive or targeted support and improvement, approved prior to the start of the 2017–2018 school year and, therefore, will not be ready to fully implement their new accountability system in the 2017–2018 school year. Consequently, the purpose of this letter is to address key questions relating to the implementation timeline, school improvement requirements for the 2017–2018 school year, and stakeholder consultation requirements that apply to consolidated State plans.

(2) In response to the Update:

Attachment A Page 10: Changes Under Discussion Note to Evaluate the plan when the Department of Education releases the application for the ESSA Innovative Assessment Demonstration Authority.

Applying to the ESSA Innovative Assessment Demonstration Authority is jam packed work.

Please review the following pages from the U.S. Department of Education to get a clear view of what this entails regardless of the release of the application.

TITLE I, PART B INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY

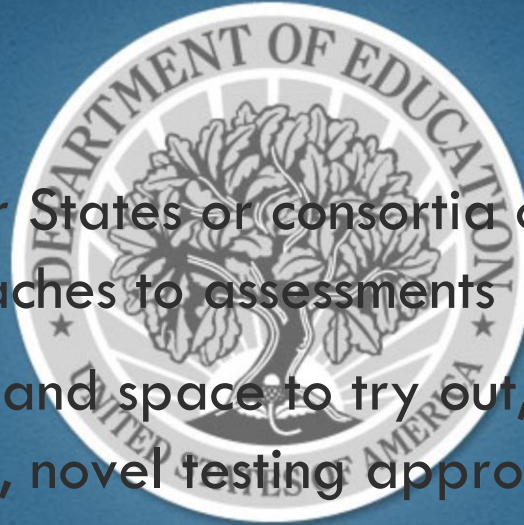


**REQUIREMENTS IN SECTION
1204 of the ESSA**

INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY

TITLE I, PART B

- New flexibility for States or consortia of States to pilot innovative approaches to assessments
- Gives States time and space to try out, and learn from the implementation of, novel testing approaches as they scale the innovative assessment system statewide
- With evaluation and continuous improvement, these pilots can help States develop new models that:
 - Ensure State assessments continue to be high-quality, fair, and worth-taking.



- Provide more useful and timely feedback to educators, parents, and students themselves.
- Serve as proof points for models that could be adopted by other States.

INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY

TITLE I, PART B

- Innovative Assessment Demonstration Authority provides flexibility for States or consortia to:
 1. Develop a new approach for assessing students against its challenging State academic standards **AND**
 2. Start small, piloting in a limited number of districts and schools before implementing statewide **AND**



3. Use the innovative approach for accountability and reporting instead of the current statewide test in pilot participating schools during the pilot phase.

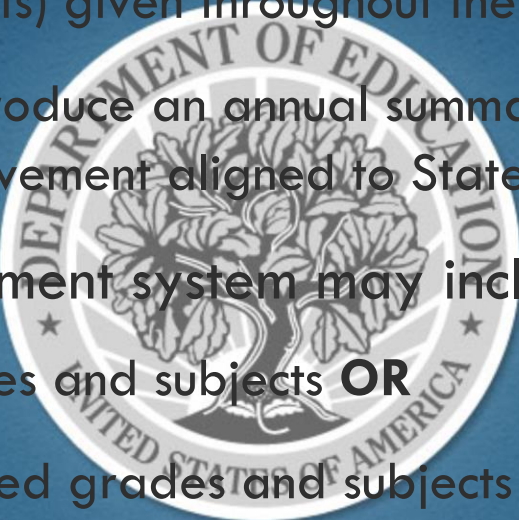
- Innovative assessment demonstration authority is only needed if a State is seeking to do all of the above.
- **Initial demonstration period:** During the first three years the Department awards authority, up to 7 States can participate and consortia are limited to 4 States.

Reference: preamble and proposed § 200.76(b) and (d)

STATE CONTEXT AND FLEXIBILITY

- States may propose a variety of new models, including:
 - Performance tasks and simulations.
 - Competency-based assessments.



- 
- Multiple assessments (e.g., curriculum-embedded, interim, or through-course tests) given throughout the year.
 - All models must produce an annual summative determination of grade-level achievement aligned to State standards.
 - An innovative assessment system may include:
 - All required grades and subjects **OR**
 - A subset of required grades and subjects (e.g., an innovative science assessment in each grade span, an innovative reading assessment only in elementary schools).
 - A State must continue administering its statewide assessments in all schools in any grade/subject in which it is not developing an innovative test.

