



EXECUTIVE CHAMBERS
HONOLULU

DAVID Y. IGE
GOVERNOR

August 30, 2017

Dr. Christina M. Kishimoto
Superintendent
Department of Education
P.O. Box 2360
Honolulu, HI 96804

Dear Dr. Kishimoto:

I extend my heartfelt thanks to you and your staff at the Hawai'i Department of Education for your hard work and commitment in drafting Hawai'i's plan for implementation of the federal Every Student Succeeds Act (ESSA). I appreciate the timely and meaningful consultation and collaborative process used to develop this plan and that revisions were made to address my comments.

The Hawai'i Consolidated State Plan for ESSA is the culmination of an unprecedented focus on public education in Hawai'i. During the past 20 months, thousands of community members from across the state and a team of dedicated volunteers created the Hawai'i Blueprint for Public Education. In addition, the Department of Education and Board of Education conducted a community-outreach effort as they developed a joint Strategic Plan. Both documents contributed key elements to the consolidated plan.

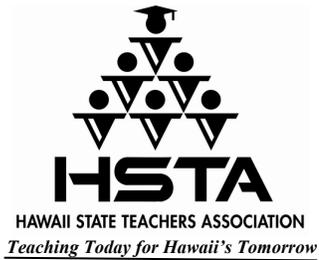
We could not have reached this point without the dedicated leadership of Chairperson Lance Mizumoto, and I thank him for the time and energy he has devoted to empowering our schools and their communities. I also wish to extend my sincere appreciation to the members of the Board of Education and everyone involved in the creation and alignment of these important plans that will guide the transformation of public education in Hawai'i.

Ultimately, we must transform our school system and provide students with the global learner outcomes they need to be successful in an innovation-driven economy and society. I look forward to working in partnership with all stakeholders to implement the plan. Together, our schools and communities can create a culture of innovation and excellence in education that will make our vision a reality.

With warmest regards,

A handwritten signature in black ink that reads "David Y. Ige".

David Y. Ige
Governor, State of Hawai'i



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President

Justin Hughey
Vice President

Amy Perruso
Secretary-Treasurer

Wilbert Holck
Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION
GENERAL BUSINESS MEETING

RE: AGENDA ITEM IV, A, REPORT ON: COMMITTEE ACTION ON
STRATEGIC PRIORITIES FOR THE 2017-2018 SCHOOL YEAR

TUESDAY, SEPTEMBER 5, 2017

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Committee:

The Hawaii State Teachers Association **supports** adoption of the proposed Human Resources Committee strategic priorities for the 2017-2018 school year.

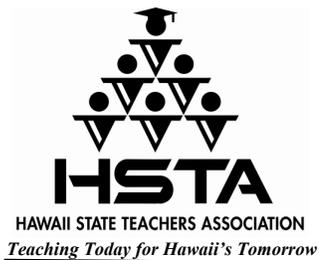
Hawai'i is experiencing a teacher shortage crisis. From 2011 to 2014, the DOE suffered an average of 359 unfilled vacancies per year. Yet, departmental data showed 531 vacancies for the 2016-2017 school year, a 45 percent increase from the 2013-14 school year.

Even more troublingly, the highest rates of inexperienced and unqualified teachers are found in high-poverty communities. In *Equitable Access to Excellent Educators*, a DOE report published in 2015, the department found that an average of 14.48 percent of teachers in low-poverty schools are inexperienced (haven't completed one full year of full-time teaching), unqualified (have not obtained full licensure in Hawai'i), or teaching out of their field of expertise. In high-poverty schools, however, an average of 21.48 percent of teachers are inexperienced, unqualified, or out-of-field. In other words, high-poverty schools have roughly 50 percent more teachers who are inexperienced, unqualified, or out-of-field than their low-poverty peers.

For example, the study determined that in the Aiea-Moanalua-Radford Complex Area, the state's lowest-poverty complex area with a poverty rate of 38 percent, only 10 percent of teachers are inexperienced, 3 percent unlicensed, and 2 percent

teaching out of their field of expertise, totaling 15 percent of the complex’s teacher workforce. The Nanakuli-Waianae Complex Area, in contrast, has an 81 percent student poverty rate, with 21 percent of the school’s teachers being inexperienced, 8 percent unlicensed, and 9 percent teaching out-of-field, totaling 38 percent of the complex’s teacher workforce. Similar disparities in teacher quality were discovered throughout the state, as the chart below shows (taken from p. 28 of the study; see end of testimony for DOE definitions taken from p. 30 of the study).

