

SB2597

Measure Title: RELATING TO EDUCATION.

Report Title: Class Size; Enrollment; Maximum; Department of Education

Description: Establishes maximum student enrollment per school class for various types of public school classrooms beginning with the 2020-2021 school year.

Companion:

Package: None

Current Referral: EDU, WAM

Introducer(s): KIDANI, HARIMOTO, SHIMABUKURO, Dela Cruz, Galuteria, Nishihara



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

Date: 02/10/2016
Time: 01:15 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2586 RELATING TO EDUCATION.

Purpose of Bill: Requires the department of education to provide public school students with a whole child education curriculum, air conditioning in certain classrooms, and decrease class size. Requires sufficient allocation of special education teachers and provides special education teachers with additional preparation time and funding. Establishes the student loan subsidy program and special fund. Expands vocational, technical, and career pathway programs. Amends weighted student formula factors to be considered by the committee on weights. Limits participation in standardized tests, prohibits the use of standardized test scores for evaluation purposes, authorizes standardized testing exemptions, and requires the board of education to provide notice of the right to opt-out of standardized testing. Requires all eligible children to attend preschool by the 2020-2021 school year. Amends evaluation program for teachers and educational officers. Increases the general excise tax. Makes appropriations.

Department's Position:

The Department of Education offers COMMENTS on S.B. No. 2586, S.B. No. 2587, S.B. No. 2588, S.B. No. 2589, S.B. No. 2590, S.B. No. 2591, S.B. No. 2592, S.B. No. 2593, S.B. No. 2594, S.B. No. 2595, S.B. No. 2596, S.B. No. 2597, S.B. No. 2598, and S.B. No. 2599.

Overall Comments

The Department of Education's (Department) vision is that our students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society. To achieve this goal, our schools and educators need the proper tools and resources.

We support initiatives aimed at improving working conditions for teachers and educational opportunities for students. In 2004, the Legislature established the "Reinventing Education Act," allowing schools the autonomy and responsibility to allocate school-based budgets to support school-identified programs and priorities, whether it be hiring more staff or purchasing supplies and materials. And, it empowered schools to make the best decisions to fit the needs of its students and communities.

Over the last decade school funding levels have not kept up with our education costs. Nevertheless, our public schools have made significant strides that have not gone unnoticed by the U.S. Department of Education and other national organizations. Attendance has improved, students are progressing and achieving more, and more students are going to college. This is a testament to the dedication of our educators and students, as well as other community leaders and partners.

The measures before you address many important aspects of education – curriculum, assessments, staffing, facilities, class size, funding, etc. However, respectfully, the Department is concerned that the crafted language, such as providing specific types of teachers for schools or a one-size-fits-all approach to instructional time or class size, detracts from school-level decision making and also circumvents the appropriate participants and venues for these conversations. Such a proposal would hinder the progress made by school leadership teams or School Community Councils, the collective bargaining process, the Board of Education which sets the policy direction for the Department, and principals and teachers in collaboration with Department leadership.

We welcome continued support from HSTA and the Legislature for additional resources for public education as well as the Department's budget priorities, as set out in the Executive Budget request. Adequate funding for our students helps to ensure a quality education that they deserve, and need, to prepare to be contributing members in our community and global society. Teachers have the most impact in ensuring a quality education. It's important that they have the support, the right tools, and the best facilities to thrive in their profession.

We look forward to working with the Committee and other stakeholders to address the issues raised in these measures.

Specific comments to the parts of the bill are itemized below.

Part II. WHOLE CHILD EDUCATION (S.B. No. 2587)

The Department recognizes the importance of promoting creative thinking, self-directed learning, and cultural understanding, as well as the impact it has upon children's future outcomes and the state's economic growth.

Since 1999, the Department has provided "whole child education" through its K-12 standards-based system which includes the General Learner Outcomes (GLOs). GLOs are the overarching goals and content standards in nine areas including fine arts, social studies, Hawaiian studies, world languages, and physical education. Complex areas and schools have the flexibility to design class offerings that are best suited to their

community.

Additional funding would support increased opportunities and more diverse offerings for students.