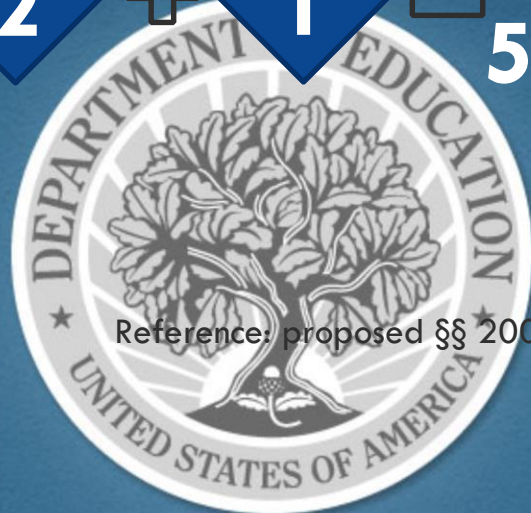
Reference: proposed §§ 200.76(b) and 200.77(b)

TIME TO THOUGHTFULLY SCALE

- A State may apply for demonstration authority to scale its innovative assessment over a period of 5 years.
 - If the innovative assessment has not been implemented statewide at the end of the five-year period, a State may request a 2 year extension, if it meets certain requirements.
 - After the extension, the proposed rule clarifies a State may request a 1 year waiver for purposes of giving the State time to submit evidence for Federal peer review of State assessments.

**Up to 8 years to
implement statewide**

$$\text{Diamond} + 2 + 1 = 5$$

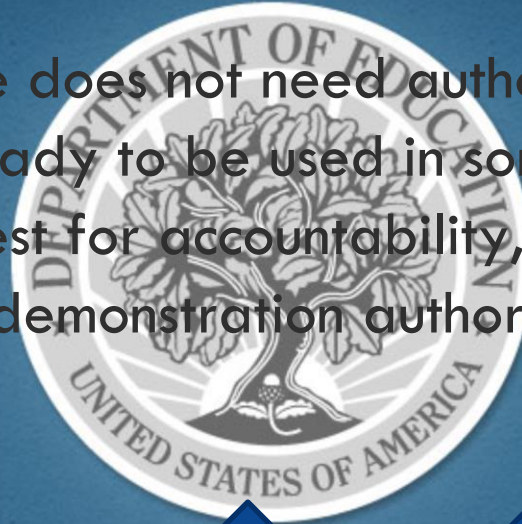


Reference: proposed §§ 200.76(b) and 200.80(a) and (c)



TIME TO THOUGHTFULLY SCALE

- Because a State does not need authority until its innovative assessment is ready to be used in some districts instead of the statewide test for accountability, **planning years** are not part of the demonstration authority timeline.



State plans its
innovative
assessment

5



2



1



Up to 8 years to
implement statewide

PRE-APPLICATION
PLANNING
ACTIVITIES

DEMONSTRATION AUTHORITY
PERIOD
(including **EXTENSION + WAIVER**)

EXIT AUTHORITY:
STATEWIDE
IMPLEMENTATION

Reference: preamble and proposed § 200.76(b)



TIME TO THOUGHTFULLY SCALE

- ED is currently considering **technical assistance opportunities** for States that

State plans its

innovative are interested in learning more about **assessment** the

demonstration authority and } engaging with
the Department, outside experts, and other States as they PRE-
APPLICATION

PLANNING

ACTIVITIES

determine whether they would like to
pursue demonstration authority and
begin to design their innovative
assessment system.

TIME TO THOUGHTFULLY SCALE

Reference: preamble and proposed § 200.76(b)

- States may roll out an innovative assessment **within a district** over multiple years during the five-year authority period and two-year extension period, if applicable.
 - To support efforts to scale, States create annual benchmarks for implementation in demographically representative LEAs.
- States must implement the innovative assessment in all schools and districts by the end of the demonstration authority period.



DEMONSTRATION AUTHORITY
PERIOD

TIME TO THOUGHTFULLY SCALE

(including **EXTENSION + WAIVER**)

Reference: proposed §§ 200.76(b) and 200.77(b)

- At the end of the pilot stage, when the innovative assessment is in use in all schools and districts, a State must officially transition out of the authority by submitting their innovative assessments systems for **peer review**, similar to other statewide assessments under Title I, Part A.

requirements for statewide assessments and accountability.

