



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

**Date:** 02/03/2014

**Committee:** House Education

**Department:** Education

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

**Title of Bill:** HB 2410 RELATING TO EDUCATION.

**Purpose of Bill:** Requires the Board of Education to develop and the Department of Education to implement a pilot program to assist students in achieving annual goals under the Common Core State Standards. Requires the Board of Education to provide web-based data and information aimed at improving student outcomes. Effective July 1, 2014.

**Department's Position:**

The Department of Education (Department) appreciates the intent of HB 2410 to support public education in Hawaii and offers the following comments and concerns.

**Section 2:**

For the Committee's information, the Department is already communicating the information contained in this bill, via our webpage. Further, as the information we share through our webpage is fluid, such specificity by the proposed new statutory section may be too rigid and could hamper the department's communication efforts. Through our webpage the Department continues to increase its engagement efforts with its audiences, both external and internal.

The [hawaiipublicschools.org](http://hawaiipublicschools.org) website provides public information about: (a) School Community Councils efforts to increase community engagement; (b) federal and state fund allocations to each school; (c) the Department's Plan of Organization; (d) average student-to-teacher ratio as noted in the School Status and Improvement (SSIR) report; (e) school academic plans describing their strategies for achieving Common Core State Standards goals and targets; and (f) Strive HI System Targets explain a school's internal evaluation of its success. Once released, the results of the Smarter Balanced Assessments will be posted online. Moving forward, it is the Department's goal to expand its website support to school sites to exhibit and provide the requested applicable links.

The newly launched intranet site allows the Department's offices to share a wealth of useful and timely information for educators and support staff. The Department's Office of Human Resources intranet site has included general information on how an educator can reclassify for pay increases. During its Professional Learning Community meetings with the 15 Complex Area Support Team representatives, the Office of Curriculum, Instruction and Student Support

will vet teacher support practices, research-based best practices to improve student learning, teacher-parent communication practices, and other support services information to share on its webpage.

**Section 3:**

The Department believes that programs are already in place in lieu of the proposed pilot program. All Hawaii public schools are implementing the Common Core State Standards (CCSS) in English language arts and mathematics in kindergarten through grade 12. These internationally-benchmarked standards provide clear and rigorous expectations for what all students should learn at each grade level to graduate ready to succeed in college and careers. School Year (SY) 2013-14 marks year 3 of the Department's Common Core Plan to ensure continuous improvements in student achievement as evidenced by test scores. The Smarter Balanced Assessments will be administered in SY 2014-15 in grades 3-8 and 11. Support systems are of the highest priority for students, teachers and administrators and are built into our Strategic Plan. Therefore, provisions of Section 3, proposed as Session Law but still having the force and effect of law, would appear to be mandates that may not be necessary at this time.

In closing, the Department appreciates the intent behind this measure and the associated generous funding. The Department's Supplemental Budget Request similarly address such priorities and our Strategic Plan and we ask for your support of that measure.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

TESTIMONY BEFORE THE HOUSE COMMITTEE  
ON EDUCATION

Wil Okabe  
President  
Joan Kamila Lewis  
Vice President  
Colleen Pasco  
Secretary-Treasurer  
Alvin Nagasako  
Executive Director

DATE: FRIDAY, JANUARY 31, 2014

RE: H.B. 2410 – RELATING TO EDUCATION

PERSON TESTIFYING: WIL OKABE  
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Roy Takumi, The Honorable Vice-Chair Takashi Ohno and the Members of the Committee:

The Hawaii State Teachers Association (HSTA) **opposes H.B. 2410**, relating to Department of Education; Common Core; Data; Appropriation.

HSTA is the exclusive representative of more than 13,500 public and charter school teachers statewide. HSTA is the state affiliate, of the 3.2 million members of the National Education Association. HSTA opposes this bill in its current language because the Department of Education through its office of information and technology services has many programs already addressing this need. Like the Departments Longitudinal Data system, dashboards, eSIS, eCSSS, or the eWS, these data systems streamline information for each authorized group of users to review for transparency purposes.

For example, the eCSSS early warning system was launched in 2011 to support Race to the Top, specifically the project of continuum of proactive student services for early intervention and prevention. Our State Resource Teachers from the office of informational resource management have surveyed schools and worked jointly with the office of curriculum and instruction. They gathered feedback from other schools and community users to meet the program needs. This functionally allows users to select a population of students from a school and analyze the indicators for that group of students.