Given that a Board of Education policy for whole child education is already in place, the Department respectfully finds S.B. No. 2587 to be unnecessary.

Part III. SPECIAL EDUCATION (S.B. No. 2588)

The Department appreciates the intent of S.B. No. 2588 to provide each teacher with \$1,690 of discretionary funds for instructional materials and equipment and to add additional preparation time for special education (SPED) teachers. This additional preparation time, during which teachers would "not be required to interact with students", would be to complete individualized education programs (IEPs), which are required for each SPED student.

Teachers' preparation time is subject to collective bargaining. Article VI of the current HSTA contract and Department regulations include provisions for preparation periods and that address providing SPED teachers with additional non-student time to work on IEPs and other related SPED duties.

If this measure is adopted, additional funds would be required to either pay SPED teachers for the additional 40 plus hours of additional preparation time, or alternatively, schools would need to establish and hire additional SPED teachers or substitute teachers to cover the instructional time for SPED teachers during the extra preparation period. Because Hawaii's SPED teaching positions are "hard-to-fill," as they are nationwide, creating more positions in order to hire more SPED teachers will not, in the near term, be a solution.

The Department is not opposed to the Legislature appropriating funding for \$1,690 for every SPED teacher to purchase additional instructional materials and equipment, provided that it does not replace or adversely impact priorities as indicated in budget approved by the Board of Education (Board).

Given that teacher preparation time is included in the collective bargaining agreement, the Department respectfully does not support S.B. No. 2588.

Part IV. VOCATIONAL EDUCATION (S.B. No. 2589)

The Department supports the intent of S.B. No. 2589 to expand vocational, technical, and career pathways programs and welcomes additional funding to support career and technical programs, provided that it does not replace or adversely impact priorities as indicated in budget approved by the Board.

Career and Technical Education (CTE) programs (formally known as Vocational and Technical Education) are currently offered in 46 public high schools. In school year 2014-2015, 29,356 students were registered in at least one CTE course and 4,453 seniors had completed a CTE program of study. Also, the Department awards Honors

Recognition Certificates for graduates earning Career and Technical Education Honors or Science, Technology, Engineering and Mathematics (STEM) Honors.

CTE programs are organized under six Career Pathways: Arts and Communication, Business, Health Services, Industrial and Engineering Technology, Natural Resources, and Public and Human Services. The Department currently offers 41 programs of study within the six career pathways framework. Current Board Policy No. 2103 defines Career and Technical Education.

The Department is committed to improving CTE opportunities for students throughout the state. The Department respectfully finds the provisions of S.B. No. 2589 to be unnecessary, as the intent of this bill is currently being implemented.

Part V. FACILITIES (S.B. No. 2590)

The Department welcomes additional funding for heat abatement and energy efficiency measures. The Department's Ka Hei program is a comprehensive energy and sustainability program designed to provide comfortable learning environments for our students and teachers. One of the key objectives of the program is to reduce costs and energy consumption at all 256 public schools. The Department has made significant progress in working toward the goals of Ka Hei and appreciates the support of the Legislature to further these efforts.

In addition, the Governor announced his plan to air condition 1,000 classrooms by the end of 2016, and is making available GEMS financing. We appreciate his initiative and are moving rapidly to execute his proposal.

Part IV. WEIGHTED STUDENT FORMULA (S.B. No. 2591)

The Department offers the following comments:

This bill states: "Principals, in consultation with teachers and school community councils, shall expend moneys provided to the principals' school." Section 302A-1124, HRS, currently defines the role of the school community council and mandates a composition that includes teachers.

The new language related to a "superintendent's reserve" states both that the reserve is "to address needs at unique and remote schools," and that "the committee on weights shall make recommendations...for how the reserve should be used." Stating that the reserve is for "unique and remote schools" would be unnecessary if the intent is to allow the committee on weights to determine the criteria for the reserve's use.

The Weighted Student Formula (WSF) reserve was established in school year 2012-2013 based on a committee on weights recommendation that was approved by the Board. A portion of WSF funds are set aside in this reserve to provide supplemental funds to schools that demonstrate a need as combination school (e.g., K-8, 7-12), geographically isolated, has very low enrollment, or is experiencing an extraordinary circumstance. The distribution of these funds is made based on committee on weights-recommended guidelines.