Up to 8 years to implement statewide

- This peer review will help determine whether the innovative assessment may be used to meet Title I, Part A

EXIT AUTHORITY:
STATEWIDE
IMPLEMENTATION



TIME TO THOUGHTFULLY SCALE

Reference: proposed § 200.79



APPLICATION PROCESS

- The proposed regulations clarify the **application components** for innovative assessment demonstration authority, including:
 - Application requirements that States must meet in order to receive authority.
 - Selection criteria against which State plans will be evaluated for quality.
- All applications will be **peer reviewed** by panels of assessment experts and practitioners with experience developing and implementing innovative assessments.



APPLICATION REQUIREMENTS

1. Evidence of **consultation** with experts and stakeholders —

Those representing the interests of children with disabilities,

English learners, and other historically underserved students

- Teachers, principals, and other school leaders;
- School districts — Students and parents
- Civil rights organizations

2. A demonstration that the innovative assessment system does, or will meet, **statutory requirements for assessments**, including alignment, quality, fairness, comparability between the innovative and statewide

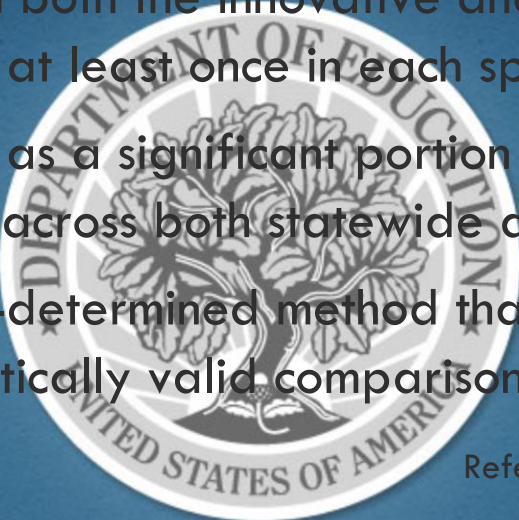
assessment to maintain consistent and unbiased annual accountability and reporting

Reference: proposed § 200.77(a) and (b)

ASSESSMENT REQUIREMENTS: COMPARABILITY

- ESSA requires that the innovative and statewide assessments generate results during the authority that are valid, reliable, and comparable for all students and subgroups of students.
- The proposed regulations include options for States regarding how they can annually demonstrate comparability:
 1. Assessing all students using the statewide tests at least once in each grade span for which there is an innovative assessment.



- 
2. Assessing a representative sample of students in the same school year on both the innovative and corresponding statewide test at least once in each span.
 3. Incorporating, as a significant portion of the assessment, common items across both statewide and innovative tests.
 4. Another State-determined method that will provide an equally rigorous, statistically valid comparison for all students and subgroups.

Reference: proposed § 200.77(b)

APPLICATION REQUIREMENTS

3. Addressing all **selection criteria**
4. Providing **assurances** for continued use of State standards and assessments and communication with parents and ED, including providing the following annually: — An update on implementation, including evaluation results and progress in scaling the innovative assessment

- Student performance data on the innovative assessment —
- Demographic information about districts that are joining the authority in the coming year
- Feedback from key stakeholders

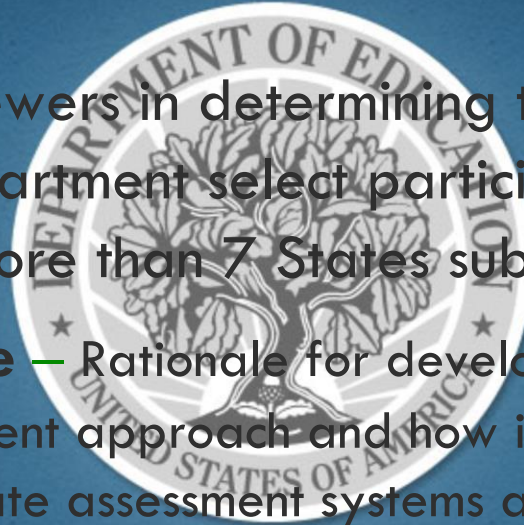
5. Demographic and achievement information on **participating districts**, with assurances
6. Considerations for **consortia**, including State roles and responsibilities, intellectual property, and membership

Reference: proposed § 200.77(c)-(f)



