



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

**Date:** 06/29/2020  
**Time:** 02:00 PM  
**Location:** 329  
**Committee:** House Finance

**Department:** Education

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

**Title of Bill:** SB 2486, SD1 RELATING TO EDUCATION DATA.

**Purpose of Bill:** Requires the Department of Education to establish a standardized data collection process; collect and analyze data relating to, among other things, student discipline, seclusion, and restraint, school climate, and student achievement; and annually report certain information to the Board of Education, Legislature, and the public. (SD1)

**Department's Position:**

The Department of Education (Department) supports SB 2486, SD 1 and respectfully provides comments. Systematic data collection improves our identification of best practices and data integrity. Further, expanding data collection will strengthen and inform decision-making by our schools, complex areas, and state offices. Should the U.S. Department of Education decide to eliminate or reduce the reporting of civil rights data, the Department has committed to continue its civil rights collection for state accountability.

The Department collects and reports accountability data for StriveHI, the Every Student Succeeds Act (ESSA), EdFacts, the Civil Rights Data Collection (CRDC), the Consolidated State Performance Report (CSPR) and the State Systemic Improvement Plan (SSIP). As new reporting requirements develop, enhancements to source systems of data may be required to accommodate new data collection.

The Department recommends that data shall be reported as required by this section in alignment with the Department's business rules for federal data reporting, provided that the personally identifiable information of each student shall be kept private. While a minimum of ten students is currently reported for federal reports, changes in federal reporting requirements, as well as student privacy requirements, may require the Department to revise its business rules (including the minimum number of students for reporting purposes). Therefore, upon further discussion, the Department may determine the appropriate N-size based on the purpose of the presentation and report, not setting a specific number of students as a threshold for data reporting.

To leverage data assets and increase the value of longitudinal student data for decision-making, the Department is expanding the current longitudinal data repository system called the Longitudinal Education Information (LEI) System. This system also consolidates multiple data reporting systems into a single data repository that supports the Department's information requirements for continuous improvement, accountability, compliance, and strategic and public/policy reporting. The Data Governance and Analysis Branch of the Department, which facilitates the work of the LEI system, is integral to the Department's data accountability, integrity, and reporting.

Thank you for the opportunity to provide testimony on this measure.

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).



Hawai'i

Committee: Committee on Finance  
Hearing Date/Time: Monday, June 29, 2020, 2:00 p.m.  
Place: Conference Room 329  
Re: Testimony of the ACLU of Hawai'i in Support of S.B. 2486, S.D.1, Relating to Education Data.

Dear Chair Luke, Vice Chair Cullen, and Members of the Committee on Finance:

The American Civil Liberties Union of Hawai'i ("ACLU of Hawai'i") writes in support of S.B. 2486, S.D. 1, which would reform Hawai'i's laws on education data collection practices and make data more accessible to families, community members, and advocates.

**Hawai'i's current data collection policy is to have no policy at all, and provides no way to check if the data is accurate.** This bill requires the Hawai'i State Department of Education ("DOE") to create mandatory policies for data collection and implement an audit process for determining if the data collected and submitted is accurate.

The federal Department of Education ("ED") requires all districts to submit biennially a set of data indicators called the Civil Rights Data Collection ("CRDC"). The last published collection was the 2015-16 school year. The DOE sends a guidance memo out each time the CRDC needs submission, but does not have official policies or requirements for how individual schools and complex areas must submit and verify this data. Individual principals send in their data, and it is up to those principals and complex area superintendents to verify this data. The central office at the DOE does not verify the accuracy of this data or enforce data collection best practices.