Complex Area Averages	%Poverty	% New Teachers (Inexp)	% Not Licensed (Unqual)	% NHQT (OOF)
Statewide Poverty Average %	55%			
Statewide Average for High Native Hawaiian Schools		11%	7%	7%
Statewide Average for High Pacific Islander Schools		12%	7%	7%
CA Aiea-Moanalua-Radford	38%	10%	3%	2%
CA Baldwin-Kekaulike-Maui	53%	9%	3%	4%
CA Campbell-Kapolei	46%	12%	3%	3%
CA Castle-Kahuku	56%	9%	4%	3%
CA Farrington-Kaiser-Kalani	50%	8%	2%	2%
CA Hana-Lahainaluna-Lanai-Molokai	67%	8%	4%	5%
CA Honokaa-Kealakehe-Kohala-Konawaena	68%	12%	8%	8%
CA Hilo-Waiakea	63%	6%	2%	3%
CA Kailua-Kalaheo	44%	9%	6%	3%
CA Kaimuki-McKinley-Roosevelt	57%	7%	3%	2%
CA Kapaa-Kauai-Waimea	51%	11%	4%	6%
CA Kau-Keaau-Paho	86%	15%	4%	6%
CA Leilehua-Mililani-Waiialua	46%	9%	2%	4%
CA Nanakuli-Waianae	81%	21%	8%	9%
CA Pearl City-Waipahu	46%	7%	3%	3%
SCHOOLS WITH UNIQUE CONDITIONS				
CA Farrington-Kaiser-Kalani – Hawai’i School for the Deaf and Blind	71%	67%	42%	75%
CA Kailua-Kalaheo – Olomana School - For incarcerated youth	59%	15%	12%	27%
CA Kapaa-Kauai-Waimea - Niihau School - There are only 2 teachers who teach on Niihau. Niihau is a privately owned island that requires permission from the Robinson family to access/enter the island.	50%	0%	50%	50%



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We must not allow inadequate instructional quality to impair the futures of our most vulnerable children. We need greater resources with increased equity to produce better educational outcomes. As your committee considers creative ways to address the teacher recruitment and retention crisis over the coming year, we hope that you will continue to monitor, evaluate, and publicly report the differences in teacher workforce equity throughout our schools and make the closure of the teacher equity gap a top priority.

To ensure that all of Hawai'i's children receive a quality education, the Hawaii State Teachers Association asks your committee to **support** the strategic priorities set before you today.

Gap Identification

The data discussed above was presented to an initial stakeholder group for discussion focused on using the data collected to determine any significant gaps. The initial stakeholder group came to a consensus that:

1. Poverty is dispersed across the state, and
2. Minority populations have a higher percentage of Unqualified and Out-of-Field teachers.

After studying the data and taking into consideration the identified confidence intervals, the initial stakeholder group identified the most significant gaps were with respect to Native Hawaiian and Pacific Islander students, as follows:

Equity Gap 1 (High Poverty/High Minority – Unqualified):

High poverty/high minority students of Native Hawaiian and/or Pacific Islander ethnicity are more likely to have an *Unqualified* teacher in comparison to schools with low poverty or low Native Hawaiian and/or Pacific Islander ethnic student population(s).

Equity Gap 2 (High Poverty/High Minority – Out-of-Field):

High poverty/ high minority students of Native Hawaiian and/or Pacific Islander ethnicity are more likely to have an *Out-of-Field* teacher in comparison to schools with low poverty or low Native Hawaiian and/or Pacific Islander ethnic student population(s).

As HIDOE continued to meet with additional stakeholder groups and analyze data for specific areas/populations, it became evident that an additional equity gap exists:

Equity Gap 3 (High Poverty/High Minority – Inexperienced):

High poverty/ high minority students of Native Hawaiian and/or Pacific Islander ethnicity are more likely to have an *Inexperienced* teacher in comparison to schools with low poverty or low Native Hawaiian and/or Pacific Islander ethnic student population(s).

The HIDOE's Plan addresses these three identified gaps.

September 5, 2017

Hawai'i Board of Education
General Business Meeting
Lance Mizumoto, Chair
Brian De Lima, Vice-Chair

Aloha Chair Mizumoto, Vice Chair De Lima and Members of the Board,

We would like to **comment on the** Board Action on amendments to Section A.4.iii, A.4.v.b, A.4.vi.e, and Appendix A of Hawaii's consolidated state plan for the Every Student Succeeds Act ("ESSA")

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA).

We are committed to equity in education through either of the state's official languages, English and Hawaiian. We are concerned for specified groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools relative to others.

We supported the submission of the earlier version of the state's ESSA plan in June 2017 and were pleased that it set goals of equity for all subgroups. However, we understand that achieving equity is a process that requires interim goals. We therefore see the modification of the state's ESSA Plan as a means to assuage concerns at the school campus levels that school sites be judged as failing as they seek out best practices and innovations that can bring equity to underserved populations. We urge the Board to direct the Department to use the opportunity that the change in expected targets provides to take risks in trying a variety of approaches, including highly innovative ones, to bring equity of outcomes for students at risk.

In addition, regarding targeted supports and improvement, we support the plan of including stakeholder feedback, and ask that the community voice be included in the discussion along with DOE leadership and administrators. We also suggest that Public Charter School representation be included and for representation for the Hawaiian language pathway system, the Office of Hawaiian Education to be considered as a stakeholder as well.

Thank you for your consideration and the opportunity to testify.

Mahalo,

Cheri Nakamura
Sylvia Hussey
Patricia Halagao
Brook Chapman DeSousa
Ka'ano'i Walk
Kanakolu Noa
David Miyashiro
William Pila Wilson
Martha Guinan
Gavin Thorington