SELECTION CRITERIA

- Assist peer reviewers in determining the strongest proposals and help the Department select participating States in a situation where more than 7 States submit high-quality plans
- 1. **Project narrative** — Rationale for developing the particular innovative assessment approach and how it will advance the design and delivery of state assessment systems and promote high-quality instruction toward college- and career-ready standards — Plans to ensure standardized, comparable scoring of innovative assessments and provide training on scoring
 - Strategies to scale the innovative assessment statewide, including criteria for selecting districts to participate and annual benchmarks for achieving implementation in demographically diverse districts



Reference: proposed § 200.78(a)



SELECTION CRITERIA

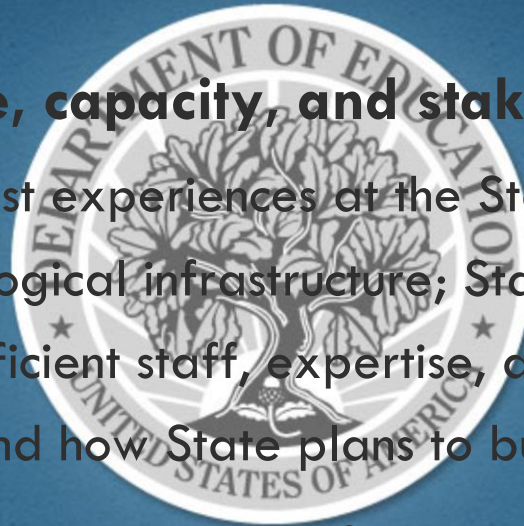
2. Prior experience, capacity, and stakeholder support —

Track record of past experiences at the State or local level —

Analysis of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors, and how State plans to build capacity

- May also describe the role of external partners
- Signatures from key local stakeholders: superintendents, school boards presidents, teacher organizations (including labor organizations, where applicable), and others (for example, parent, civil rights, or business organizations)

3. Timeline and budget



SELECTION CRITERIA

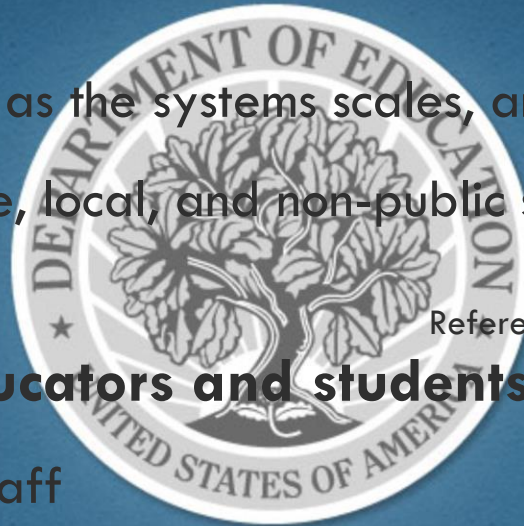
- Key activities as the systems scales, and who is responsible —
- Federal, State, local, and non-public sources of funds

Reference: proposed § 200.78(b)-(c)

4. **Supports for educators and students** — Training for educators and other school staff

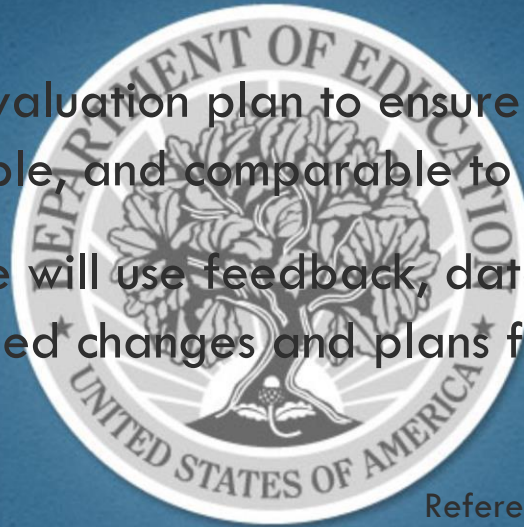
- Strategies to help familiarize students with the new assessments
- Participation of all students, including appropriate accommodations
- Strategies to ensure quality and to validly and reliably score assessment items that are developed or scored by teachers

5. **Evaluation and continuous improvement**



SELECTION CRITERIA

- Strength of evaluation plan to ensure the innovative assessment is valid, reliable, and comparable to the statewide assessment
- How the State will use feedback, data, and other information to make needed changes and plans for ongoing monitoring