Part VII. STANDARDIZED TESTING (S.B. No. 2592)

Statewide standardized tests provide one valuable source of information on student learning for students, parents, teachers, and educational administrators, but also informs educators and policy-makers about the progress of the education system. Standardized testing is an efficient method for reliably and objectively measuring the academic performance of the over 90,000 students in tested grades and 275 public schools (Department and charter) across the state. Standardized test scores provide one consistent measure, although incomplete, of school and student performance. Thus, all of the Department's accountability systems – for schools, educators, and students - use multiple measures.

Many provisions in this are bill related to testing conflict with federal requirements which are a condition of receiving federal educational support including Title I funds. Despite the elimination of No Child Left Behind, its successor, the Every Student Succeeds Act (ESSA), still requires states to administer a statewide student test and use those test scores to "meaningfully differentiate" schools and identify the lowest-performing. Federal requirements for minimum participation of 95% of students continue under ESSA. And students who have individual needs may receive accommodations on a test based on their IEP, which is informed by their teachers' assessment of their needs. The Department also administers an alternative assessment for students with significant cognitive disabilities and an exemption for the English Language Arts state assessment for students with limited English proficiency who are in their first year in a U.S. school.

The Department understands that instructional time is incredibly valuable for teaching and learning. The Department is continuously reviewing the tests that are required for all students to ensure that they are necessary and valuable. Over the last two years, we have reduced the number of tests that are required. Currently, the number of standardized tests required by the state is at the federal minimum with the exception of grade 11 which is being reviewed.

The Department remains cognizant to minimize the burden on students while balancing the need to support students through measuring achievement and complying with federal requirements. As such, the Department respectfully suggests that S.B. No. 2592 is unnecessary.

Part VIII. CLASSROOM SUPPLIES (S.B. No. 2593)

The Department supports providing teachers with the resources necessary to help our students thrive in the classroom. The Department estimates the fiscal impact to be approximately \$11,900,000 per year using the calculation of \$1,000 per Full Time Equivalent (FTE) positions at schools which total approximately the Department's workforce of 11,100 classroom teachers, 200 libraries, and 600 counselors.

Additionally, there may be some administrative issues that need to be addressed before

implementing such a program through a debit card system, as described in the bill. These administrative considerations include processing, procurement, reconciliation, and workload issues at the school and vendor payment levels.

Part IX. TEACHER RECRUITMENT AND RETENTION (S.B. No. 2594)

The Department supports the intent of S.B. No. 2594. Loan subsidies can encourage prospective teachers to contemplate careers in special education, vocational education, technical education, and career pathways.

However, the Department believes the bill may not be necessary. Federal loan forgiveness is already available for teachers in areas the Department has designated as “teacher shortage,” including special education, technical, and vocational education.

Furthermore, the program proposed for teacher recruitment and retention is complex and would be, as a result, administratively burdensome given the Department’s current systems and staffing. The Department anticipates the establishment and maintenance of the program would require substantial resources to fund the incentives and administer the program.

Part X. EARLY CHILDHOOD EDUCATION (S.B. No. 2595)

The Department supports efforts to provide opportunities for early childhood education for all of Hawaii’s keiki as it is critical that they enter kindergarten ready to learn. Children deserve the best possible foundation upon which to build success and early childhood education is integral to this foundation. Children are most successful when they enter the public school system prepared with the socio-emotional and pre-academic skills that make them kindergarten-ready.

Part XI. EVALUATIONS (S.B. No. 2596)

The Department offers the following comments on S.B. 2596:

The Department recommends maintaining the existing 302A-638, HRS, which was established in 1996 and preceded the current evaluation systems which were negotiated between the State and its unions. The proposed changes should be bargained, as HSTA has previously testified in response to prior year’s efforts to legislate aspects of teachers’ evaluations.