**The Hawai'i Department of Education submitted inaccurate data and misrepresented data to the Federal Department of Education.** There are two widespread examples of how this data has been inaccurate in the past, to the detriment of the children the DOE serves:

1. The DOE had to resubmit their 2015-16 CRDC data to the federal government in August 2019<sup>1</sup> after the ACLU of Hawai'i alerted them in June 2019<sup>2</sup> to drastic disparities in the number and length of suspensions, particularly for Native Hawaiian and Pacific Islander

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<sup>1</sup> Suevon Lee, "Hawai'i DOE Releases Revised Data on Student Suspensions," *Civil Beat* <https://www.civilbeat.org/2019/08/hawaii-doe-releases-revised-data-on-student-suspensions/> (August 15, 2019).

<sup>2</sup> Suevon Lee, "ACLU Says Hawai'i Schools Are Suspending Too Many Students," *Civil Beat* <https://www.civilbeat.org/2019/06/aclu-says-hawaii-schools-are-suspending-too-many-students/> (June 14, 2019).

American Civil Liberties Union of Hawai'i  
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students and students with disabilities. The DOE hired an outside consultant to recalculate the school discipline indicators.

For instance, the DOE said it double-counted suspension term lengths. As another example, the DOE reported zero school psychologists employed in 2015-16. Because school psychologists are employed at the complex level, only reporting school-level data meant that none were counted in that year's CRDC data. This results in advocates being unable to determine if the level of staffing is sufficient to meet students' needs.

2. The DOE misrepresented that it had collected data on instances of restraint<sup>3</sup> and seclusion, per state and federal law, when it had not.<sup>4</sup> It reported zero uses of restraint in the 2015-16 CRDC. Per a public records request the ACLU of Hawai'i submitted in January 2019, the DOE reported 67 cases in 2017-18. The DOE admitted in July 2019 that by reporting "zero" instances, **it meant it did not collect this data for 2015-16 year at all**, rather than having zero instances of restraint. This particularly affects children with disabilities. We owe it to our most vulnerable students to identify this data, and protect them.

**The Federal Department of Education is rolling back data reporting requirements in the Civil Rights Data Collection.** This bill retains those protections. Under this presidential administration, the federal government has consistently walked back or removed civil rights protections relating to transgender students; discrimination affecting an entire protected class within schools or school systems, including race, gender, national origin, and English Language learner and disability status; and now, in the types of data indicators school systems must collect. ED is proposing to modify future CRDC requirements. If the DOE does not collect data on student discipline, school climate, and student achievement, the state is not able to determine if there are deficiencies (or even success stories) and is not adequately serving its students.

**The Department of Education does not adequately analyze its data for instances of disparity; this bill requires data analysis to identify disparities.** Simply collecting data is step one. Step two is to analyze the data collected for disparities. "Do we suspend more Native Hawaiian youth than Japanese youth? At which schools?" These types of questions could not be answered under current data practices. The ACLU of Hawai'i has submitted numerous public records requests related to

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<sup>3</sup> U.S. Department of Education, "Restraint and Seclusion: Resource Document," p. 2  
<https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf> (May 2012). Restraint means physically, mechanically, or chemically (via drug) to control movement or behavior; children have been injured and even died while in school due to these methods. The use of restraint presents high risks to the student's safety, and ED has found no evidence that using such methods decreases the behaviors that precipitated the need for restraints.

<sup>4</sup> Suevon Lee, "Hawaii Provided 'Inaccurate' Data On Student Restraint And Seclusion," *Civil Beat*  
<https://www.civilbeat.org/2019/07/hawaii-provided-inaccurate-data-on-student-restraint-and-seclusion/> (July 8, 2019).

school discipline disparities, but these requests have been returned unfulfilled because the DOE does not maintain these types of records. However, this is basic information that all interested parents, community members, advocates, and students should have access to; requiring this analysis and that the DOE take steps to address any disparities found, means that students will be identified and served.

**The Department of Education does not adequately publish or make available data to families and advocates.** The types of data collection and analysis required in this bill have been implemented in part or whole in over 30 states. This legislation is necessary to identify instances of disparity between our most vulnerable populations of students, and ensure that the disparities are rectified. The bill requires the DOE to make the data publicly available, in a format easy to understand. If we are truly dedicated to raising academic achievement, knowing how we decide to sanction students is imperative.