Reference: proposed § 200.78(d)-(e)

SELECTION CRITERIA

SUPPORTING STATE IMPLEMENTATION



- Once a State has been granted demonstration authority, the Department may request and review information from each participating State to determine whether the State is meeting the application requirements and continuing to implement the plans described in its application.
- This will inform ongoing monitoring efforts and could trigger:
 - Additional support and technical assistance from ED.
 - Enforcement actions, which could include withdrawal of authority.
- IES will also publish a progress report after the initial demonstration period to inform ongoing TA and the application peer review

SELECTION CRITERIA

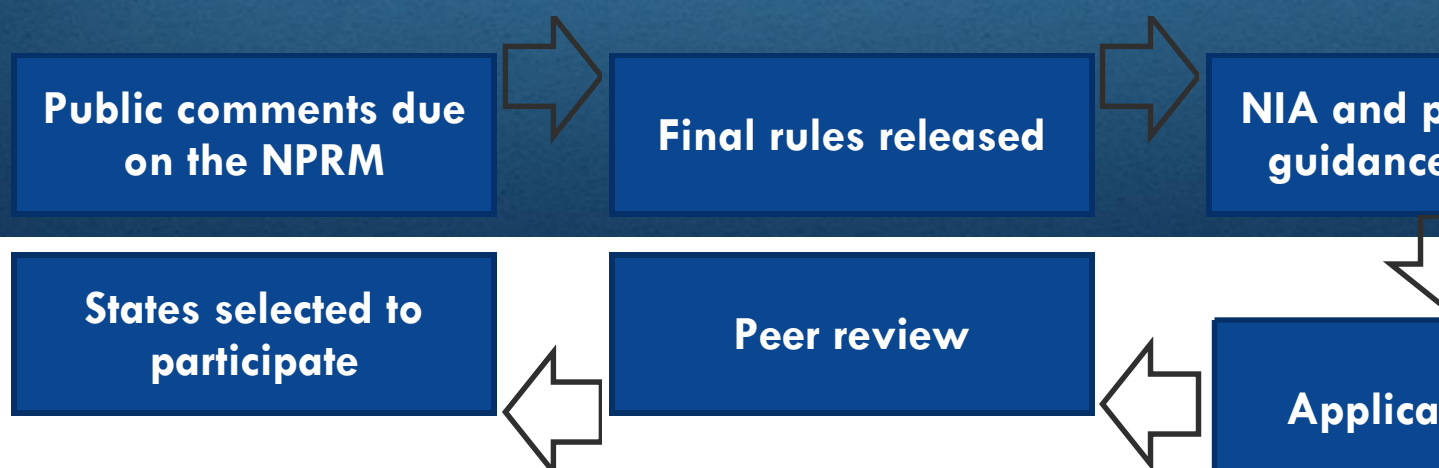
process and continue to disseminate best practices regularly after the progress report.



Reference: proposed § 200.80(b)

SUPPORTING STATE IMPLEMENTATION

- NPRM on the innovative assessment demonstration authority open for public comment until September 9



- Regulations finalized by the end of the year

SELECTION CRITERIA

- **Stay tuned for:** technical assistance opportunities to support planning and publication of NIA and peer review guidance



NEXT STEPS

- Submit official comments and questions through the Federal Register Notice available at the following links:

- Title I, Part A:

http://www.federalregister.gov/articles/2016/07/11/2016-16124/titlei-improving-the-academic-achievement-of-the-disadvantaged-academicassessments?utm_content=header&utm_medium=slideshow&utm_source=homepage

- Title I, Part B:

http://www.federalregister.gov/articles/2016/07/11/2016-16125/elementary-and-secondary-education-act-of-1965-as-amended-by-the-every-student-succeeds?utm_content=header&utm_medium=slideshow&utm_source=homepage

[16125/elementary-and-secondary-education-act-of-1965-as-amended-by-the-every-student-succeeds?utm_content=header&utm_medium=slideshow&utm_source=homepage](http://www.federalregister.gov/articles/2016/07/11/2016-16125/elementary-and-secondary-education-act-of-1965-as-amended-by-the-every-student-succeeds?utm_content=header&utm_medium=slideshow&utm_source=homepage)

