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## TESTIMONY BEFORE THE HOUSE COMMITTEE ON LOWER AND HIGHER EDUCATION

RE: HB 1401 - RELATING TO EDUCATION

THURSDAY, FEBRUARY 14, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson and Members of the Committee:

The Hawaii State Teachers Association **strongly opposes HB 1401**, relating to education.

HB 1401 would require the Department of Education's budget to allocate 94% of all moneys to be appropriated for the operating budget of the Department among the complex areas, excluding moneys appropriated for the public library system and agencies administratively attached to the Department and provides that if a complex area fails to meet performance benchmarks, its budget will be reduced by 5% in the next fiscal year.

This proposed measure would fiscally punish underperforming schools. As written this proposal makes no exemption for extenuating circumstances or on-going outside influences. Historically measures like this punish schools in less influential districts.

Taking money away from underperforming schools has never resulted in better test scores, more engaged students, higher graduation rates, or higher rate of teacher retention. This measure would bring us a local version of “No Child Left Behind” which was a disaster for public schools across the nation, which some schools are to this day still working to recover from. Our underperforming schools need more services and supports, not less, as has been proven by top educational research. They need more school nurses, afterschool programs, smaller class sizes, qualified experienced teachers, preschool, counselors, psychologists, and Board Certified Behavior Analysts. Yes, all of these services cost money, but if we invest in these students now, and support them well, the return for society will be increased. Every dollar invested now yields a seven dollar return later.

Therefore, the Hawaii State Teachers Association asks that your committee to **oppose** HB 1401.

**HB-1401**

Submitted on: 2/12/2019 5:36:10 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By                 | Organization | Testifier Position | Present at Hearing |
|------------------------------|--------------|--------------------|--------------------|
| Kenneth R. Conklin,<br>Ph.D. | Individual   | Support            | No                 |

Comments:

It's time to decentralize the bloated bureaucracy of the Department of Education, and to hold schools accountable for producing good results.

**HB-1401**

Submitted on: 2/13/2019 8:15:38 AM

Testimony for LHE on 2/14/2019 2:35:00 PM

| <b>Submitted By</b> | <b>Organization</b> | <b>Testifier<br/>Position</b> | <b>Present at<br/>Hearing</b> |
|---------------------|---------------------|-------------------------------|-------------------------------|
| Bob Davis           | DOE                 | Oppose                        | No                            |

Comments:

**HB-1401**

Submitted on: 2/13/2019 1:07:00 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By | Organization | Testifier Position | Present at Hearing |
|--------------|--------------|--------------------|--------------------|
| Art Souza    | Individual   | Oppose             | No                 |

## Comments:

In my role as complex area superintendent for West Hawai'i, I write to offer strenuous opposition to HB1401. I do support statewide measures for student success. But, most importantly, these measures have to be personalized to the context, demographic realities and resource availability of each unique complex area.

The diversity, cultural differences and unique nature of communities cannot be quantified by "one-size fits all" measures.

Limited resources and qualified teacher availability are already major constraints that many of our remote and rural complex areas deal with on a daily basis. Attaching economic penalties on students will simply exacerbate the already challenging resource shortfalls experienced by many complex areas. The many variables in terms of delivering an equitable education make the standardized outcomes expected in HB1401 unrealistic.

Sincerely,

Arthur F. Souza

West Hawai'i Complex Area Office

**HB-1401**

Submitted on: 2/13/2019 1:28:44 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By | Organization             | Testifier Position | Present at Hearing |
|--------------|--------------------------|--------------------|--------------------|
| Ann Mahi     | Hawaii Dept of Education | Oppose             | No                 |

## Comments:

There are many factors that impact the performance of schools in a complex area. For Nanakuli- Wainane it is not only the high poverty and social emotional trauma facing our students on a daily basis but the quality and experience of our faculty with 57% of our teachers with 5 years or less teaching in Hawaii DOE schools. Our Principals and teachers work diligently to implement strategies that support building relationships with our students so we can create positive learning environments. It has taken us over three years to significantly decrease our number of incident referrals and suspensions to a level where school climate has positively increased for both teachers and students. There is fewer need for substitutes on a daily basis and students are in classes interacting positively due to the strong emphasis on the Multi-Tiered System of Supports and Social Emotional Learning Programs in each school.

Increasing the academic performance, attendance, graduation and college going rate are the goals for each of our students. Schools are implementing a variety of academic programs, interventions, working in collaborative teams to raise the rigor and relevance of our classroom instruction and using data for program improvement. We are making progress but are not at the level of meeting all 14 state indicator targets within a year. If passed, HB 1401 would create a never ending cycle of decreasing funding for the schools who need it the most. Accountability should not have a negative consequence such as the withholding of funding to Complex Areas due to variables that are not the same in every geographic area. For these reasons, I am not in support of HB 1401.

**HB-1401**

Submitted on: 2/13/2019 2:23:14 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By       | Organization            | Testifier Position | Present at Hearing |
|--------------------|-------------------------|--------------------|--------------------|
| William N. Arakaki | Department of Education | Oppose             | No                 |

Comments:

The department **opposes** this bill because:â€€

It would have complex areas impose mandatory financial penalties on schools for not meeting indicators.â€€

It would add a statute that would restrict DOE/BOE flexibility to review and revise the Strategic Plan and measures to support results.



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

**LATE**

**Date:** 02/14/2019

**Time:** 02:35 PM

**Location:** 309

**Committee:** House Lower & Higher  
Education

**Department:** Education

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

**Title of Bill:** HB 1401 RELATING TO EDUCATION.

**Purpose of Bill:** Requires the Department of Education's budget to allocate 94% of all moneys to be appropriated for the operating budget of the Department among the complex areas, excluding moneys appropriated for the public library system and agencies administratively attached to the Department. Provides that if a complex area fails to meet performance benchmarks, its budget will be reduced by 5% in the next fiscal year. Requires annual reports to the legislature.

**Department's Position:**

The Department opposes HB 1401 but welcomes further conversations regarding optimizing fiscal support and achievement results.

HB 1401 seeks to add to Section 302A-1104, HRS, the Hawaii State Department of Education and Board of Education Strategic Plan 2017-2020's 14 Student Success Indicators; establish a requirement that each of the complex areas meet the Department's minimum benchmarks for each of the 14 Student Success Indicators; and, impose the penalty of a 5% reduction in funding for any Complex Area that fails to meet all 14 indicator benchmarks in the year following the failure.

The Department acknowledges opportunities exist for greater mutual understanding and alignment around educational and financial accountability. Adding the current Strategic Plan's Student Success Indicators into statute in this manner does not appear consistent with the federal Every Student Succeeds Act (ESSA) which replaced the federal No Child Left Behind Act, which did impose penalties. ESSA places responsibility on states through its statewide accountability system to designate appropriate metrics and ensure adequate progress. Adding the Student Success Indicators into HRS will restrict the Department's and Board's flexibility to make decisions to periodically review and revise the Strategic Plan and measures to support achievement results. Finally, imposing a mandatory financial penalty for schools failing to meet

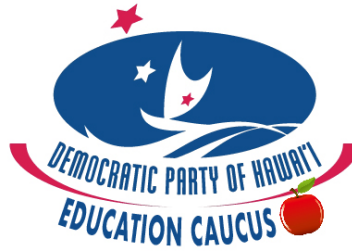
the performance indicators will further hamper those schools' efforts.

Thank you for the opportunity to testify on this measure.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. 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).



**LATE**



## **HOUSE BILL 1401, RELATING TO EDUCATION**

FEBRUARY 14, 2019 · HOUSE EDUCATION  
COMMITTEE · CHAIR REP. JUSTIN WOODSON

**POSITION:** Oppose.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus opposes HB 1401, relating to education, which requires the Department of Education's budget to allocate 94 percent of all moneys to be appropriated for the operating budget of the Department among the complex areas, excluding moneys appropriated for the public library system and agencies administratively attached to the Department, and provides that if a complex area fails to meet performance benchmarks, its budget will be reduced by 5 percent in the next fiscal year.

This bill codifies into law the Hawai'i Department of Education's STRIVE HI school accountability system, which is largely based on test scores. In so doing, this bill would consecrate in statute our state's commitment to an education system based on standardized testing, rather than whole child learning aligned with critical thinking, real-world problem-solving, and innovation.

Furthermore, under this measure, complex areas that fail to meet even a single STRIVE HI benchmark would lose 5 percent of their funding for the next fiscal year. Given that achievement correlates heavily with socioeconomic status, therefore, this proposal would effectively strip funding from schools in poor communities and reallocate that revenue to schools in rich communities, a pernicious and perverse perpetuation of educational and economic inequality.

The federal Every Student Succeeds Act calls for low-performing schools to be given additional support, not financial punishment. Specifically, ESSA requires school districts to identify campuses in need of comprehensive support and improvement (CSI) and targeted support and improvement (TSI), with CSI designating high schools with a graduation rate of less than 67 percent, the lowest performing 5 percent of Title I schools, and schools receiving targeted support that do not show improvement after implementing their support plans; and TSI being applied to schools whose student subgroup performance is in the lowest-performing 5 percent, Title I schools with a subgroup that received additional targeted support and did not meet exit criteria after three years, and schools with consistently underperforming subgroups that perform in the bottom 10 percent of all subgroups for two consecutive years.

To uplift with low performing schools, we should create community schools that consolidate services, like health care and family support initiatives, on school campuses. In prioritizing student wellness, community schools have been shown to increase learning growth and graduation rates, while decreasing behavioral referrals and chronic absenteeism. In New York City, for example, community schools that highlight mental health counseling and consistent family outreach have seen chronic absenteeism rates fall by 7.8 percent as of 2017, with graduation rates rising 4.8 percent. Engaged learners are less likely to be chronically absent or drop out of school. By focusing on the social “inputs” that determine school success, raising teacher pay, and working to fully fund our schools, we can deliver the schools our keiki deserve.

**LATE**

**HB-1401**

Submitted on: 2/13/2019 3:50:32 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By | Organization                                  | Testifier Position | Present at Hearing |
|--------------|---|--------------------|--------------------|
| Sean Tajima  | State of Hawaii<br>Department of<br>Education | Oppose             | No                 |

Comments:

The department **opposes** this bill because:

It would have complex areas impose mandatory financial penalties on schools for not meeting indicators.

It would add a statute that would restrict DOE/BOE flexibility to review and revise the Strategic Plan and measures to support results.

**LATE**

**HB-1401**

Submitted on: 2/13/2019 4:06:59 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By | Organization                                    | Testifier Position | Present at Hearing |
|--------------|---|--------------------|--------------------|
| Matt Ho      | State of Hawai'i,<br>Department of<br>Education | Oppose             | No                 |

Comments:

On behalf of the Castle-Kahuku Complex Area and our 16 schools, I oppose HB1401.

This would have complex areas impose mandatory financial penalties on schools for not meeting indicators and limit the Department's ability to review and revise the Strategic Plan and measures to support results.

Schools or complex areas who do not meet indicator benchmarks need additional resources and supports--not less. Penalizing schools or complex areas does not build a culture of doing what is right for our students.

**LATE**

**HB-1401**

Submitted on: 2/13/2019 6:22:33 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By    | Organization | Testifier Position | Present at Hearing |
|-----------------|--------------|--------------------|--------------------|
| Kathleen Dimino | Individual   | Oppose             | No                 |

Comments:

I, Kathleen Dimino, Complex Area Superintendent for Baldwin-Kekaulike-Maui Complex Oppose this bill. The bill does not align to the vision presented in the DOE Strategic Plan and initiatives for Student Voice, Teacher Collaboration, and School Design. The bill perpetuates a system of punitive actions that will squash the innovative and creative ideas needed to provide comprehensive 21 century and beyond learning opportunities for our students in PreK-12.

DAVID Y. IGE  
GOVERNOR



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
**HONOLULU DISTRICT OFFICE**  
4967 KILAUEA AVENUE  
HONOLULU, HAWAII 96816

DR. CHRISTINA M. KISHIMOTO  
SUPERINTENDENT

**LATE**

To: House Education Committee

From: Linell Dilwith, Complex Area Superintendent  
Kaimuki, McKinley, Roosevelt Complex Areas

Re: HB 1401

I am in opposition to HB 1401. Complex areas should not suffer mandatory financial penalties for not meeting indicators. I also do not agree with limiting DOE/BOE flexibility in reviewing and revising the Strategic Plan and measures to support results.

**LATE**

**HB-1401**

Submitted on: 2/13/2019 7:42:04 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By  | Organization | Testifier Position | Present at Hearing |
|---------------|--------------|--------------------|--------------------|
| Lanelle Hibbs | DOE          | Oppose             | No                 |

Comments:

As Complex Area Superintendent, I oppose HB1401. This kind of accountability system is not equitable for all schools.

**LATE**

**HB-1401**

Submitted on: 2/13/2019 8:05:00 PM

Testimony for LHE on 2/14/2019 2:35:00 PM

| Submitted By | Organization | Testifier Position | Present at Hearing |
|--------------|--------------|--------------------|--------------------|
| Lindsay Ball | Individual   | Oppose             | No                 |

Comments:

The loss of funds would potentially have the reverse effect on a complex area and schools. Loss of funding could impact school personnel, professional development, and materials. Some of our schools already employ non-licensed teachers or no teachers at all, not because they want to but because there are no applicants. This won't cure the problem that really face challenged schools in challenged areas of our state. The challenged areas and schools need to have real incentives that will attract quality teachers, not the punitive action of the loss of funds.