For the above reasons, we urge the Committee to support this measure. Thank you for the opportunity to testify.

Sincerely,



Mandy Fernandes  
Policy Director  
ACLU of Hawai'i

*The mission of the ACLU of Hawai'i is to protect the fundamental freedoms enshrined in the U.S. and State Constitutions. The ACLU of Hawai'i fulfills this through legislative, litigation, and public education programs statewide. The ACLU of Hawai'i is a non-partisan and private non-profit organization that provides its services at no cost to the public and does not accept government funds. The ACLU of Hawai'i has been serving Hawai'i for 50 years.*

**SB-2486-SD-1**

Submitted on: 6/27/2020 8:18:33 AM

Testimony for FIN on 6/29/2020 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Younghi Overly	AAUW of Hawaii	Support	No

Comments:

Statement Before The  
**HOUSE COMMITTEE ON FINANCE**  
Monday, June 29, 2020  
2:00 PM  
State Capitol, Conference Room 329

in consideration of  
**SB 2486, SD1**  
**RELATING TO EDUCATION DATA.**

Chair Luke, Vice Chair Cullen, and Members of the House Finance Committee

Common Cause Hawaii supports SB 2486, SD1, which requires the Department of Education to (1) establish a standardized data collection process, (2) collect and analyze data relating to, among other things, student discipline, school climate, and student achievement, and (3) annually report certain information to the Board of Education, Legislature, and the public.

Common Cause Hawaii is a nonpartisan, nonprofit, grassroots organization focused on upholding the core values of American democracy. A representative democracy is one that works for the people; our government should be open, honest, and accountable to and for the benefit of the people it serves.

SB 2486, SD1 will reform Hawaii laws on education data collection practices and make data more accessible to the public, providing for a more open, honest, and accountable Hawaii Department of Education. Currently, the Hawaii Department of Education does not adequately publish or make available data to families and/or advocates, resulting in a lack of transparency and accountability. SB 2486, SD1 will redress this issue.

Common Cause Hawaii urges this Committee to pass this bill. Thank you for the opportunity to testify in support of SB 2486, SD1.

Very respectfully yours,

Sandy Ma  
Executive Director, Common Cause Hawaii



## Hawaii Women's Coalition

To: Hawaii State House of Representatives Committee on Finance  
Hearing Date/Time: Monday, June 29, 2020, 2:00 p.m.  
Place: Hawaii State Capitol, Rm. 329  
Re: Testimony of Hawaii Women's Coalition in strong support of S.B. 2486  
S.D.1

Dear Chair Luke, Vice Chair Cullen, and Members of the Committee,

Hawaii Women's Coalition writes in strong support of S.B. 2486, S.D. 1. Robust and accurate data collection and transparency is a critical first step in identifying ways to more fully meet students' needs in Hawaii.

The Hawaii Department of Education's ("DOE") data collection practices fall short, evidenced by its misreporting of civil rights data to the federal government for the 2015-16 school year. Without reliable data, agencies, parents, and community advocates cannot identify which students may be slipping through the cracks in our education system. S.B. 2486, S.D. 1 fills gaps in DOE's current data collection and reporting practices by 1) adding uniform procedures for accurate data collection; 2) codifying and strengthening the categories of data reported to the federal government through the Civil Rights Data Collection; 4) requiring the DOE to analyze its data; and 5) requiring annual review of this data. This measure gives the Legislature better tools to identify vulnerable student populations in future efforts to ensure that all students in the State of Hawaii have what they need to thrive. Please pass this bill unamended.

Thank you for your support for this important measure.

Sincerely,  
Hawaii Women's Coalition



Committee: House Committee on Finance  
Hearing Date/Time: Monday, June 29, 2020/2:00pm  
Place: Conference Room 329  
Re: Testimony in Support of S.B. 2486 SD1, Relating to Education Data.