SELECTION CRITERIA

NEXT STEPS, CONTINUED

- Main ESSA Web Page: www.ED.gov/ESSA
- ESSA Resources, including link to the Notice, Fact Sheet, and other ESSA resources:
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>
- Email Inbox: ESSA.Questions@ed.gov





Administrative Testimony
Testimony of Kamanaʻopono Crabbe, Ph.D.
Ka Pouhana, Chief Executive Officer

State of Hawaiʻi Board of Education

AGENDA ITEM VII.A: BOARD ACTION ON APPOINTMENT OF FOUR INDIVIDUALS TO
SERVE AS MEMBERS OF THE HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION

June 6, 2017

1:30 PM

Queen Liliʻuokalani Building

The Administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit testimony in **SUPPORT** of Dr. Makalapua Alencastre's appointment to the Hawaiʻi State Public Charter School Commission (Commission). Dr. Alencastre's extensive educational and professional experience will bring valuable and practical perspectives to the Commission, as it carries out its important mission to oversee the state's public charter schools.

Dr. Alencastre's strong and extensive background in the field of education, including her experiences with Hawaiʻi public charter schools, make her extremely well suited to serve on the Commission. She received her Master of Arts in English as a Second Language as well as her Doctorate in Professional Educational Practice from the University of Hawaiʻi-Mānoa. She has also worked as a teacher in the Hawaiʻi Department of Education at Kailua High School and Ānuenue School for many years. Significantly, she is a co-founder of Ke Kula ʻo Samuel M. Kamakau Laboratory Public Charter School in Kāneʻohe, Oʻahu, which familiarized her with the challenges faced by public charter schools endeavoring to address the academic and social needs of their students, families, and communities. Currently, Dr. Alencastre serves as an Associate Professor at the University of Hawaii at Hilo, Ka Haka ʻUla O Keʻelikōlani College (KHUOK) of Hawaiian Language, and as the Director of Kahuawaiola Indigenous Teacher Education Program at KHUOK, which seeks to address the longstanding and ongoing teacher shortage in public K-12 Hawaiian language medium-immersion schools. Notably, half of Hawaiʻi's public charter schools are Hawaiian culture-focused or Hawaiian language medium immersion schools; it is therefore critical that Commission members are knowledgeable of the distinct goals, best practices, and needs of these schools. These are just a few highlights of Dr. Alencastre's unique and extensive qualifications and experiences, which will make her an invaluable and highly effective member of the Commission.

Therefore, OHA urges the Board of Education to **SUPPORT** the appointment of Dr. Alencastre to the Hawaiʻi State Public Charter School Commission.

Mahalo nui for the opportunity to provide this testimony.

ʻAʻohe lua e like ai me ka hoʻonaʻauao ʻana o ke kamaliʻi. Nothing can compare in worth to the education of our children.



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TESTIMONY BEFORE THE BOARD OF EDUCATION
GENERAL BUSINESS MEETING

RE: AGENDA ITEM V, D, UPDATE ON PUBLIC COMMENT PROCESS FOR
EVERY STUDENT SUCCEEDS ACT (“ESSA”) CONSOLIDATED STATE
PLAN DRAFT

TUESDAY, JUNE 6, 2017

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Committee:

HSTA continues to believe that the Hawai'i State Department of Education's ESSA consolidated state plan is too heavily tied to test scores. Under the ESSA accountability system proposed by the DOE for identifying the bottom 5 percent of schools in overall performance, up to 90 percent of the department's selected indicators are based on test scores, most prominently the Smarter Balanced Assessments and WIDA.

To empower educators to more accurately align future assessments with classroom content, we request that the following paragraph be included on p. 32 of the DOE's draft ESSA plan, at the end of the “Academic Achievement Indicator” subsection:

While the Hawai'i Statewide Assessment Program will continue to be used at present to measure progress for all student subgroups, HIDOE could consider alternative assessments that maximize the learning potential of each student as future measures of achievement. The Department may submit an application to the Innovative Assessment Demonstration Authority to pilot authentic assessments, once further information about the application process is made available.

