



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 03/16/2021

**Time:** 02:00 PM

**Location:** 309 Via Videoconference

**Committee:** House Education

**Department:** Education

**Person Testifying:** Dr. Christina M. Kishimoto, Superintendent of Education

**Title of Bill:** SB 0807, SD2 RELATING TO EDUCATION.

**Purpose of Bill:** Requires each school's academic and financial plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome, the school's priority improvement strategies and measures to determine progress, and certain assessment scores. Requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature.  
(SD2)

**Department's Position:**

The Hawaii State Department of Education (Department) respectfully provides comments on Senate Bill 807, SD2, relating to school academic and financial plans.

The Department would like to note that the SD2 references the National Assessment of Educational Progress (NAEP) scores. NAEP is administered to a random sampling of students in a random sampling of schools every other year, equaling approximately 20% of the students within the tested grade level. Results are reported at the state level as a snapshot of student progress. The statewide sampling method ensures results are generalizable to statewide performance; however, it is not intended to inform selected schools as individual school sample sizes are too small to reliably infer upon overall school performance.

The National Center on Education Statistics, the office within the US Department of Education that administers NAEP, only reports results at the state level. The National Center on Education Statistics does not provide school-level reports; thus, it is not possible to make valid and reliable inferences about student performance at individual schools from state-level NAEP results. Attempting to do so may lead to unintended school improvement strategies that may not contribute towards increased school performance and the root factors hindering higher

achievement. This issue would be exacerbated when examining subgroup achievement at the school-level given even less reliability of those results due to even smaller sample sizes. In light of these concerns, the Department recommends the removal of the requirement that school academic plans include NAEP assessment scores.

The Department supports the tenets in this bill and appreciates the legislature's perspective and participation in improving the delivery of quality public education for all K-12 students at Hawaii's public schools. The collaborative work with the school community councils coupled with the professional expertise of Department personnel within the tri-level structure provide a strong foundation for the development of academic and financial plans in accordance with the unique needs and aspirations of K-12 learners in each school to establish programs and services dedicated to advancing the future of our students.

School communities with their able leaders and faculty are best suited to fulfill the responsibility of outlining academic and financial plans. Utilizing the data and information that is school-specific, including but not limited to Strive HI performance data, the Western Association of Schools and Colleges accreditation visiting committee recommendations, and survey data such as the Youth Risk Behavior Survey and school climate survey results, schools focus their plans on strategies for building capacity, determining key processes, and prudently allocating public resources towards increasing equity and excellence in their programs and services.

In the midst of diminishing funds and continued efforts to push funding towards schools and complex areas, the prudent use of public dollars, both federal and state, must be maximized to ensure strategic priorities impact student achievement. The academic and financial plans are opportunities to align resources with the school's strategic priorities.

These plans are finalized annually during each spring semester and submitted to each respective Complex Area Superintendent for approval. The primary kuleana of the Department's state offices in this regard is to provide resources and centralized and, at times, targeted support to ensure the successful execution of school plans.

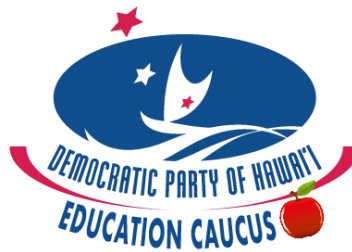
The Department continues to modernize existing implementation systems for these plans to leverage capacity, advance coherence and alignment in our priorities, and ensure standards of quality. This ensures a maximum return on investment and efficiency in the Department's efforts to have a cost-effective impact on successful outcomes for students.

The Department appreciates the shared interest of the legislature in providing a foundation for delivering high quality K-12 public education in Hawaii. In light of the dire fiscal challenges facing the state, it is incumbent on the legislature to continue regular dialogue with Department leadership to effectively address the litany of issues facing schools and students. Finally, the Department supports an annual report on school academic and financial plans by complex area to the legislature prior to the start of each legislative session in the hopes that it provides foundational information for the next legislative session.

Thank you for the opportunity to provide testimony on this measure and for the legislature's continued support for Hawaii's public schools.

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. This is achieved through targeted

work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).



## **SENATE BILL 807, SD 2, RELATING TO EDUCATION**

MARCH 16, 2021 · HOUSE EDUCATION COMMITTEE  
· CHAIR REP. JUSTIN H. WOODSON

**POSITION:** Opposition.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus **opposes SB 807, SD 2**, relating to education, which requires each school's academic and financial plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome, the school's priority improvement strategies and measures to determine progress, and certain assessment scores; and requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature.

Academic and financial plans are aspirational documents that are intended to guide school resource allocation and decision-making. AC-FINs, as they are commonly known, are crafted before the beginning of a new school year and are based on projected enrollment and budgetary allocations. **Because they are crafted in advance of each school year, they cannot account for changes that occur at the opening or in the middle of the year and, therefore, do not precisely match the financial or programmatic realities of schools as the year progresses.**

Of particular concern about this measure is its emphasis on standardized testing as a measure of student achievement. High-performing educational countries, like Singapore and Finland, emphasize educator creativity and empowerment in the learning process, rather than

standardized test scores. Moreover, these countries employ authentic assessments that align with real-world problem-solving to evaluate student learning growth. STRIVE HI, on the other hand, is heavily weighted toward standardized tests. STRIVE HI's primary achievement metrics include mathematics and language proficiency, which are based on the Smarter Balanced Assessment, as well as HSA-Alt and the achievement gap between high-needs and non-high-needs learners. To highlight the flawed nature of these indicators in evaluating student learning, we need to look no further than schools with large populations of high-needs students, which tend to be located in highly impoverished communities (no surprise, since numerous studies show that student achievement is most heavily correlated with socioeconomic status). **In these schools, the achievement gap between high-needs and non-high-needs students often exceeds the benchmarks called for by STRIVE HI because neither high-needs nor non-high-needs students have the resources needed to learn.** In such schools, all students are equally underperforming which, ironically, closes the achievement gap.

Additionally, in prioritizing STRIVE HI and NAEP results, the AC-FIN requirements contained in this bill could undermine school efforts to focus on the “inputs” that determine school success. Currently, a number of other measures are utilized by schools and school community councils in guiding resource allocation, including accreditation recommendations, school climate survey results, and parental and community engagement. STRIVE HI captures a snapshot—and, again, a defective, blurry snapshot at best—of a school's overall performance. NAEP captures even less, since it is given to a random sampling of schools and students every other year, with approximately 20 percent of students in a NAEP-tested grade level taking the test. **If we have learned anything from COVID-19's impact on our school system, it should be that school success is based on a number of factors that tests cannot account for,** such as resource equity, access to broadband technology, availability of healthcare programs (both on- and off-campus), distribution of healthy food and meal options, and the existence of community programs to alleviate the social and financial inequality that undermines our keiki's ability to learn. Schools play a major role in coordinating these programs for students and should have the flexibility to allocate resources in a manner that strengthens their delivery to families and students.