The Department supports the intent of the portion of paragraph (a), which requires the Department to consult with the unions in establishing an evaluation program for teachers and educational officers (EOs), but notes that proposed language is redundant with existing statute and practice. A consultation process is already codified in section 89-9(c), HRS, and in the past, the Department has consulted, and at times negotiated, with Hawaii State Teachers Association (HSTA) and Hawaii Government Employees Association (HGEA) regarding evaluation programs for teachers and EOs.

Many provisions of this measure are currently governed by agreements with HSTA and HGEA.

Part XII. CLASS SIZE (S.B. No. 2597)

The Department supports the intent of S.B. No. 2597 but respectfully opposes the measure for the reasons identified below.

Class size is a subject of collective bargaining and is addressed in the Department's contract with HSTA. Article VI, Teaching Conditions and Hours, Section A. 6., of the current contract states that the employer agrees to maintain the "average statewide class size ratio of 26.15 to 1."

Moreover, class size is product of school-level decisions by the principal and School Community Council in budgeting of school funds. Thus, schools are empowered to select its number of teachers based on its allocation of its student population-based budget toward personnel. Rather than class size limitations determined by the Legislature, class size is better addressed by providing additional funding for the Weighted Student Formula, which would allow schools to allocate additional resources towards personnel and thus reduce class size.

The current HSTA contract also provides a process to follow should there be issues in connection with the class size of individual classrooms. For example, a class size committee is required, with the authority to hear and investigate class size complaints and make recommendations to the Superintendent for change. If there is no majority vote on a decision of the committee, the HSTA may have the matter submitted to arbitration.

Finally, any change to the class size requirements, including a change from average statewide ratio to individual classroom maximum, would have significant cost implications due to the need for more teachers and additional facilities to house additional classrooms. The Department believes there are other, often less costly, means to provide students with quality education and to address working conditions for teachers.

Part XIII. FUNDING (S.B. No. 2599)

The Department has no position on this measure and defers to the Administration with regard to the generation of revenues to fund public programs.

Part XIV. MISCELLANEOUS (S.B. No. 2598)

The Department supports the intent of S.B. No. 2598. The additional funds would provide the Department with additional teaching positions to support the programs and needs of our schools and students. However, this bill is prescribes the subject area of

teachers to be funded, and the Department supports schools' using their autonomy to determine the types of positions for necessary for their school program and community.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION

RE: SB 2597 - RELATING TO EDUCATION.

WEDNESDAY, FEBRUARY 10, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SB 2597**, relating to education.

The Institute of Education Sciences, the research arm of the U.S. Department of Education, concludes that class size reduction is one of only four evidence-based reforms that have been proven to increase student achievement. Experiments in Tennessee, Wisconsin, and other states have demonstrated that students in smaller classes score better on standardized tests, receive better grades, and exhibit improved attendance.

Moreover, poor and minority students benefit the most from smaller class sizes, experiencing twice the achievement gains of the average student. A study commissioned by the U.S. Department of Education analyzed the achievement of students in 2,561 schools across the nation by their performance on the National Assessment of Educational Progress exams. After controlling for student background, the only objective factor that correlated with higher test scores was class size.

Hawai'i State Board of Education Policy 2237 states: "The Board of Education is committed to reducing class size in order to promote quality instruction and positive teacher-student interaction. Reducing class size at the lower grade level is critical in educating students as they begin the basic tenets of learning to read and write and do math. Reducing class size at the lower grade level is an imperative strategy to



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support student learning and achievement. Research supports a lower student to teacher ratio in the lower grades for optimum teaching and learning. The optimum class size for grades K-3 shall be 20:1; provided that the maximum class size for grades K-2 shall be 25:1. The optimum class size for grades 4-12 shall be 26:1. The Department of Education shall implement this policy to ensure that instructional personnel and other staff are allocated in a manner that is educationally sound, instructionally appropriate, and as funds are available.”

Yet, teachers regularly oversee classes above these suggested maximums, sometimes managing rosters with as many as 40 or 50 enrollees and total workloads of over 200 students. While the DOE reports, each year, on teacher-student ratios, these numbers are often skewed by the number of teachers pulled out of the classroom to serve as *de facto* departmental employees or “resource teachers” and do not account for the total number of classes above the department’s reported or BOE’s suggested ratios. As the number of special needs students or English language learners increases in any class, so does the need for individualized instruction. Accordingly, we view lowering class size as one of the most instrumental and obvious methods of boosting learning growth and improving teachers’ work conditions.

Because lower class sizes yield higher achievement, the Hawaii State Teachers Association asks your committee to **support** this bill.

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: *Submitted testimony for SB2597 on Feb 10, 2016 13:15PM*
Date: Monday, February 08, 2016 7:34:27 PM

SB2597

Submitted on: 2/8/2016

Testimony for EDU on Feb 10, 2016 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Aidyn Aradanas	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.

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EDUtestimony@capitol.hawaii.gov

Heading: Testimony in support of SB2597

Testimony for: Committee on Education Hearing on Wednesday, February 10, 2016 1:15pm

Honorable Chair Kidani and committee members,

My name is Debbie Anderson. I am a teacher at Waiakea Intermediate School on the island of Hawaii. As a teacher of over 25 years in Hawai'i, I am writing in support of SB2597 Class Size, subcomponent Part **XII**, which Establishes maximum student enrollment per school class for various types of public school classrooms beginning with the 2020-2021 school year.

PART III. CLASS SIZE

Research conducted by the Institute of Education Sciences, within the U.S. Department of Education, concludes that “class size reduction is **one of only four** evidence-based reforms that have been **proven to increase student achievement**.”[1] Experiments in Tennessee, Wisconsin, and other states have demonstrated that students in smaller classes have higher academic achievement, receive better grades, and exhibit improved attendance. A study commissioned by the U.S. Department of Education analyzed the achievement of students in 2,561 schools across the nation by their performance on the National Assessment of Educational Progress (NAEP) exams. After controlling for student background, the only **objective** factor that **correlated** with higher test scores was class size.[2] Directing funding to address class size is a worthwhile investment.

Class Size is a Social Justice Issue

The students benefiting the most from smaller class sizes are from poor and minority backgrounds, and they experience twice the achievement gains of the average student when they are placed in smaller classes.

Class Size Matters for All Grade Levels

Reducing class size drastically affects student learning positively, especially with younger students in grades K-3, as shown by the well-known Tennessee Project STAR (Student Teacher Achievement Ratio) that included smaller class sizes.[3]

In addition, it has also been shown that reduced class size has particularly positive effects on secondary students who are performing at lower levels. If placed in larger class sizes, these lower achieving students continue to perform at low levels and their achievement levels actually decline in larger class settings. If these lower achieving students are placed in larger classes, they tend to have off-task behaviors that interfere with their learning. Instead of focusing on important instruction, teachers then spend the majority of their time redirecting student behavior. When these lower achieving secondary students are placed in smaller classes, their academic progress and achievement dramatically increase; and, if they remain in lower class sizes, they continue to make great gains in their achievement over an extended period of time.[4]

In the state of Hawaii, at the secondary level, teachers currently instruct at least 6 classes. A teacher's student load, if each class consists of 30-35 students, multiplies to a detrimental total of 180-210 students (or more, if they have more classes). A total load of fewer than 150 students at the secondary level support developing more quality relationships for family support.

Class Size and Teaching

A smaller class size allows teachers to be able to use a variety of pedagogical approaches more effectively as well as provide more individualized instruction and deeper teacher feedback while also improving students' non-cognitive skills such as engagement and attentiveness, contributing to higher graduation rates and fewer dropping out of school.[5] Another point that should not be overlooked is that smaller class sizes allow teachers to develop stronger connections with students and more frequent communication with their families. School connectedness is vital for student success.[6]

Class Size in Our Local Context

Although Hawaii has a class size limit for grades K-2 of 25 students, no clear limit has been established yet for class sizes in grades 3-12. Campbell High School class sizes hit 52 last fall [7]. Even core academic subjects often have 40 or more students.

The student-teacher ratios listed for each Hawai'i Department of Education (DOE) school represent an average of the total number of students enrolled at a school divided by the total number of Bargaining Unit 5 teachers at a school. This ratio is distorted because the DOE includes non-classroom teacher (NCT) positions, such as registrars, librarians, curriculum coordinators, curriculum coaches, and counselors. In reality, class size should refer to the actual number of students on a teacher's roster for a particular class, not a ratio or average. For example, at a middle school, the student-teacher ratio might state that it is 15-to-1, but their actual class size at that particular middle school might be from 30-35 students, or more, depending on the class. Dedicated special education classes should be smaller, due to the needs of the special education students. As more English language learners and Special Needs students are mainstreamed or included into regular education classes, a 26 student limit benefits all.

Setting a limit of a class size of 20 students for grades K-3 and a limit of 26 students for grades 4-12, as recommended by Hawai'i Board of Education Policy 2237, is an integral step necessary to support student learning. It is needed to increase student achievement, to improve attendance rates, contribute to student connectedness, reduce off-task behaviors, and generally provide a better learning environment for all students to be successful.

Thank you for your time and support of Education on this Committee.

Sincerely

Debbie Anderson, NBCT

[1] "Class Size Reduction Research." Class Size Matters RSS. Classsizematters.org, 05 Nov. 2012. Web. 16 Jan. 2016.

[2] Haimson, Leonie. Is There a Threshold Effect in Reducing Class Size? (2009): 1-4. Class Size Matters. Classsizematters.org, 9 Dec. 2009. Web. 16 Jan. 2016. Akelheilm, Karen. "Does Class Size Matter?" Science Direct. Elsevier Ltd, June 2002. Web. 16 Jan. 2016.

[3] Boyd-Zaharias, J., & Pate-Bain, H. 2000. "Early and new findings from Tennessee's Project STAR." The CEIC Review, 9(2), 4.

[4] Blatchford, P., Bassett, P. & Brown, P. "Examining the effect of class size on classroom engagement and teacher - pupil interaction: Differences in relation to pupil prior attainment and primary vs. secondary schools," Report of the Department of Psychology and Human Development, University of London, 1 April 2011.

[5] Everson, C. M., & Randolph, C. H. 1989. "Teaching Practices and Class Size: A New Look at an Old Issue." Peabody Journal of Education, 67(1), 85-105. Graue, E., Rauscher, E., & Sherfinski, M. (2008). Using Multiple Data Sources to Understand the Synergy of Class Size Reduction & Classroom Practice in Wisconsin. Paper to American Educational Research Association Annual Meeting, New York. Dee, T., West, M. (2011) "The non-cognitive returns to class size." Educational Evaluation and Policy Analysis. 33-1:23-46. Boyd-Zaharias, J., & Pate-Bain, H. 2000. "Early and new findings from Tennessee's Project STAR." The CEIC Review, 9(2), 4.

[6] Centers for Disease Control and Prevention. "School Connectedness: Strategies for Increasing Protective Factors Among Youth." Atlanta, GA: U.S. Department of Health and Human Services; 2009.

[7] [Mangieri](#), Gina. August 19, 2015. "Large class sizes, teacher shortages linger into school year." Honolulu: KHONTV2.

Testimony for: support of SB 2597
Wednesday, February 10, 2016 1:15pm

Committee on Education Hearing

Honorable Chair Takumi and committee members,

Hi we are Ryan Castillo and Evan Kurashige, and we are freshman students from Mililani High School. We would like to voice our opinion about SB 2597. Senate bill 2597 is a very good bill, we have looked over the bill and agree with its contents. Students should get more rights within the school. Teachers, principals, and even students will find that learning will be more productive and enjoyable with better privileges, and more legroom. According to multiple sources, students learn better with less kids, which means that class sizes should be smaller, instead of packing tons of students into one classroom, making conditions uncomfortable. "Researchers generally agree that lower class sizes, at least in the earliest grades, are linked to positive educational benefits such as better test scores, fewer dropouts and higher graduation rates, especially for disadvantaged children". Smaller class sizes also decrease the ratio of too many teachers to one or two teacher(s). "The most obvious explanation for why reducing class size works — that teachers give students better, more-tailored instruction in smaller classes — probably isn't the reason why achievement goes up. Teachers for the most part don't change their practices automatically when their classes have fewer students. Students behave better and pay more attention in smaller groups, and this may account at least initially for the gains. For example, it's harder for a couple of troublemakers in the back of the room to derail the class when they can't hide in a crowd." Having smaller class sizes is very beneficial to the ordinary child so that they can succeed, and be destined for success.