As HSTA has noted at previous BOE hearings, Hawai'i would not be alone in employing authentic assessments, if the opportunity arises. Currently, authentic assessments are used in New Hampshire and the New York Consortium Schools. Authentic assessments, similar to senior projects, assess learning with real-world applications and meaningfully measure a student's knowledge and skills over time, while promoting student inquiry in and ownership of the learning process. Examples include science projects, essays, and literary critiques. Some of the successes at the New York Consortium schools, who have the same demographics of New York City Schools, include doubling the graduation rate of special needs students compared to other NYC schools, decreasing their dropout rate by half, and significantly increasing their graduation and college-going rates for minority students. More recently, Michigan has committed to exploring innovative assessments, with nine of the state's school districts developing assessments that are time-limited, incorporate team-based problem solving, and advance critical thinking skills.

The "test and punish" culture on which Hawai'i currently relies was developed under the federal No Child Left Behind and Race to the Top initiatives, in which test scores were viewed as the best determinant of school performance. Studies show, however, that test scores strongly correlate with socioeconomic status: rich schools do well, while poor schools struggle. Because of the pressure to perform well on tests and their inability to control the socioeconomic status of their students, struggling schools cut back on arts and cultural education, career and technical courses, electives, and more, so that more time and money could be spent on prepacked programs and consultants meant to boost test scores.

Our schools no longer operate under the NCLB or RTTT paradigms. Under ESSA, we have the flexibility to chart a new course for our education system. To embrace the opportunity for innovation afforded by ESSA, we again request that our suggested amendment regarding innovative assessments be inserted into the consolidated state plan.



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June 6, 2017

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

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

RE: V. D. Update on public comment process for Every Student
Succeeds Act ("ESSA") consolidated state plan draft

Dear Chair Mizumoto and Members of the Committee,

The Special Education Advisory Council (SEAC) provided collective feedback on the ESSA state plan draft to Assistant Superintendent Chun in mid-May. In our comments we expressed agreement with certain elements of the plan, advised some changes to the plan, and requested clarification of several plan elements. Given that the timeline for the Department to submit its final draft for Board approval is June 20th, we ask that the revised draft document be posted on the Board's website as soon as possible, so that all interested stakeholders have the time to digest any changes and comment on them.

Specific clarifications we seek in the final document are as follows:

Teacher Certification for Special Education Teachers

The assurances the draft plan is offering regarding teacher certification does not acknowledge the special education teacher who may be instructing students in multiple subject areas throughout a school day. While SEAC members' consensus is that it is not practical for special education teachers to demonstrate subject matter competence in all areas they are assigned to teach (for example, by passing PRAXIS in each subject), SEAC does recommend that the Department require special education teachers to complete some minimum requirements/ coursework and demonstrate subject knowledge.

Identifying Schools for Support and Improvement

SEAC is in support of the plan to identify schools for support by school type--elementary, middle and high school--as a means to increase fairness and offer additional supports at all grade levels. We are confused, however, as to whether all 290 schools are covered under the ESSA plan, or only Title I schools. On page 38, the draft plan states



Identifying Schools for Support and Improvement (cont.)

that “the minimum required percentage of **Title I schools** identified for comprehensive support and improvement will be maintained at no less than 5%.” In the next sentence, the plan states that “**All** schools with low-performing or consistently underperforming subgroups will be identified for targeted support and improvement.”

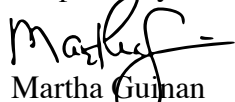
SEAC emphatically recommends that the ESSA State Plan apply to all of Hawaii’s public schools. Under previous iterations of the Strive HI accountability system, we have seen schools acknowledged as recognition schools at the same time that their special education student population was consistently near the bottom of the achievement gap. The promise of ESSA is that student subgroup performance must be accounted for and prioritized for intervention, when appropriate, so that ALL students receive an education that meets their needs and prepares them for success as adults.

Minimum “n” Size for Statewide Accountability System

Given that a majority of respondents to the draft plan disagreed with utilizing an “n” size of 20 for accountability purposes, will the Department be proposing an alternate “n” size? SEAC’s unwavering position for the past four years is that the Department should adopt an “n” size of 10 students to in order to ensure that more academically vulnerable students are identified and provided supports. By the draft plan’s own calculations, using a proposed “n” size of 20 will exclude 15% of special education students and 36% of students who are English Learners. By contrast, an “n” size of 10 excludes only 5% of special education students from accountability reporting. In addition, the U.S. DOE uses 10 as the minimum number for reporting data related to special education and student discipline, as well as for protecting student privacy.

Thank you for the opportunity to provide testimony on this important issue. If you have any questions, please don’t hesitate to contact us.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair