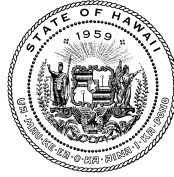


SB2431



EXECUTIVE CHAMBERS
HONOLULU

LINDA LINGLE
GOVERNOR

Written Testimony of
Linda L. Smith
Senior Policy Advisor to the Governor

Before the
SENATE COMMITTEE ON EDUCATION & HOUSING

Wednesday, February 3, 2010, 1:15 PM
State Capitol, Room 225

S.B. 2431 RELATING TO EDUCATION

Chair Sakamoto, Vice Chair Kidani, and members of the Committee:

Thank you for the opportunity to provide testimony in support of this bill which requires the Department of Education to adopt measures to increase accountability for the condition of the State's public education system.

One key provision in this bill that the Administration strongly supports is the creation of a grading system for public schools. The bill requires the Department of Education to send parents a report card that highlights the performance outcomes of their child's school. The dissemination of this information will encourage increased accountability and assist schools in identifying areas in which they can improve and progress toward higher levels of achievement.

Thank you for the opportunity to testify on this measure.

Date: 02/03/2010

Committee: Senate Education and Housing

Department: Education

Person Testifying: Kathryn S. Matayoshi, Interim Superintendent of Education

Title of Bill: SB 2431

RELATING TO EDUCATION.

Purpose of Bill: Amends the Educational Accountability System to include additional requirements for the Department of Education, Superintendent of Education, and Board of Education. Establishes a school grading system based on certain criteria as well as a report card system to be furnished to parents. Requires the establishment of a longitudinal data collection system.

Department's Position: Although the Department of Education (Department) is in support of the numerous accountability requirements already set forth in Section 302A-1004, Hawaii Revised Statutes, we note the following concerns and are thus opposed with respect to the proposed language reflected in S.B. No. 2431:

- (1) The bill calls for three levels of accountability (students, staff, and schools). For two of these (students and staff), there is no comprehensive accountability system in place. This will involve many of the same issues associated with school accountability. Some will overlap and dovetail with school level efforts and others will be unique. For example, data reporting, collection and quality, longitudinal

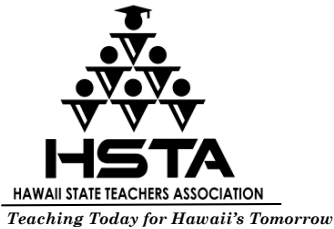
tracking, FERPA, collective bargaining, graduated sanctions/rewards, assistance such as tutoring or professional development, and funding. The bill provides the most detail around school accountability, but not too much with regard to student and staff accountability. For example, what measures will be used and when and to what extent will sanctions/rewards be applied to students or staff.

- (2) Assessing and tracking measures of academic achievement, safety and well-being, and civic responsibility of individual students at all grade levels and reporting trend data on these measures over time annually will be challenging since the Department does not administer standardized assessments at every grade. Thus, alternate achievement measures will need to be developed for non-tested grades.
- (3) The Department currently does not have access to workforce data and would not be able to link this information since there is no unique identifier.
- (4) In subparagraph (a)(10)(B), the bill refers to an evaluation of the satisfaction of stakeholders affected by the work of the complex area superintendents and principals which may be measured by broadbased surveys. The section does not define or identify the stakeholders, nor provide funds to administer a survey.
- (5) There is no clear definition of progress, gains, growth and

improvement. It is also unclear as to the difference between less than satisfactory progress and failing to make adequate progress.

- (6) There is no clear definition as to learning gains and student growth.
- (7) It is unclear as to whether the bill is defining at-risk students as those that score in the bottom quartile of the Hawaii State Assessment.
- (8) Indicators of return on investment also needs to be defined.
- (9) Requiring the schools to provide a report card to parents on an annual basis is also an unfunded mandate. The Department already provides a report card of all schools pursuant to NCLB, so this would be an additional burden on the schools.
- (10) The “second lowest performance category” is also not defined. The bill also references advancement to a higher category but doesn’t specify what the categories above “lowest performing” are, nor any indication as to what distinguishes each of the other subsequent categories.
- (11) There needs to be more details relating to the creation of a training program and community assessment team.
- (12) The language in subsection (l) relating to access to the data system should be amended to ensure student privacy under federal law.

The Department of Education opposes the vague, unclear, and burdensome language as reflected in S.B. No. 2431.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION & HOUSING

RE: SB 2431 – RELATING TO EDUCATION.

February 3, 2010

WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Sakamoto and Members of the Committee:

The Hawaii State Teachers Association is supportive of a longitudinal data collection that tracks student growth in Senate Bill 2431. The data from the longitudinal collection will help teachers in assessing and planning classroom curriculum. Data collection is also a major initiative of the U.S. Department of Education and will most likely find itself as a requirement for state in the reauthorized ESEA.

We support making the system accountable but do not agree with instituting another set of rules, consequences, and impositions on the schools that sounds very much like the “No Child Left Behind” law. We are concerned that the kind of reports required, will bury the classroom teachers in more paper work and take away from what teachers are supposed to do...teach.

The 2008 Senate Concurrent Resolution Number 115 required the DOE to conduct a pilot project to identify DOE rules and policies that impede effective decision making, administering, and teaching and to operate free of those rules and policies. That study was conducted by KPMG and funded by Hawaii Business Roundtable.

Here’s a quote from the report:

“The key finding of the study is that Hawaii public school teachers are heavily burdened with administrative support activities that reduce the time spent on classroom instruction. Academic achievement could be improved and costs could be reduced by changing DOE operational practices and workflows to reduce the administrative support burden on classroom teachers.”

This report confirms what teachers have been saying for many years. The paper work was exacerbated by the accountability requirements of NCLB. The reports and paperwork required of the system found its way onto the classroom teachers.

We urge this committee not to require more paperwork of the classroom teachers by holding this measure.

Thank you for this opportunity to testify.