We are very concerned about this bill, and we hope it passes. Students in Hawaii deserve better learning environments and facilities, because we are the future of Hawaii. Without adequate facilities, teaching us would be kind of pointless. Do people really think that students can remember the material they are taught, when the scorching classroom heat is affecting their concentration? I don't think so. The students of schools with lower budgets and rural areas deserve better. They deserve to have proper teaching environments, so they can learn, and retain what they learn. After all, we are the next generation, and the future rests in our hands, and we deserve the necessary tools to make sure our future is bright.

Thank you,

Ryan Castillo and Evan Kurashige

Mililani High School

Testimony for: support of HB2733
Committee on Education Hearing
Wednesday, February 10, 2016 1:15pm

Honorable Chair Takumi and committee members,

I am a freshman at Mililani High School and I support this bill because throughout this bill you address issues that I believe are important for younger generations' future. Class size and support for all of our students is something that should really be focused on. When being in a smaller classroom students are able to receive a more in depth comment or critique on their assignments. Also, lower achieving students who are placed in smaller classes have their academic progress dramatically increase while being in that class. If it is proven that smaller class sizes help academic improvement then why do some classes still have larger classes? For example, Campbell High school academic subject classes has 40 or more students in a class. How is one teacher supposed to help give specific comments for each student?

This whole bill is basically about the students and for future generations which is very important. The younger generation, including us, are expected to solve all of society's problems. Making our education environment better and providing passionate and respected teachers may be the first step. My personal experience with class sizes is that I felt that my understanding of that particular lesson was better in a smaller class, rather than in a larger one. I feel like in a smaller class the teacher is able to focus her energy on a specific student rather than having her to spread herself out with multiple students. In my opinion students I feel more confident with smaller classes because of that connection I am able to have with the teacher. My main idea that I am trying to get here is that I support this bill in hopes of it helping this generations and future generations.

-Sincerely,
Janice Alegre

Testimony for: SB2597

Committee on Education Hearing

Wednesday, February 10, 2016 1:15pm

Honorable Chair Kidani and committee members,

As freshmen at Mililani High School, we support bill SB2586 because it addresses the problem of class size. We believe that the problems addressed by this bill is beneficial to struggling students that want to be able to learn and be successful.

The problem is larger class sizes allow for teachers to be unaware if a student needs help. For students it would be hard to get the help needed if they're struggling. If class sizes were reduced it would allow more one-on-one time with students and give teachers the ability to address any questions and concerns students have on assignments. Studies have shown smaller class sizes have higher academic achievement, receive better grades, and exhibit improved attendance. A study was authorized by the U.S Department of Education to analyze the achievement of students in 2,561 schools across the nation by their performance on the National Assessment of Educational Progress (NAEP) exams. After the exams were analyzed the only corresponding factor to higher test scores was class size. In Hawaii after grades K-2 there is no clear limit to class sizes. For example, at Campbell High School, often classes of core academic subjects have 40 or more students in each class.

Here at Mililani High School, class sizes vary from class to class and subject to subject. Here in our Pre-AP History class we have a total of 35 students in this one class. Smaller class sizes will not only benefit our learning but the entire school/state. Big classes can sometimes be overwhelming to some students, in this class, we struggle and can't always receive the help needed because of the substantial class size. Smaller classes give more opportunities for students to speak up, ask questions, and contribute to class discussion. At Mililani High, student contributions are required in many classes, but due to the different class sizes not all students participate due to their nervousness. We agreed that smaller class sizes create stronger bonds between peers and students. This bond will allow students to be comfortable in class and allow them to ask for the help they need. That is why we support this bill, because it will benefit us in the classroom, providing us better learning conditions, improved education and student involvement.