Instead of enhancing principal and teacher autonomy, this measure would be a step backward and strip educators of their ability to respond to actual student needs. **This bill promotes micromanagement of our schools, plain and simple.** Sadly, if this proposal passes, we will watch our school system become increasingly infected by the pandemic of private companies that profit from education “deform,” as it has come to be known. These companies are heavily and literally invested in the failure of our schools. As education expert Diane Ravitch has pointed out, they help write tests, like the Smarter Balanced Assessment, and the test-based curricula that have spread virally throughout our schools. Then, when schools don’t perform well on standardized tests, they sell testing strategies, consultants, and improvement programs to the Department of Education, turning taxpayer dollars into hedge fund profits. We should not allow our schools to become pawns in this Ponzi scheme. Instead, we should commit to a path toward greater school-level and educator empowerment. And we should trust educators, themselves, to help our children reach for the stars.

**Kris Coffield · Chairperson, Democratic Party of Hawai’i Education Caucus ·  
(808) 679-7454 · [kriscoffield@gmail.com](mailto:kriscoffield@gmail.com)**

**SB-807-SD-2**

Submitted on: 3/15/2021 1:22:43 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
David Mulinix	Our Revolution Hawaii	Oppose	No

Comments:

Aloha Committee,

Oh behalf of Our Revolution Hawaii's 7,000 members and supporters, we stand in STRONG OPPOSITION to SB807 SD2. This bill is not supported by teachers, and students and teachers deserve better.

Please do not pass this bill, instead let's work together to strengthen student support programs, create authentic learning experiences, and ensure that funding delivers the quality education that our students deserve.

Mahalo for your consideration,

Dave Mulinix, Community Organizer,

Our Revolution Hawaii



Committee on Education  
Representative Justin Woodson, Chair  
Representative Jeanne Kapela, Vice Chair

Committee on Higher Education & Technology  
Representative Gregg Takayama, Chair  
Representative Lynn DeCoite, Vice Chair

March 16, 2021

Dear Chairs Woodson and Takayama, Vice Chairs Kapela and Takayama, and Committee Members,

This testimony is submitted in **support of SB 807 SD2**, which requires each school's academic and financial plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome, the school's priority improvement strategies and measures to determine progress, and certain assessment scores. It also requires the DOE to submit an annual report on each school's academic and financial plan grouped by complex area to the BOE and the legislature.

We agree with the changes made to SB 807 which serve to enhance accountability and transparency of a school's academic and financial plan to all stakeholders. We thank the legislature for incorporating many of the points from our written testimony on SB 807, which we have attached. Specifically, SB 807 SD2 incorporates our suggestions on having clear a **measurable outcomes** section presented at the beginning of the plan, including a school's year to year STRIVE HI scores for the three most recent years. And, an **educational outcomes** section of the plan, which includes a description of the **school's priority improvement strategies and measures** to determine progress.

Regarding the financial accountability, which is the clear accounting of all resources that will be allocated, we think that this should apply **to both the measurable outcomes and educational outcomes** sections of the academic plan. The reason is we want a clear bridge between what the school intends to do and how it intends to do it and the resources that it will use achieve its outcomes. We therefore suggest incorporating sections 3 and 4 which describe measurable outcomes into section 1 and moving the language of the accounting of resources in section 1 to a new section 3, which would apply to both measurable outcomes and educational outcomes. The following amendments reorganize page 1 lines 7-16 and page 2 lines 1-8 (Proposed new language underscored.)

- (1) Under the measurable outcomes sections of the plan, include the school's National Assessment of Educational Progress (NAEP) assessment scores; provided that the schools participate in that assessment, and the school's year-to-year STRIVE HI scores for the three most recent years; provided that additional years of STRIVE HI scores may be included in the academic plan at the discretion of the department or the principal [a clear accounting of all resources that will be allocated to address and achieve each measurable outcome; provided that the accounting shall include a breakdown of costs, funding sources for those costs and full-time employee positions or fractions];
- (2) Under the educational outcomes section of the plan, a clear description of the school's priority improvement strategies and measures to determine progress;
- (3) Under both the measurable outcomes section and educational outcomes section of the plan, a clear accounting of all resources that will be allocated to address and achieve each measurable outcome and educational outcome; provided that the accounting shall include a breakdown of costs, funding sources for those costs and full-time employee positions or fractions thereof. [(3) The school's National Assessment of Educational Progress assessment scores; provided that the school participates in that assessment; (4) 4) The school's year to year Strive HI scores for the three most recent years; provided that additional years of Strive HI scores may be included in the academic plan at the discretion of the department or principal.]



Additionally, the legislature through the committee report on SB 807 SD1 acknowledged HE'E's comment about the need for continuous monitoring of the academic plans by complex areas and state leadership to support schools' progress. We often hear that after an academic and financial plan is submitted, there is little follow up on whether or not a school met its outcomes, why it did or did not meet its goals, and what supports the complex and state could provide to enable a school to accomplish its objectives and improve student performance. Therefore, we suggest adding language to the section on the DOE reporting to the legislature and the BOE to facilitate and ensure continuous monitoring of the academic plans by the complex area and state leadership. We suggest that page 2, line 9 read as follows:

“(4) The department shall submit...a report on the academic and financial plan of each school grouped by complex area, including the extent to which a school was able to meet its outcomes and the supports provided by complex and state leadership to ensure continuous progress.” (Proposed new language is underscored.)

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director



Committee on Education  
 Senator Michelle Kidani, Chair  
 Senator Donna Kim, Vice Chair

February 3, 2021

Dear Chair Kidani, Vice Chair Kim, and Committee Members,

This testimony is submitted in **support of SB807**, which requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature.

HE'E has consistently advocated for transparency and accountability in our school system, so we are pleased to see a bill that requires DOE to do a consolidated report of all schools, asking schools to connect the usage of financial resources to student outcomes. The community is entitled to see where schools are strategically spending their resources to provide the greatest positive impact on students.