These programs are practical and useful for teachers. The data collected can provide summaries to monitor all students' academic and behavioral status using three simple indicators that track grades, attendance, GLO's, and other incidents. There are also customizable features that can be populated such as drop down menus to compare complex, student profiles, and teacher profiles.

As such, the roll out of these programs combines many supports to school users to help students in a data driven network. For many years, the Board of Education has held the Department of Education to create programs to assist students in achieving annual goals under the Common Core State Standards. As well as provide web-based data and information aimed at improving student outcomes.

HSTA suggests that in order to expedite the roll out of these initiatives, we recommend an increase in resource teachers. We also recommend training as well as additional funding to ensure that OITS can implement these programs to assist all schools.

Thank you for the opportunity to testify in opposition of **HB 2410**.

841 Bishop St., Suite 301  
Honolulu, Hawaii 96813



Telephone: 808 926-1530  
Contact@HEECoalition.org

House Committee on Education  
Representative Roy Takumi, Chair  
Representative Takashi Ohno, Vice Chair

February 3, 2014

Dear Chair Takumi, Vice Chair Ohno, and Committee Members:

This testimony is submitted offering comments to HB2410, in particular, Section 2, Department website; student performance; and pedagogy.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

The Coalition believes that communication between schools and families is critical, and that good communication can foster positive relationships, and ultimately improve support for students. Therefore, we like that the bill promotes providing more web-based information to families and the community. However, mandating the list items described in Section 2 (a), on a single webpage on the department's official website, we feel, is too prescriptive and inefficient. We hear that most students, families and community members refer to their local school websites as a primary means of getting relevant school information. However, at present, although most schools have their own website, they vary in design, content and purpose. Assisting the schools, either with complex-based staff or additional resources for IT, to provide support in linking clearly to the state website (which has an excellent amount of information) with guidance on where to find key resources, and to improve their individual websites would be very helpful. Another suggestion is to create a template for school websites so that there could be some consistency in design and key information. In addition, many secondary schools have online grading platforms such as Jupiter Grades or Edline, which allow schools to share weekly updates on student performance. These platforms also have an array of communication tools, which are often underutilized by schools and could provide another forum and tool for communicating important school and State based information. We think that improving school-based communication is one issue that the Board of Education should closely look at when developing communication policies.

We also like the intent of Section 2 (b), which promotes an internal intranet to help teachers better communicate with their peers on best practices. We hear that teachers would welcome such a mechanism so that they can collaborate with their colleagues. However, the list of items described, we feel, is too narrow would be difficult to implement.

Thank you for the opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

## HE'E Member List

Academy 21  
After-School All-Stars Hawaii  
Alliance for Place Based Learning  
\*Castle Complex Community Council  
Center for Civic Education  
Coalition for Children with Special Needs  
\*DOE Windward District  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawaii  
\*Good Beginnings Alliance  
Harold K.L. Castle Foundation  
\*Hawaii Appleseed Center for Law and  
Economic Justice  
Hawai'i Athletic League of Scholars  
\*Hawai'i Charter School Network  
\*Hawai'i Nutrition and Physical Activity  
Coalition  
\*Hawaii 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  
Keiki to Career  
Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the  
Odds  
Our Public School  
\*Pacific Resources for Education and  
Learning  
\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Punahou School PUEO Program  
Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education  
YMCA of Honolulu  
\*Voting Member



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

---

## TESTIMONY FOR HOUSE BILL 2410, RELATING TO EDUCATION

**House Committee on Education**

**Hon. Roy M. Takumi, Chair**

**Hon. Takashi Ohno, Vice Chair**

**Monday, February 3, 2014, 2:00 PM**

**State Capitol, Conference Room 309**

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 175 local members. On behalf of our members, we offer this testimony in support of, with proposed amendments for House Bill 2410, relating to education.

This bill would require the Board of Education to develop and the Department of Education to implement a pilot program to assist students in achieving annual goals under the Common Core State Standards Initiative, while also requiring the BOE to provide web-based data and information aimed at improving student outcomes. The pilot program envisioned in Section 3 of the bill would, we feel, provide an opportunity to evaluate the consonance of CCSSI implementation with comprehensive learning growth assessments and Strive HI metrics. By focusing on early detection of student challenges, the pilot would additionally allow educators to identify and address problem areas at an early stage, ensuring programmatic discrepancies do not impact professional accountability. Put simply, as the department moves toward the simultaneous implementation of high stakes teacher and administrator evaluations and new curriculum standards, it is important to ensure that struggles implementing the latter do not unfairly impact the former.

That said, we note that the webpage called for in Section 2 of the bill encapsulates a significant amount of data that the department already collects and makes available, including AC-FIN reports, student achievement measures, Strive HI results, class size statistics, and more. Rather than compile all such data on a

single webpage (as opposed to a website), for ease of access it may be more practical to provide direct hyperlinks to school-level data at a single source, with the data hosted on other pages. Accordingly, we encourage the committee to amend page 2, lines 11 to 15 to read: “302A- Department website; student performance; pedagogy. (a) The board, in collaboration with stakeholders deemed necessary by the department, shall provide on a single webpage on the departments official website, **access to** information for each public school, including the following...”. Additionally, we encourage the committee to task the DOE with development of the pilot program (given the department's role in managing and facilitating education reforms systemwide) and mandate inclusion of exclusive representatives—specifically HSTA and HGEA—in the design of the pilot program to ensure compliance with contractual obligations. This can be accomplished by amending page 4, lines 17 to 21 to read: **The department, in collaboration with all appropriate exclusive representatives and other stakeholders deemed necessary,** shall develop a pilot program...”. To include the bargaining units representing teachers and education officers in the design of the pilot program, a similar change would be required on page 6, lines 4 to 8. Finally, we urge the committee to replace references to “the board” and “the board of education” to “the department” on pages 4, 5, and 6 to reflect departmental oversight and reporting requirements.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,  
Kris Coffield  
*Legislative Director*



**ohno2-Rexie**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Friday, January 31, 2014 10:26 PM  
**To:** EDNtestimony  
**Cc:** sherrianwitt@aol.com  
**Subject:** \*Submitted testimony for HB2410 on Feb 3, 2014 14:00PM\*

**HB2410**

Submitted on: 1/31/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
sherrian witt	Witt Counseling Service	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email [webmaster@capitol.hawaii.gov](mailto:webmaster@capitol.hawaii.gov)

TESTIMONY to House Committee on Education

H.B. 2410 Relating to Education

Monday, February 3, 2014

2:00 PM -- State Capitol Conference Room 309

Submitted in **OPPOSITION** by: Mary Smart, Mililani, HI 96789

Chairman Takumi, Vice-Chair Ohno and Members :

1. **Repeal Common Core now**. Do not waste any time or funds on pilot projects. Do not pass this bill. Common core is the final nail in turning our keiki into mind numb robots that Pavlov used on dogs (conditioned response) and B.F. Skinner brought to the classroom (operant conditioning and radical behaviorism). Critical thinking is espoused, but no original thought is forthcoming once "right behaviors and attitudes" are programmed into children. Operant conditioning uses the techniques prevalent in the classroom today, especially one where one on one computers are used for each student. The stimuli and response, the reward for the desired answer and punishment for one that does not meet the expectations of the instruction (whether the answer is right or wrong). The reason students are being graded on class participation in sharing their thoughts and feelings is because "Radical Behaviorism" treats everything humans do as behavior, including private events such as thinking and feeling. To condition the entire student's behavior, the mind and feelings are conditioned in the classroom to give the socially acceptable (possibly false or incongruent with family values) response. A short tutorial on the indoctrination method of operant conditioning can be found at:

<http://www.instructionaldesign.org/theories/operant-conditioning.html>

2. America's education prior to the 1960/1970's had been the best in the world. Most innovations were from our country. Our standard of living was far above most other nations. Our high school and college graduates were quickly contributing in the work force. With much of the world living in poverty and illiterate, American students would not easily assimilate into to the third world economy and become "global citizens" rather than Americans. Something had to be done to "dumb down" our citizens. It is being successfully accomplished through the classroom. We have illiterate high school graduates with no knowledge or skills to get a job, but thanks to our education system, they have high self-esteem. There are scores of books written about this but the classic is Charlotte Iserbyt's "The Deliberate Dumbing Down of America." The dedication reads: "This book is a small tribute to the late Honorable John M. Ashbrook, Congressional District of Ohio, whose work in Congress during the 1960s and 1970s exposed the treasonous plans which ultimately led to the internationalization and deliberate dumbing down of American education." Common Core is it's fruition.

<http://www.deliberatedumbingdown.com/MomsPDFs/DDDoA.sml.pdf>

3. The United States spend more on each child (\$7,743 although costs as high as \$20,000 per student has been reported in other studies) according to report by the University of Southern California and yet, when our students are tested with the international community our children test near the bottom in math and science. The Department of Education can nearly exclaim "Mission Accomplished!" Common Core implementation nation wide will put the final nail in our coffin and condemn our children to third world living. The goals of the 1993 Rio Conference/Agenda 21/Sustainable Development (signed by President H.W. Bush) are currently on track. It is time to derail this move to turn our children into agrarian serfs in a knowledge based world. Student gardens are just part of the preparation for this lower level of expectations in this knowledge driven world and to achieve the redistribution of America's wealth. There is a contingent of elites who believe it isn't "fair" that Americans are smarter and more accomplished than our global counterparts and they are running the education system Our ancestors were farmers. Western civilization freed people from that laborious task, but today's intellectuals want to return our children to the farms and plantations. In Thomas Sowell's "The Vision of the Anointed". he clearly articulates the lack of concern elites have for actual accomplishment as long as their "intention" is noble. Comprehensive sex education is preparing our students to be sex workers and porn stars. There can be no other explanation for the vulgar and intensive nature of today's so-called "age appropriate" sex education classes. Today's students will not be able to compete in the global economy with the learning acquired through the Common Core curriculum. Common core will establish one class of drones and another one of elite academics who will continue to indoctrinate the next generation of drones. Don't let that happen in Hawaii.

<http://www.edweek.org/ew/articles/2012/11/02/11standards.h32.html?tkn=LTUFfOpEpCAWut48lfLCsU4FHbuNRdCD%2F0qa&cmp=clp-edweek>

4. Common core invades the privacy of our children and families. The data mining, collection, retention and distribution of that data is objectionable. Computers in the classroom make this individualized data collection and retention possible. The fine print of the privacy notifications tell you that the data can be used by just about anyone the "government" deems worthy. Everyday you can read about the vulnerability of databases to inexperienced and untrained hackers. The Affordable Care Act databases have been hacked. The Target and Neiman Marcus databases have been hacked. You cannot have an expectation that student databases won't be hacked and information compromised. Schools should not collect, retain, or distribute any personal information about students and/or their families and yet, this is the very purpose of computers in the classroom.

5. Common Core has brought many people to the realization that we don't need brick and mortar schools any longer. Technology has made these schools obsolete. It is time to progress to a new paradigm and not be stuck in the past. Centralized schools are the model from the 1850's. The Hawaii board of education acknowledges that the goal of their schools is "self-directed learning". They can do that at home. Furthermore, teachers are no longer called teachers but "facilitators" in acknowledgement that teachers aren't allowed to teach -- they must present the centrally planned curricula even though they are aware of errors in it. Common core does not allow correction of erroneous material. The

errors must be presented as if it were true, even when it is known that it isn't supposedly for "copyright" reasons. Computers can be used at home or local community gatherings better than in traditional schools. With telecommunication and on-line training and video lessons, students can learn and advance at their own pace at the time of the day that is optimal to their personal biorhythm, and their family schedule. It is a fact of life that some children have a higher capacity for learning than others. Some students learn better in the morning, some better in the afternoon. Intelligence is measurable. Forced educational "equality" doesn't respect a student's intellectual "orientation" and bullies them into a "lowest common denominator standard which is probably pure torture for them. Common core lessons condemn the gifted student to hours of boredom which holds them back and could encourage them to turn their unused capacity to mischief. The solution to that has been to drug them to keep them under control. Considerable saving can accrue with implementation of this individual and community small groups learning concept. Costs associated with air conditioning upgrades that the legislature is considering can be saved. Schools can be sold and no longer maintained. Teachers would have the freedom to start their own business and train students that hire them and work the schedules that are most convenient to them and their families. Neither students or teachers will be forced into long commutes. The need for school buses would be minimized and traffic congestion would likely be eliminated and the rail system construction could be terminated. School breakfast and lunches will no longer be needed except for those who still want to attend a brick and mortar school. There are many more savings possible by moving to a 21st Century model for educating our keiki. Students who stay in their neighborhood for school will be safe from terrorists or a student who is out of control. Large schools are a magnet for those who seek to harm our children. Dispersing them to home and community facilities will make them safer. We experienced recent incidents in Hawaii where parents had cause to worry about their student in "lock down" in public school. This "freedom" is the principle upon which America was founded and why millions of immigrants continue to migrate to our nation and not others.

6. The citizens of Hawaii are aware Common Core is a failed system. We have learned from the failures of other states. We don't need to make the same mistakes ourselves. Kentucky was the first state to implement Common Core. According to an article by Andrew Ujifusa in a November 2012 edition of Education Week: "Results from new state tests in Kentucky—the first in the nation explicitly tied to the Common Core State Standards—show that the share of students scoring “proficient” or better in reading and math dropped by roughly a third or more in both elementary and middle school the first year the tests were given." It is unconscionable to inflict the families of Hawaii with this failed concept. It is better to learn from others than repeat the failures here at great cost to students, teachers, and the taxpayer. Renaming the curricula isn't the solution that other states have tried using phrases such as "next generation standards" or other euphemism for the same untenable gobbledygook.

7. Common Core presents many theories as if they are true. These theories are proclaimed to be settled science even though they are not. Whenever evolution is presented, the students aren't told that there are "missing links" and it actually takes more

"faith" to believe that man evolved from nothing than "faith" to believe in a Creator (as recognized in the Declaration of Independence and where our unalienable rights come from and are protected by (not the state)). Another myth that is presented as truth is man-made global warming/climate change. It is known by anyone who studies this theory that it is not settled science and in fact is highly questionable since a lot of data that it was based on was false. Kids are told man is harming the polar bears but the Sunday, January 26, 2014 Star Advertiser pg A26 reports that Polar Bears are adapting to changes very well and now have a new diet -- without man's interference. We are told the seas will rise, but the same elites who tell the common man to worry, buys waterfront property for himself. We are told the seas will rise and flood the land ... and at the same time we are told that we have a water shortage. Maybe if the water rose, our water shortage could be solved. Personally, I moved to Hawaii to take advantage of some warming. North America was covered by a glacier before warming. Warming can be a good thing. Children are told the ice is melting (one ad used a Santa to give the grim news) and yet the Antarctica polar ice cap is growing. Below is the link to an article reporting the record high ice. Just recently global warming environmentalists were caught in the ice on their way to prove the ice was melting. They are the true deniers. The Americans of the past would be able to see past the hysterical claims of the environmentalist and one-worlders and solve the problem with innovations. Hawaii's Pono Choices comprehensive sex education program teaches that that part of the elimination system is a sex organ when it is not and fails to warn children about the negative consequences of having male on male sexual relations and sex before marriage. It is propaganda and indoctrination to teach "theories and falsehoods" as fact when they are not. However, a teacher who felt compelled to tell students the truth about these and other issues would most likely be disciplined and possibly fired.

<http://www.washingtonpost.com/blogs/capital-weather-gang/wp/2013/09/23/antarctic-sea-ice-hit-35-year-record-high-saturday/>

8. Common core is not the answer to Hawaii's dismal graduation and performance statistics. The dumbed down and false curricula will most likely drive more students from the classroom because they are not being intellectually stimulated.

9. Oppose S. B. 2227. Any vote for this bill is a vote that intentionally harms Hawaii's children, isn't academically sound or rigorous and wastes taxpayer hard earned funds. Approving this bill condemns our students to the mediocrity desired by some who want to feed them bread and give them circuses.

**ohno2-Rexie**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Friday, January 31, 2014 9:19 AM  
**To:** EDNtestimony  
**Cc:** mendezj@hawaii.edu  
**Subject:** \*Submitted testimony for HB2410 on Feb 3, 2014 14:00PM\*

**HB2410**

Submitted on: 1/31/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Javier Mendez-Alvarez	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email [webmaster@capitol.hawaii.gov](mailto:webmaster@capitol.hawaii.gov)

**ohno2-Rexie**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, February 01, 2014 4:38 PM  
**To:** EDNtestimony  
**Cc:** weslolo@msn.com  
**Subject:** Submitted testimony for HB2410 on Feb 3, 2014 14:00PM

**HB2410**

Submitted on: 2/1/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Wesley Lo	Individual	Support	No

Comments: Common Core and access to common core results are critical to the development of our educational system

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email [webmaster@capitol.hawaii.gov](mailto:webmaster@capitol.hawaii.gov)