Sincerely,
Ryan James Domingo & John Kalani



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TESTIMONY FOR SENATE BILL 2597, RELATING TO EDUCATION

Senate Committee on Education
Hon. Michelle N. Kidani, Chair
Hon. Breene Harimoto, Vice Chair

Wednesday, February 10, 2016, 1:15 PM
State Capitol, Conference Room 229

Honorable Chair Kidani and committee members:

I am Kris Coffield, representing IMU Alliance, a nonpartisan political advocacy organization that currently boasts over 350 members. On behalf of our members, we offer this testimony in strong support of Senate Bill 2597, relating to education.

Class size is a social justice issue. Research conducted by the Institute of Education Sciences, within the U.S. Department of Education, concluded that “class size reduction is one of only four evidence-based reforms that have been proven to increase student achievement.” Experiments in Tennessee, Wisconsin, and other states, moreover, have demonstrated that students in smaller classes have higher academic achievement, receive better grades, and exhibit improved attendance. Students benefiting most from smaller class sizes are from poor and minority backgrounds, experiencing twice the achievement gains of their peers. A study commissioned by the U.S. Department of Education analyzed the achievement of students in 2,561 schools across the nation by their performance on the National Assessment of Educational Progress (NAEP) exams. After controlling for student background, the only objective factor that correlated with higher test scores was class size.

Smaller class sizes allow for individualized instruction, while also improving student engagement. Additionally, we note that the DOE’s student-teacher ratios reflect the *total* number of students enrolled at a school divided by the *total* number of teachers employed, including non-classroom “resource teachers,” registrars, librarians, curriculum coordinators, curriculum coaches, counselors,

communications specialists, technology coordinators, and more. Although Board of Education Policy 2237 establishes a class size limit for grades K-2 of 25 students in Hawai'i, there is no clear limit established for higher grade levels. Teachers can often be found with rosters that include 40-50 students, therefore, with some total secondary school workloads exceeding 200 students (particularly at schools where teachers manage six periods). The class size limits suggested in this bill follow the recommended class sizes outlined in BOE Policy 2237, with the lower limits for special needs students and English language learners following best educational practices nationwide. Reducing class size will boost achievement, improve attendance, and foster a sense of community, and reduce unproductive behaviors, providing students and teachers alike with a better learning environment.

At the end of the day, this proposal is about respect for the teachers who provide the sign and signal of our society's audacious future. Mahalo for the opportunity to testify in strong support of this bill.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

Testimony for: Support of SB2597
Committee on Education Hearing
Wednesday, February 10, 2016

Honorable Chair Kidani and committee members,

My name is Racyn Komata and I am a student attending Mililani High School and I'd like to show my support regarding the bill SB2597 because it addresses the problems of education and what I believe is an important issue, the size of a classroom being too large. Some of my classes, the teachers just show videos and give worksheets. This bill will allow teachers to continue their lesson plans, but can also give more focus onto their students instead of trying to teach a large class.

In accordance to this statement in the bill, "...reduced class size has particularly positive effects on secondary students who are performing at lower levels. If placed in larger class sizes, these lower achieving students continue to perform at low levels and their achievement levels actually decline in larger class settings." I believe that small classroom sizes can help students of any origin perform better in school. Smaller classroom sizes will allow students to get more help in class as they don't have to 'fight' for the teacher's attention.

Sincerely,
Racyn Komata

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc: rfvromo@gmail.com
Subject: Submitted testimony for SB2597 on Feb 10, 2016 13:15PM
Date: Monday, February 08, 2016 1:06:03 PM

SB2597

Submitted on: 2/8/2016

Testimony for EDU on Feb 10, 2016 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Rodrigo & Charlotte Romo	Individual	Support	No

Comments: My wife and I strongly support the funding of the Pacific International Space Center for Exploration Systems (PISCES) by the legislature. Hawaii should consider itself fortunate to have the opportunity to support and fund an organization like PISCES. The state dependency on tourism as a primary source of revenue does not present a sustainable model. PISCES brings Hawaii into the Aerospace arena and helps promote the state as a platform for aerospace development. PISCES also provides invaluable support and experience to Hawaii's youth in the form of its summer internship programs. Losing PISCES would be a terrible loss for the state, especially considering the current atmosphere surrounding the islands.

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.

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