Currently, the academic plans and the financial plans are two separate documents, and it is difficult to see how the two documents tie together. Ultimately, we would like a clear and logical connection between the academic plan and the financial plan. We think this bill provides a good first step. We like that the bill requires more financial accounting specificity in the academic plan's measurable outcomes section. In particular, we need to know more detail regarding the cost of activities above and beyond the base staff which is funded by the Weighted Student Formula (WSF) that is currently provided. We also like the suggestion that the school's trend of STRIVE HI indicators be listed in the plan as a visual to understand the school's situation, where they are coming from and where they would like to go.

While the bill improves transparency in connecting the use of financial resources to student outcomes, we believe that more should be done. When we look at the academic plans on the DOE website, they are difficult to understand and there is no consistency in reporting across schools, which makes it difficult to evaluate their effectiveness. First, the academic plans do not contain clear and consistent **student outcome indicators**. These are needed to ensure that schools are making progress on established priorities. We think each academic plan should contain the same essential student outcome indicators that are decided upon by our state system, such as the STRIVE HI indicators. In addition, the academic plans may also include school-specific student outcome indicators to give the schools flexibility on achieving goals that are unique to the school. A trend of both indicators should be presented at the beginning of the academic plan so that the reader understands the performance and the targets of the school. We give an example below.

SCHOOL STUDENT OUTCOME INDICATORS	2016 (Base)	2017	2018	2019	2020 (Target)
SPED Students Meeting Objectives in IEP	85%	80%	80%	N/A	85%
Academic Achievement (ELA)	51%	50%	54%	N/A	55%
Academic Achievement (Math)	42%	42%	42%	N/A	45%
Academic Achievement (Science)	43%	46%	46%	N/A	47%
Achievement Gap (ELA)	29	29	29	N/A	27
Achievement Gap (Math)	33	34	33	N/A	30
<b>*School Climate/Student Satisfaction (%Positive)</b>	N/A	72%	73%	N/A	74%

\*Example of School-Specific Outcome Indicators  
 \*\*Numbers are fictitious, for use as example only

Second, the plans do not have logical and prioritized **improvement strategies indicators**. It is difficult to determine the order of importance and impact of the numerous strategies on student outcomes. There needs to be a way to prioritize the strategies that lead to improvement.

We think that for all student outcome milestone targets that are missed, schools should identify their **priority improvement strategies** and also present **measures** of those strategies. Again, we think that there should be some common indicators that apply across all schools, such as chronic absenteeism, along with school-specific indicators. We believe that chronic absenteeism is a priority improvement strategy indicator, as opposed to a student outcome indicator; if students attend school, it will help lead to the outcomes of attaining proficiency. We give an example below.

SCHOOL PRIORITY IMPROVEMENT STRATEGIES INDICATORS (SCHOOL SPECIFIC)	2016 (Base)	2017	2018	2019	2020 (Target)
Chronic Absenteeism	15%	15%	14%	14%	13%
*Student Growth ELA	69	68	69	N/A	69
*Student Growth Math	58	59	59	N/A	60

\*Example of School-Specific Improvement Strategies Indicators

\*\*Numbers are fictitious, for use as example only

Additionally, there should be a format for a school to list and describe the **measure** or **plan** of their priority strategies in a Specific, Measurable, Attainable, Realistic and Timely (SMART) format. This is the section where the specific source of funds should be listed. We provide an example of the format.

Measure	Enabling Activity	Duration	Source of Funds (Program IDs)	School Monitoring Activity	Frequency
Chronic Absenteeism will move from 14% to 13%.	Teachers/Counselors target students who are at risk for chronic absenteeism using Infinite Campus.	Fall	WSF for base staff; \$2500 for family outreach	Data Team will review formative/summative assessment results, SBA results, and content area alignment with standards	Monthly, Quarterly
Student Growth in Math will improve from 59 to 60	Implement iReady and IXL Programs	School Year	Title 1: Cost of iReady Math = \$7500; IXL = \$ 2500 For 1 year	iReady Universal Screener for data and assessment	Quarterly

\* Numbers are fictitious, for use as example only

Finally, there should be continuous monitoring of the academic plans by Complex and State leadership to support schools in achieving their outcomes and a way for this process to be transparent so that stakeholders can also contribute to schools and students achieving their goals.

We hope our suggestions provide some structure and logic to how stakeholders can easily follow a school’s academic plan, and a way to understand how to compare academic plans across schools. We also hope that the consolidated report will clearly and simply convey to the public the efficacy of resource distribution.

Hui for Excellence in Education, or “HE’E,” promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE’E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura  
HE’E Coalition Director



Academy 21  
American Civil Liberties Union  
After-School All-Stars Hawai'i  
Alliance for Place Based Learning  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
Coalition for Children with Special Needs  
Education Institute of Hawai'i  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawaii  
Harold K.L. Castle Foundation  
\*HawaiiKidsCAN  
\*Hawai'i Afterschool Alliance  
\*Hawai'i Appleseed Center for Law and Economic Justice  
\*Hawai'i Association of School Psychologists  
Hawai'i Athletic League of Scholars  
\*Hawai'i Charter School Network  
\*Hawai'i Children's Action Network  
Hawa'i Education Association  
Hawai'i Nutrition and Physical Activity Coalition  
\* Hawai'i State PTSA  
Hawai'i State Student Council  
Hawai'i State Teachers Association  
Hawai'i P-20  
Hawai'i 3Rs  
Head Start Collaboration Office  
It's All About Kids  
\*INPEACE  
Joint Venture Education Forum  
Junior Achievement of Hawaii  
Kamehameha Schools  
Kanu Hawai'i  
\*Kaua'i Ho'okele Council  
Keiki to Career Kaua'i  
Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the Odds  
Native Hawaiian Education Council  
Our Public School  
\*Pacific Resources for Education and Learning  
\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Special Education Provider Alliance  
\*Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education

*Voting Members (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



AMERICANS FOR DEMOCRATIC ACTION

OFFICERS	DIRECTORS		MAILING ADDRESS
John Bickel, President	Melodie Aduja	John Miller	P.O. Box 23404 Honolulu Hawaii 96823
Alan Burdick, Vice President	Juliet Begley	Jenny Nomura	
Dave Nagajji, Treasurer	Stephanie Fitzpatrick	Stephen O'Harrow	
Doug Pyle, Secretary	Jan Lubin	Lyn Pyle	

March 15, 2021

TO: Chair Woodson and members of EDN Committee

RE: SB 807 SD2 Relating to Education

Opposition for hearing on March 16

Americans for Democratic Action is an organization founded in the 1950s by leading supporters of the New Deal and led by Patsy Mink in the 1970s. We are devoted to the promotion of progressive public policies.

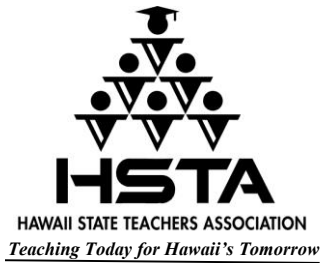
We oppose SB 807 SD2 as it would increase the use of standardized tests. Unfortunately, in further tying schools' academic and financial plans to STRIVE HI results and NAEP scores, this bill would undermine our state's commitment to providing students with a well-rounded education. As we are learning from the COVID-19 pandemic, schools need to give educators the flexibility to respond to actual student needs, rather than forcing them to dedicate additional time and resources to rigid quantifiable objectives. A recent study in Hawaii indicated that 93% of those under the age of 35, have experienced a new mental health challenge since the beginning of the pandemic, over a year ago. Not passing this bill, will show both our educators and our children, that we care about them as individuals; not just their ability to survive a pandemic and regurgitate information.

For the sake of our children's future, please do not pass this bill.

Thank you for your consideration.

Sincerely,  
John Bickel, President





1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
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Corey Rosenlee  
President  
Osa Tui Jr.  
Vice President  
Logan Okita  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION  
and THE COMMITTEE ON HIGHER EDUCATION & TECHNOLOGY

RE: SB 807, SD2 - RELATING TO EDUCATION

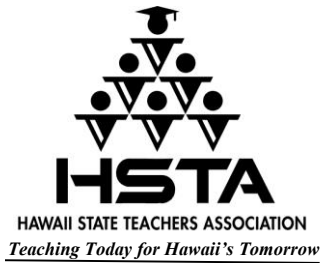
TUESDAY, MARCH 16, 2021

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, Chair Takayama, and Members of the Committees:

The Hawaii State Teachers Association **opposes SB 807, SD2**, relating to education. This bill requires each school's academic and financial plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome, the school's priority improvement strategies and measures to determine progress, and certain assessment scores. Requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature. (SD2)

Requiring Academic Financial plans to link resources to “measurable outcomes” including STRIVEHI scores, will further tether our students, our teachers, and our schools to standardized tests, which do not measure what some people seem to think they do. Our current testing culture 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 have shown, 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 greater resources could be spent on prepacked programs and consultants meant to boost test scores, instead of allowing the teachers to focus on the whole child including providing them with art, PE, cultural education, real-world authentic learning and assessments.**



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Corey Rosenlee  
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Vice President

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Secretary-Treasurer

Wilbert Holck  
Executive Director

Efforts to actually limit standardized testing has become an accelerating national movement. We as a state, should definitely not go backwards by connecting school academic and financial plans to “measurable outcomes” including StriveHI that relies heavily on test scores.

In October of 2015, former President Barack Obama proposed limiting testing to 2 percent of schools’ total instructional time. Since then, numerous states have enacted or are considering enacting similar proposals. In 2018 Maryland passed HB 461, “eliminating more than 700 hours of unnecessary district-mandated testing,” according to Maryland State Education Association President Betty Weller. Similarly, Texas and Georgia lawmakers are considering legislation to dramatically slash the number of tests given in their states to increase personalized learning opportunities and broaden curricular offerings. Governor Michelle Lujan Grisham ordered the state’s Public Education Department to immediately take the steps necessary to terminate New Mexico’s use of the Partnership for Assessment of Readiness for College and Careers standardized test, commonly known as PARCC (similar type of standardized test, based on Common Core, as SBA that we use in Hawaii). Lujan Grisham, in an executive order, called on the department to immediately begin working with key stakeholders to identify and implement a more effective, more appropriate and less intrusive method for assessing school performance that is compliant with the federal Every Student Succeeds Act.

A typical student takes over 100 mandated standardized tests (including universal screeners such as iReady, Achieve 3000, STAR etc.) between pre-kindergarten classes and 12th grade, recent studies have found. **By contrast, most countries that outperform the United States on international exams test students only three times during their entire school careers. It is not a test that drives academic achievement. Study after study has shown, investing in highly qualified teachers who stay long-term have the greatest effect on students’ higher achievement.**

Life is not a standardized test. We should allow our teachers to focus on providing authentic learning experiences to all of our children, not on preparing them for standardized tests, therefore, the Hawaii State Teachers Association asks your committee to **oppose** this bill.

Committee on Education  
Rep. Justin Woodson, Chair  
Rep. Jeanne Kapela, Vice Chair

March 14, 2021

Dear Chair Woodson, Vice Chair Kapela, and Members of the Committee:

I am writing in strong **opposition** to SB 807 SD2 relating to education, which requires each school's academic and financial plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome, the school's priority improvement strategies and measures to determine progress, and certain assessment scores; and requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature.

Academic and financial plans are envisioned to guide school resource allocation and decision-making in order to improve overall student academic performance, social-emotional wellbeing, cultural awareness and integration, and to provide students opportunities to contribute to the decision making process of the school. The Academic Plan is currently delinked from the financial plan details since usually more than 85% of a school budget is certificated and classified staff wages. Teachers are not compartmentalized into specific, targeted action items. The expectation is for all members of the school community to be invested in achieving all goals. Any attempt to align every dollar spent on all Xeroxing, security activities, stakeholder communication and other expenses would produce a long, redundant, and meaningless document.

The School Community Council reviews, amends, and approves the plan ensuring that all stakeholders have a chance for input and feedback. Often, the additional 15% of a budget is taken up by necessary school functions such as classroom cleaners, mandated curricula, photocopying, tech support, PTTs and PPTs, and basic school supplies – which are necessarily supplemented from teachers' pockets since we do not receive adequate funding from the state.

If a school receives federal funding such as Title 1, Title 3 or other programs, they are accompanied by requirements to itemize all funds expended, which in most cases are additional wages and benefits to reduce class sizes to provide supports for vulnerable students. Hopefully there are remaining funds for targeted needs, like technology, that inadequate state funding does not provide. Included in Title 1 plans is also a requirement to collaborate with the community, with a percent of monies required to be used for such activities.

Our three year plans are begun before the beginning of the school year and developed throughout the first quarter. They are based on projected enrollment and budgetary allocations that cannot predict changes that occur during the year (such as Covid or other emergencies), making it difficult to precisely match a funding bucket in the financial plan or align to the programmatic realities of schools as the year progresses.