Dear Chair Luke, Vice Chair Cullen, and members of the Committee on Finance:

My name is Rae Shih and I write in support of S.B. 2486 SD1, which would reform Hawaii's laws on education data collection practices and make data more accessible to families, community members, and advocates. With the difficulties presented by the Covid-19 pandemic, data collection is essential for determining which students are being left behind and inadequately served. In particular, we must address the needs of our Native Hawaiian and Pacific Islander children, and students with disabilities.

There are five reasons for passing this bill.

First, Hawaii's current data collection policy is to have no policy at all, and provides no way to check if the data is accurate. This bill requires the Hawai'i State Department of Education ("DOE") create mandatory policies for data collection and implement an audit process for determining if the data collected and submitted is accurate. Note that the federal Department of Education ("ED") requires all districts to submit biennially a set of data indicators called the Civil Rights Data Collection ("CRDC"). The DOE sends a guidance memo out each time the CRDC needs submission, but does not have official policies or requirements for how individual schools and complex areas must submit and verify this data. Individual principals send in their data, and it is up to those principals and complex area superintendents to verify this data. This lack of accountability is a mark on the integrity of Hawaii's data. In national reports, there are asterisks by the state's data reporting, indicating researchers recognize inaccuracies. For some metrics, this CRDC report is the only report one can access.

Second, the central office at the DOE does not verify the accuracy of this data or enforce data collection best practices. This has led to numerous, public errors in the past, and deliberate misrepresentations. These include:

1. The DOE resubmitting its 2015-16 CRDC data to the federal government in August 2019<sup>1</sup> after the ACLU of Hawai'i alerted them in June 2019<sup>2</sup> of drastic disparities in the number and length of suspensions, particularly for Native Hawaiian and Pacific Islander students and students with disabilities. The DOE hired an outside consultant, **at an additional cost**, to recalculate their school discipline indicators. **The DOE has yet to make this revised data public, despite repeated requests.**

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<sup>1</sup> Suevon Lee, "Hawaii DOE Releases Revised Data on Student Suspensions," *Civil Beat* <https://www.civilbeat.org/2019/08/hawaii-doe-releases-revised-data-on-student-suspensions/> (August 15, 2019).

<sup>2</sup> Suevon Lee, "ACLU Says Hawaii Schools Are Suspending Too Many Students," *Civil Beat* <https://www.civilbeat.org/2019/06/aclu-says-hawaii-schools-are-suspending-too-many-students/> (June 14, 2019).

2. The DOE **deliberately misrepresented** that it had collected data on instances of restraint<sup>3</sup> and seclusion, per state and federal law requirements, when it had not.<sup>4</sup> It reported zero uses of restraint in the 2015-16 CRDC. Per a public records request the ACLU of Hawai'i submitted in January 2019, the DOE reported at least 67 cases in 2017-18. The DOE admitted in July 2019 that by reporting "zero" instances, it meant it **did not collect this data for the 2015-16 year at all**, rather than having zero instances of restraint. This particularly affects children with disabilities; We owe it to our most vulnerable students to identify this data, and protect them.

Third, the Federal Department of Education is rolling back data reporting requirements in the Civil Rights Data Collection. This bill retains those protections. Under this presidential administration, the federal government has consistently walked back or removed civil rights protections relating to transgender students; discrimination affecting an entire protected class within schools or school systems, including race, gender, national origin, and English Language learner and disability status; and now, in the types of data indicators school systems must collect. If the DOE does not collect data on student discipline, school climate, and student achievement, the state is not able to determine if there are deficiencies (or even success stories) and is not adequately serving its students.

Fourth, the Department of Education does not adequately analyze its data for instances of disparity; this bill requires data analysis to identify disparities. Simply collecting data is step one. Step two is to analyze the data collected for disparities. "Do we suspend more Native Hawaiian youth than Chinese youth? At which schools?" These types of questions could not be answered under current data practices. It is difficult for even the Legislature and Board of Education to get this data. With the Department of Education woefully underperforming on its academic measures of student proficiency rates, perpetuating a system that deliberately miscounts disciplinary incidents is at odds with the Department's stated 2020-30 Promise Goals.