An additional concern about this measure is its emphasis on standardized testing as a measure of student achievement rather than the department's stated goal to move towards innovation and alternative, authentic assessment of the whole child rather than standardized test scores. STRIVE HI, a holdover from the failure of NCLB and its companion, Race to the Top, is heavily weighted toward standardized tests. Generally, schools with large populations of high-needs students, which tend to be located in highly impoverished communities, show an achievement gap between high-needs and non-high-needs students since these students don't have the resources needed to learn.

In prioritizing test results (the NAEP in particular which never releases scores at the school level due to the minimal sample size), the AC-FIN requirements contained in this bill would undermine school efforts to focus on the prioritized actions that were determined to improve student success. Currently, a number of relevant measures are utilized by schools and school community councils in guiding resource allocation, especially including accreditation recommendations, school climate survey results, and parental and community engagement. STRIVE HI captures only a snapshot of a school's overall performance, especially dubious test scores with no personal consequences for student lack of achievement.

School success should be based on a number of factors that tests cannot account for, such as resource equity, access to broadband technology and the staff required to support it, the availability of healthcare programs – both physical and emotional, the distribution of dependable nutritious meal options, and the existence of community programs to alleviate the social and financial inequality that undermines our keiki's ability to learn. Schools play a major role in coordinating these programs for students and should have the flexibility to allocate resources in a manner that strengthens their delivery to families and students.

While the intent of additional transparency continues to be the focus of external organizations in an attempt to demonstrate the Hawaii Department of Education is flush with cash, wasteful, and inept at financing their schools' needs, there are better ways to achieve that goal. Micromanaging a school budget will only serve to take even more funds from our classrooms to be expended on the considerable tracking and documenting this bill would require. In essence, you would be adding to the waste. Perhaps starting at the top and determining how those funds are expended would be more productive.

Mahalo for the opportunity to provide a ground level view of the Academic Plan process.

Respectfully yours,  
Ms. Beatrice DeRego  
Kahuku High & Intermediate

<http://www.capitol.hawaii.gov/Login/resetPassword.aspx/>



**SB-807-SD-2**

Submitted on: 3/14/2021 6:12:54 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
cheryl B.	Individual	Oppose	No

Comments:

OPPOSE

There is absolutely no reason to continue on paths which the system has taken up until now, especially in accountability of schools based on standardized testing on students. Strive Hi does not encourage anything but teaching to the test, some unprofessional behaviors and students/educators stressed over the test. The joy of learning has been taken away with the pressure of testing. From my own experience, I saw what happens when a school in the DOE puts test scores, "image" above what is right for children. What we know is that not all schools have the needed resources. The DOE due to initiatives like Strive Hi further the bias and racist inequities of its' history. The actual learning that should be happening is replaced with rote adherence to anything that will get the school higher scores.. and for what? Which schools are burdened with no arts for example. It's the ones deemed to be deficient. Of course, a school that has no science labs or resources is going to score lower on tests than schools who have science coaches that prod, encourage and give clear examples of testing concepts. By now the legislature should be tired of hearing and should be ready to take action to eliminate standardized testing and all that comes with it? Why are we back to square one again? Not all of us have the \$\$ of a PAC or some of the organizations submitting testimony. However, we do have strong knowledge of what is right for children and it's not a life of standardized testing which comes from things like STRive Hi. So many of us who believe in place-based, problem solving education paths are willing to assist but forever, the legislature and "power organizations" put their efforts on "show" rather than actual learning. PLease OPPOSE this bill.

**SB-807-SD-2**

Submitted on: 3/14/2021 6:32:13 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Katie Hillstead	Individual	Oppose	No

Comments:

Hawaii's standardized testing system is rooted in western eurocentric views on education and should not be the end all, be all, of the financial plan. I work at an Elementary school on the Waianae Coast, and I can tell you our keiki are more than test scores. They deserve learning experiences that are rooted in hawaiian culture. Over 60% of students at my school are Native Hawaiian and our western system of education is failing them, generationally. Let us lift them up by measuring them as a whole student. The legislature should focus on how to best support it's biggest population of students, and do better than eurocentric values of education. We can promote one culture without devaluing another.

Life is not a standardized test. Unfortunately, in further tying schools' academic and financial plans to STRIVE HI results and NAEP scores, this bill would undermine our state's commitment to providing students with a well-rounded education. As we learned during the COVID-19 pandemic, we need to give schools and educators the flexibility to respond to actual student needs, rather than forcing them to dedicate additional time and resources to standardized testing. For the sake of our children's future, please do not pass this bill. Instead, let's work together to strengthen student support programs, create authentic learning experiences, and ensure that education funding is used to deliver the schools our keiki deserve.

**SB-807-SD-2**

Submitted on: 3/14/2021 7:49:26 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Keke Manera	Individual	Oppose	No

Comments:

**I STRONGLY OPPOSE SB807. This Bill will most definitely set up both the keiki and teachers for failure that they do not deserve to be subjected to. OUR teachers and students need the flexibility in education to learn properly and it should not be forced. That is not a good environment for them and they deserve better.**

**Mahalo.**

K. Manera

**SB-807-SD-2**

Submitted on: 3/14/2021 8:59:31 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Banner Fanene	Individual	Oppose	No

Comments:

Talofa -

This is a BAD BAD bill! Please do not Pass.

Life is not a Standardized Test, and Hawaii is punishing Our Keiki by even discussing this Bill :(

I have three Sisters who are Career Educators, two of whom have Graduate Degrees working on EdD, former Teachers of the year, former High School principals, DOE administrators, etc. I have a brother who has a JD.

My SAT scores out of High School made their Scores look insignificant. I also scored 99 percentile on my TOEFL & ASVAB.

I struggled to earn my AA degree after US Military Service and nearly 30 years still trying to get my BA. I really should give up already... But was told that Doctorate Degrees should be a Breeze based on those Standardized Scores, lol. The ONLY thing I learned from STANDARDIZED TESTS is how to High Score them, smh.

If you Aloha Hawaii's Keiki, please refer this Bill to 3018.

ma le Fa'aaloalo,

Lagolemu Banner S Fanene

Resident Wahiawa

808.622.7780



**SB-807-SD-2**

Submitted on: 3/14/2021 9:00:24 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jessica dos Santos	Individual	Oppose	No

Comments:

Dear Senators,

My name is Jessica dos Santos and I am a 14-year veteran high school teacher in the public school system. I strongly oppose this bill as it ties Hawai'i schools to standardized tests which do not improve student learning or give an accurate account of what schools are accomplishing with their students.

Respectfully,

Jessica dos Santos



**SB-807-SD-2**

Submitted on: 3/15/2021 7:31:51 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jennifer Noelani Ahia	Individual	Oppose	No

Comments:

I strongly oppose this bill.

**SB-807-SD-2**

Submitted on: 3/15/2021 8:18:17 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
sarah shewmaker	Individual	Oppose	No

Comments:

Standardized tests are ineffective in determining actual student progress and determining what a student has learned in a classroom. We need to stop relying on an ineffective and costly source as a punitive measure for our public schools. We should be looking for alternatives to standardized testing rather than looking for new ways to utilize it's skewed data.

**SB-807-SD-2**

Submitted on: 3/15/2021 9:00:45 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
SHIRLEY YAMAUCHI	Individual	Oppose	No

Comments:

I am in strong opposition to SB807 SD2.

Life is not a standardized test. Unfortunately, in further tying schools' academic and financial plans to STRIVE HI results and NAEP scores, this bill would undermine our state's commitment to providing students with a well-rounded education. As we learned during the COVID-19 pandemic, we need to give schools and educators the flexibility to respond to actual student needs, rather than forcing them to dedicate additional time and resources to standardized testing. For the sake of our children's future, please do not pass this bill. Instead, let's work together to strengthen student support programs, create authentic learning experiences, and ensure that education funding is used to deliver the schools our keiki deserve.

**Shirley M. Yamauchi**

HSTA Leeward Chapter President (term ends on 06/30/21)

Hawaii State Teachers Association, Leeward

**SB-807-SD-2**

Submitted on: 3/15/2021 9:07:54 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Noekealaokalehua Kahalepuna	Individual	Oppose	No

Comments:

As a registered voter of Senate District 23, I hereby oppose SB 807 SD2. School's academic and financial plans should not be solely based on standardized testing results. As a parent I see how much strain is put on my children as the schools devote countless days and resources on these standardized tests, that don't even truly reflect the abilities and capabilities of the students. First of all these letters are sent home advising parents to make sure kids go to sleep early, wake up early, eat a big breakfast so that they are fully prepared for a long day of testing. Then day after day the students are asked to sit at there desks and hammer through question after question to try and prove their knowledge. But how much does this actually prove? Time and time again my kids scores come back in the low 50th percentile, yet they are all top of their class and acing all of their assignments, classroom tests, and bringing home straight A report cards. So how is it that this standardized test pulls so much weight? It clearly does not show the abilities or knowledge of the students or the effectiveness of the teachers teaching abilities. There has got to be a better way to determine school's academic and financial plans. It should not be a one stop shop across the board measured by an ineffective standardized test. Please shut this bill down in its tracks and allow the schools to be evaluated on their true efforts and the students actual learning successes in school.

Mahalo!

**SB-807-SD-2**

Submitted on: 3/15/2021 9:50:45 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Anne Alves	Individual	Oppose	No

Comments:

To the Members of the Hawaii State Senate,

My name is Anne Alves and I am a teacher at Waianae Intermediate School and I am testifying against SB 807 SD2.

Further tying schools' academic and financial plans to STRIVE HI results and NAEP scores would be detrimental to our schools. I've taught at 3 different schools on Oahu and have seen firsthand how students of different demographics do on these standardized tests, regardless of how effectively teachers taught the standards being assessed. What these tests fail to measure are the numerous factors that influence a student's academic progress.

I find myself frequently repeating the serenity prayer, especially this year, because I have to remember to that there are many factors that I cannot change and that I can't let myself or my fellow educators get bogged down by this. We need to focus on what we *can* change. This year of distance and hybrid learning has only intensified the division between "the haves" and "the have nots". I cannot provide reliable internet for all my students. The school has provided reliable devices but I cannot provide the electricity for students to charge their devices. I cannot enforce rules such as "no cellphones" that support distracted learners. I cannot feed hungry students who are not in my room. I cannot ensure that every student has a quiet place to work and not be interrupted by others. I cannot force a parent to not force their child to do chores or run errands with them during class time. Too many of our challenges in education are tied to factors outside a teacher's control.

I have tried numerous ways to reach my students academically. I am constantly assessing data, reflecting on what I did that worked and what did not work, and making the necessary changes on my part. But what has become abundantly clear over the years is that if a students' most basic human needs are not being met, then an academic progress they make is marginal at best. Human connection and social emotional learning should be at the forefront of education, not standards. Without taking care of our students' well-being first, we cannot take them out of the "fight or flight" level of existence. Why would a student care about the structure of a 5-paragraph essay and how to successfully use figurative language if they don't know when their next meal will

be? Students learn when their human needs are met and when learning experiences are authentic.

What this bill does is put the weight of school funding entirely on teachers' shoulders. We are already constantly blamed for shortcomings that are beyond our control. Legislation such as NCLB has created long-term negative effects for our students. SB 807 SD2 would further widen the achievement gap because it would punish schools for not being able to control factors beyond our scope and capacity.

Instead of finger pointing and taking away programs that benefit our students where they most need, why don't we focus on supporting our students' needs? Our students need a more well-rounded educational experience so that they grow to be well-rounded adult members of our society. Life is not a standardized test. I urge you to reflect back to your own education and think about what most positively influenced you. Do you even remember how well or poorly you did on a standardized test? I guarantee that the moments you remember most fondly, those that influenced you long-term, were entirely unrelated to how well you mastered the standards. Why would you pass legislation that would take that away from the next generation? We need, instead, to work together to ensure that education funding is used to deliver schools our keiki deserve.

Mahalo for your time.

Respectfully,

Anne Alves

**SB-807-SD-2**

Submitted on: 3/15/2021 9:56:29 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
David Negaard	Individual	Oppose	No

Comments:

Aloha,

I am David Negaard, an English teacher at Baldwin High School in Maui and the vice chair of the Democratic Party of Hawai'i Education Caucus, testifying as an individual.

Tested subjects are few and ample research indicates that the only reliable correlation that can be drawn from standardized test scores is the relative affluence of a school's neighborhoods. Tying schools' academic and financial plans to STRIVE HI results and NAEP scores would inevitably penalize students in schools serving less affluent communities by narrowing the focus of instruction at their schools to insure the schools attain higher scores in tested subjects. This bill would undermine our state's commitment to providing students with a well-rounded education by incentivizing "test prep" of tested subjects at the expense of curriculum offerings that foster the soft "people" skills so in demand in the workforce, or that enrich students' lived experience. Schools and educators need the flexibility to respond to actual student needs (emphatically including social, emotional, and cultural growth). Reject this bill and the dehumanizing narrowing that is characteristic of school systems that value superficial and meaningless test score metrics over more difficult but much more meaningful authentic assessment. Instead, work with educators to strengthen student support programs, create authentic learning experiences, and ensure that education funding is used to deliver the schools our keiki deserve.

Mahalo,

**SB-807-SD-2**

Submitted on: 3/15/2021 9:56:50 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Raechelle Villanueva	Individual	Oppose	No

Comments:

I am writing testimony to strongly oppose SB807 SD2. I am a public school teacher and parent of two public school students. I am strongly opposed to the proposed measures to more tightly tie our public schools to standardized testing. This bill would require schools' academic and financial plans to be centered upon STRIVE-HI results.

I have been a public school teacher for 17 years and I have seen the destruction and devastating consequences that standardized testing has had on our public school system in Hawai'i. The driving out of Hawai'ian education and subjects like the arts, have crippled the whole child development of our keiki in Hawai'i. It is a shame that Hawai'ian education is not a focus in many of our classrooms in Hawai'i. So much has been taken away from the Hawai'ian people. Now to be told that if it is not on a standardized text, it is not important? That your culture is not important? I have seen some strides made to mend the rift like the

**[Nā• Hopena A'o \(HĀ€\) - Hawaii DOE](#). But, now what?**

In addition, as a VEX IQ head robotics coach, current state champions for the Elementary division in robot skills, and World Championship qualifier for 3 out of our 4 teams, standardized testing do not show all that our keiki are capable of. Many of my robotics kids are not high test scorers. But, on the robotics field, they sure do shine! It is so sad to think that for many of my robotics kids, they are World Championship robotics qualifiers, yet the standardized test says they are Well Below. What message does that send to a child??? My own youngest daughter is a member of our state championship winning robotics teams. She would not score high on a standardized test and struggled a bit early on in her elementary years with reading and writing. How dare the state recommend that she, along with her cohorts, be defined by a standardized test score. My daughter is so much more than that and I expect her to receive a well rounded public education! I can just see all the programs like robotics, being cut because it does not affect the STRIVE-HI scores. I can see students like my youngest daughter, losing interest in school and being marginalized; made to feel like they are not good enough because the standardized test says they are just Approaching or worst even, Well Below.



That is why I strongly, with so many strong emotions, oppose this bill. Thank you for taking the time to consider my testimony.

Mahalo,

Raechelle Villanueva

**SB-807-SD-2**

Submitted on: 3/15/2021 10:19:57 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kristen Young	Individual	Oppose	No

Comments:

Hello, my name is Kristen and I grew up attending O'ahu public schools. They were relatively 'good' schools in 'good' districts and I was typically a 'good' student who received 'good' grades. I have memories of taking standardized tests throughout my schooling and I remember the pressure to perform and the disruption that testing caused to our school day.

One of the best things I learned in school was Gardner's theory of multiple intelligences. It is a theory that is easy to understand as we can see that people possess different skills/intelligences that allow them to excel in different areas. This is important for a functioning society!

Life is not a standardized test and these tests do not do well at measuring a student's intelligence or skills. If the results of these standardized tests are used to determine a school's academic and financial plans, schools can't provide a proper education that develops students' natural intelligences and capacities.

I do not see how this bill would benefit schools—teachers or students. We should be prioritizing a quality education for all of Hawai'i's students and I do not believe that is the intention of this bill. I oppose SB 807 and hope that we could instead strengthen student support programs, create authentic and diverse learning experiences, and ensure that funding for education is used to create the schools our keiki deserve.

Thank you for the opportunity to testify in opposition to this bill.

**SB-807-SD-2**

Submitted on: 3/15/2021 10:21:54 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Rebecca M Goldschmidt	Individual	Oppose	No

Comments:

My name is Rebecca Maria Goldschmidt, I am an artist and educator living in Honolulu. As someone who has offered visual arts workshops and studio visits to DOE schools, I can testify to the great power that the Arts holds for students of Hawai'i. By continuing to build DOE dependence upon standardized tests, we inherently limit the creative capacity of our keiki and depend on a system that ignores their individuality and true capabilities. Recent research has revealed the connections between tests like the SAT to racial discrimination, which allows schools with lower scores to lose funding and continue to fall behind their counterparts in wealthier neighborhoods with higher test scores

Funding for schools and students should not depend on standardized tests that do not take into account the nuance of community, the individual needs of each student, issues of disability and accessibility, racial inequity, class, or culture.

Please take our children's future into account and STOP the dependence of schools' academic and financial plans from being centered on STRIVE-HI results.

Mahalo, Rebecca Maria Goldschmidt

**SB-807-SD-2**

Submitted on: 3/15/2021 12:49:44 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Michael Golojuch Jr	Individual	Oppose	No

Comments:

Aloha Representatives,

I oppose the bill. It's redundant therefore unnecessary as academic and financial plans are already public.

Mahalo,

Michael Golojuch, Jr.

**SB-807-SD-2**

Submitted on: 3/15/2021 1:50:11 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Susan Pcola_Davis	Individual	Oppose	No

Comments:

SB807 SD2:

OPPOSE

My testimony is NOW in opposition to the bill due to the bill tying funding to scores on STANDARDIZED TESTING. This type of testing wastes time and money on a "SNAPSHOT IN TIME" of student's progress.

It is in my opinion that financial resources are being held hostage to "arbitrary" scores is unfair and damaging to our public school system.

If TRANSPARENCY is the goal of this bill then test scores are not applicable.

As annotated below, an explanation or where my support and opposition reside.

The Bill SB807 SD2

SUPPORT: (1) Under the measurable outcomes section of the plan, a clear accounting of all resources that will be allocated to address and achieve each measurable outcome; provided that the accounting shall include a breakdown of costs, funding sources for those costs, and full-time employee positions, or fractions thereof, designated to achieve the measurable outcome;

SUPPORT: (2) Under the educational outcomes section of the plan, a clear description of the school's priority improvement strategies and measures to determine progress;

OPPOSE: (3) The school's National Assessment of Educational Progress assessment scores; provided that the school participates in that assessment; and

OPPOSE: (4) The school's year-to-year Strive HI scores for the three most recent years; provided that additional years of Strive HI scores may be included in the academic plan at the discretion of the department or principal.

I have based my testimony on the following Committee Reports:

EDUCATION COMMITTEE REPORT

Your Committee finds that, currently, the Department of Education's academic plan and financial plan are two separate documents that are difficult to consider together. Your Committee further finds that it would be better to have a single consolidated report that illustrates how the use of financial resources impacts student outcomes. Requiring a consolidated report will allow for more transparency and accountability in Hawaii's school system.

OPPOSE: (2) Clarifying that the inclusion of National Assessment of Educational Progress scores in the academic plan applies to those schools that participate in that assessment; and

OPPOSE: (3) Specifying that the academic plan must include the last three years of Strive HI scores.

#### WAM COMMITTEE REPORT

The purpose and intent of this measure is to increase transparency and accountability in the State's public school system

Specifically, this measure requires:

SUPPORT: (1) Each school's academic and financial plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome, the school's priority improvement strategies and measures to determine progress, and certain assessment scores; and

SUPPORT: (2) The Department of Education to submit an annual report on the academic and financial plan of each school, grouped by complex area, to the Legislature and the Board of Education.

Your Committee finds that this measure promotes transparency and accountability by requiring the Department of Education and its schools to connect the expenditure of financial resources to student outcomes. Your Committee further finds that the information required to be reported under this measure will enable communities to see how schools are strategically using their resources to maximize positive impacts for students.

**SB-807-SD-2**

Submitted on: 3/15/2021 3:22:21 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Debbie Anderson	Individual	Oppose	No

Comments:

Please defeat this measure prioritizing "certain assessment scores," as this is standardized test use is misguided. We are no longer under the federal No Child Left Behind legislation; don't fall even further backwards! China has tried to move away from this policy failure and toward more creativity. ASCD promotes whole child well-rounded education. As we learned during the COVID-19 pandemic, we need to give schools and educators the flexibility to respond to actual student needs, rather than forcing them to dedicate additional time and resources to standardized testing. For the sake of our children's future, please do not pass this bill. Please use this opportunity to vote NO, so we can promote instead INDIVIDUALIZED INNOVATIVE education. Instead, let's work together to strengthen student support programs, create authentic learning experiences, and ensure that education funding is used to deliver the schools our keiki deserve.

**SB-807-SD-2**

Submitted on: 3/15/2021 3:35:07 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Mary Miura-Aguinaldo	Individual	Oppose	No

Comments:

Strict adherence to state and federal high-stakes standardized testing, including the extensive classroom preparation that occurs prior to test administration, prevents Hawai'i's keiki from receiving a well-rounded and engaging educational experience. By increasing the stakes for these often racist, culturally inappropriate tests decreases opportunities for real learning. Disproportionate reliance on test scores that are most strongly linked to the test participants socioeconomic status means that underserved, disadvantaged students will be increasingly subject to "remedial" courses that both rob them of their desire to learn and reduce opportunities to explore electives and vocational pathways. Please do not pass this legislation.

Thank you for your consideration.



**SB-807-SD-2**

Submitted on: 3/15/2021 7:01:08 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Nanea Lo	Individual	Oppose	No

Comments:

Hello,

My name is Nanea Lo. I come from Papakāleā, O'ahu currently residing in Māhāli'ili in my ancestral homelands. I'm writing in opposition to SB807.

Life is not a standardized test. Unfortunately, in further tying schools' academic and financial plans to STRIVE HI results and NAEP.

Oppose SB807.

me ke aloha 'Āina,

Nanea Lo

**SB-807-SD-2**

Submitted on: 3/15/2021 8:44:26 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Raelyn Reyno Yeomans	Individual	Oppose	No

Comments:

Strong opposition

**SB-807-SD-2**

Submitted on: 3/16/2021 11:06:14 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jenifer Tsuji	Individual	Oppose	No

Comments:

I am writing in opposition to SB807 SD2. I teach music at a rural elementary school on the Big Island, and throughout my 26 years of teaching I have been struggling to keep the arts alive here on this island. Irreparable damage has already been done to the arts and music/band programs though NCLB and Act 51. Before Act 51, every secondary school had, for example, a band/music teacher, no matter how tiny or remote. Elementary schools had resource teachers based on enrollment that could be used for art/music/computer/PE, etc according to the school's needs. Because these types of positions were not protected as line items under Act 51, and with NCLB happening at the same time, many schools stopped offering electives/arts/resources other than those required by the state or absolutely needed to boost test scores. The push toward increasing test scores under NCLB and later Race to the Top, along with the removal of protection of these types of positions led to a severely narrowed curriculum.

In my rural, mostly low income complex there are 3 high/middle schools and 6 elementary schools. Of those 3 secondary schools, only one HS/MS is offering band. Pahoia and Ka'u lost their band programs years ago, and have only very limited electives (if any!) for those kids, who have no other creative outlets outside of school (being rural and impoverished). Kea'au MS has cut band for its 6th graders next year, and is having to hire 2 PTTs just to keep its HS band program alive. In our elementary schools I am beyond lucky to have a current administration who values the arts enough to allocate a position to music. However, at other similar schools I've taught at, I was looked at as though I had two heads when I tried to fight to teach music. I was told it couldn't be done, almost all resources allocated to the school \*had\* to be put toward improving test scores. I still get asked by other schools, "How are you allowed to have music?"

Of course, I realize the intent of this bill is not to kill the arts, or to take away resources and opportunities for rural students. It is important to have accountability. But I am telling you, if you tie funding to STRIVE-Hi data or test scores, the cuts to the arts and other resources/electives will be even harsher. Right now it is dependent on how the administration feels--if they value these things enough and are brave, they can use the funds for a well-rounded curriculum. Too many principals, however, either do not value a well rounded curriculum, or are too afraid of repercussions if test scores are not up to par to branch out and offer anything but the basics that are tested.

Please, do not pass this bill. Or if it must be done, please find some way to make it safe for schools to keep a well rounded curriculum for their students. Without exposure to these things, their already limited opportunities due to circumstances beyond their control (poverty, zip code, etc.) will be further cut. At the very least, protect secondary elective classes and elementary resource positions, so principals do not have to make impossible decisions whether to give their students a well rounded curriculum, or put everything they have into remediation, praying that it is enough.

This is already probably too long, but I have seen so many of these rural students in the past who were able to do well in their lives because of such classes as music and art--from my littlest non-verbal autistic preschoolers finding their voices through song, to the HS and MS students I have helped mentor who were able to get college scholarships for band and were able to break cycles of poverty and drug abuse in their families and community. It breaks my heart to think of those students who have come along since these programs were cut--who have never been exposed to the world beyond remedial reading and math, and therefore never had the same chances. I am so tired of fighting, I feel like my voice is never heard throughout my 26+ years in the DOE. I want to see a well rounded education that benefits ALL students, not just the ones who happen to live in zip codes where students do well. Please. Thank you.

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