Fifth, the Department of Education does not adequately publish or make available data to families and advocates. The types of data collection and analysis required in this bill have been implemented in part or whole in over 30 states. This legislation is necessary to identify instances of disparity between our most vulnerable populations of students, and ensure that the disparities are rectified. The bill requires the DOE to make the data publicly available, in a format easy to understand.

For the above reasons, I urge the Committee to support this measure. Thank you for the opportunity to testify.

Sincerely,

Rae Shih

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<sup>3</sup> U.S. Department of Education, "Restraint and Seclusion: Resource Document," p. 2 <https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf> (May 2012). Restraint means physically, mechanically, or chemically (via drug) to control movement or behavior; children have been injured and even died while in school due to these methods.<sup>3</sup> The use of restraint presents high risks to the student's safety, and ED has found no evidence that using such methods decreases the behaviors that precipitated the need for restraints.

<sup>4</sup> Suevon Lee, "Hawaii Provided 'Inaccurate' Data On Student Restraint And Seclusion," *Civil Beat* <https://www.civilbeat.org/2019/07/hawaii-provided-inaccurate-data-on-student-restraint-and-seclusion/> (July 8, 2019).



841 Bishop St., Suite 301  
Honolulu, Hawaii 96813

**LATE**

Telephone: 808 926-1530  
Contact@HEECoalition.org

Committee on Finance  
Representative Sylvia Luke, Chair  
Representative Ty Cullen, Vice Chair

June 29, 2020

Dear Chair Luke, Vice Chair Cullen, and Committee Members,

This testimony is submitted in **support of SB2486, SD1**, requiring the Department of Education (DOE) to establish a standardized data collection process; collect and analyze data relating to, among other things, student discipline, seclusion, and restraint, school climate, and student achievement; and annually report certain information to the Board of Education, Legislature, and the public.

As strong advocates of equity in education, HE`E Coalition has consistently pushed for full transparency of DOE student and system data. Without full public reporting and accountability for the results of every group of students, we will not know if progress is being made.

We strongly support the purpose of this act which is to require the DOE to:

- (1) Establish a standardized process for accurate data collection;
- (2) Collect data on indicators relating to school climate and student achievement, including data that may cease to be collected under the United States Department of Education's proposed rollback of mandatory civil rights data collection;
- (3) Make public, in a way that is understandable to families and advocates, data relating to school climate and student achievement;
- (4) Coordinate with the state public charter school commission regarding the collection, analysis, and dissemination of this data from public charter schools;
- (5) Analyze this data; and
- (6) Annually report this data to the board of education and legislature.

We also support the amendment of having the **n-size for data collection be 10**. Currently, the DOE's n-size is 20, which does not allow for transparency at the school level for subgroup data on the required Every Student Succeeds Act (ESSA) measures.

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

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

Sincerely,

Cheri Nakamura  
HE`E Coalition Director



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

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

**SB-2486-SD-1**

Submitted on: 6/28/2020 7:20:17 PM

Testimony for FIN on 6/29/2020 2:00:00 PM



<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Shay Chan Hodges	Individual	Support	No

Comments:

Thank you for the opportunity to provide testimony in support of SB 2486 SD1, relating to education data. Having accurate data on school climate, student achievement, suspensions, and school-related arrests will provide important information on how our school system is functioning and opportunities for reflection and improvement.

Additionally, data collection, analysis, and reporting required by this bill is intended, in part, to preserve protections that may soon be lost if the United States Department of Education acts on its proposal, published on September 19, 2019, in the Federal Register, to cease collecting certain types of data from public schools for the Department's mandatory civil rights data collection. For these reasons, I respectfully request passage of SB 2486 SD1.

Ensuring adequate data transparency:

- Discipline that keeps students engaged in the learning process and in the school community is more effective than discipline that interrupts the learning process and separates the learning community.
- The federal department of education is rolling back data reporting requirements in the Civil Rights Data Collection. This bill retains those protections
- The DOE has submitted incorrect data to the federal government:
- This bill:
  1. Adds procedures for accurate data collection;
  2. Collects data on indicators relating to school climate and student achievement, including requirements the federal government is rolling back;
  3. Makes public data relating to school climate and student achievement in a way that is understandable to families and advocates;
  4. Requires the department to analyze this data; and
  5. Requires review of this data annually by the board of education and legislature.

**LATE**

**SB-2486-SD-1**

Submitted on: 6/28/2020 7:51:52 PM

Testimony for FIN on 6/29/2020 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Susan Pcola_Davis	Member Parent Teacher Student Association Hawaii	Support	No

Comments:

The need for accurate data cannot be emphasized enough. The Superintendent's last evaluation by the Board of Education shows data collection, analysis and reporting as strongly lacking. The BOA also indicated that when data was requested of the Superintendent, it was not provided along with excuses.

Families have been out of the information loop routinely. In order to find out his information we are directed to the DOE website to do search for information updates is we find out from the news. We do understand the data.

As for the most recent release of data regarding the Distance Learning survey, only data for intermediate and high school is available. However, the population of elementary school students was not reported. The youngest are the most in need. I would not be surprised if the data is negative. Yet, schools are opening on August 4 and families will be informed on July 2nd. I

The ONLY data used for any of the re-opening of the schools is from that Survey and response rate was not as high as it could have been had it been broadcasted on the news rather than happening to find it on their website. It would be nice to know the percentage based on number of families responding/total population of families.

Your request is very specific. There is data collection going on BUT collecting the right data for decision making is necessary.

I strongly support N=10. The DOE cannot be changing "N" at their will. It must be supported or determined by a statistician.

For protecting the privacy of students there are times, depending on the population size, that adjustments to "N" are necessary. Again, determined by a statistician.

I am not going to address all the data components individually because I support all of them listed in SB2486 SD1.

I believe this legislation is necessary and the public should have access.

Very Respectfully

S. Pcola-Davis



Hawaii  
**Children's Action Network Speaks!**  
Building a unified voice for Hawaii's children

*Hawai'i Children's Action Network Speaks! is a nonpartisan 501c4 nonprofit committed to advocating for children and their families. Our core issues are safety, health, and education.*

To: Representative Luke, Chair  
Representative Cullen, Vice Chair  
House Committee on Finance

**LATE**

Re: SB 2486 SD1- Relating to education data  
Hawai'i State Capitol, Room 329  
1:00 PM, 6/28/2020

Chair Luke, Vice Chair Cullen, and committee members,

**On behalf of Hawaii Children's Action Network Speaks!, we are writing to support in STRONG support SB SD1 2486-relating to education data.**

Senate Bill 2486 SD1 would require the Department of Education to report on areas like student discipline, seclusion and restraint, school climate, and student achievement. Currently, there is no uniform data collection for these metrics. With sound data, we can ensure all students receive fair and equal treatment and that our schools are not exacerbating disparities between students. Having accurate data will provide important information on how our school system is functioning and opportunities for reflection and improvement.

Additionally, data collection, analysis, and reporting required by this bill is intended, in part, to preserve protections that may soon be lost if the United States Department of Education acts on its proposal, published on September 19, 2019, in the Federal Register, to cease collecting certain types of data from public schools for the Department's mandatory civil rights data collection.

**For these reasons, HCAN Speaks! respectfully requests the Committee to support this measure.**

Thank you,

Kathleen Algire  
Director, Public Policy and Research



**LATE**

**SB-2486-SD-1**

Submitted on: 6/29/2020 9:59:46 AM

Testimony for FIN on 6/29/2020 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Laurie Field	Planned Parenthood Votes Northwest and Hawaii	Support	No

Comments: