



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

Date: 04/01/2021

Time: 02:30 PM

Location: 308 Via Videoconference

Committee: House Finance

Department: Education

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

Title of Bill: SB 0807, SD2, HD1 RELATING TO EDUCATION.

Purpose of Bill: Requires each school's academic plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome; the school's priority improvement strategies and measures to determine progress; student growth indicators; information about programs intended to address social and economic conditions that adversely impact student learning; a breakdown of certain teacher vacancy data; and average class sizes for all regular education, special education, and contentbased Englishlanguage learning classes. Requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature. Effective 7/1/2050. (HD1)

Department's Position:

The Hawaii State Department of Education (Department) respectfully provides comments on Senate Bill 807, SD2, HD1, relating to school academic and financial plans.

The Department supports the tenets in this bill and appreciates the legislature's perspective and participation in improving the delivery of quality public education for all K-12 students at Hawaii's public schools. The collaborative work with the school community councils coupled with the professional expertise of Department personnel within the tri-level structure provide a strong foundation for the development of academic and financial plans in accordance with the unique needs and aspirations of K-12 learners in each school to establish programs and services dedicated to advancing the future of our students.

School communities with their able leaders and faculty are best suited to fulfill the responsibility of outlining academic and financial plans. Utilizing the data and information that is

school-specific, including but not limited to Strive HI performance data, the Western Association of Schools and Colleges accreditation visiting committee recommendations, and survey data such as the Youth Risk Behavior Survey and school climate survey results, schools focus their plans on strategies for building capacity, determining key processes, and prudently allocating public resources towards increasing equity and excellence in their programs and services.

The Department would like to note that the HD1 references the National Assessment of Educational Progress (NAEP) scores. While it is an option for schools to include in their academic plan, the Department would like to note that NAEP is administered to a random sampling of students in a random sampling of schools every other year, equaling approximately 20% of the students within the tested grade level. Results are generalizable to statewide performance and reported at the state level as a snapshot of student progress. It is not intended to inform selected schools as individual school sample sizes are too small to reliably infer upon overall school performance.

Furthermore, the Department questions the inclusion of teacher vacancy and class size data in the academic plan, which should centrally focus on student demographics and learning data to justify strategies, services, and programs to increase student achievement. The Department stands committed to ensuring that our students receive a quality education from highly effective teachers and through other evidence-based practices (e.g., counseling, extracurricular program) that will serve to build school-based capacity to care for the different learning and social-emotional needs of our students.

In addition, the Department believes that requiring schools to provide a breakdown of teacher vacancy data would not provide value during the development of the academic plan for the following school year because at the time the academic plan is formulated and approved by the School Community Council, teachers would not have been hired nor would they have transferred into anticipated vacancies at the school. Also, statewide and school data on the number of teachers with one year or less teaching experience, not licensed or state-certified for all subjects or grade levels taught, and unlicensed to teach are currently provided in the annual Every Student Succeed Act (ESSA) Report that is posted on the arch.k12.hi.us website. Schools are also required under ESSA to inform their parents if their child's class is being taught by an unqualified teacher.

In the midst of diminishing funds and continued efforts to push funding towards schools and complex areas, the prudent use of public dollars, both federal and state, must be maximized to ensure strategic priorities impact student achievement. The academic and financial plans are opportunities to align resources with the school's strategic priorities.

These plans are finalized annually during each spring semester and submitted to each respective Complex Area Superintendent for approval. The primary kuleana of the Department's state offices in this regard is to provide resources and centralized and, at times, targeted support to ensure the successful execution of school plans.

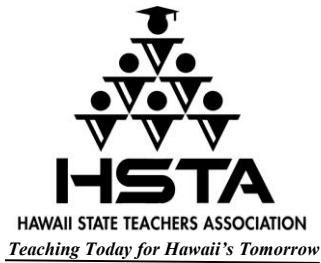
The Department continues to modernize existing implementation systems for these plans to leverage capacity, advance coherence and alignment in our priorities, and ensure standards of quality. This ensures a maximum return on investment and efficiency in the Department's efforts to have a cost-effective impact on successful outcomes for students.

The Department appreciates the shared interest of the legislature in providing a foundation for delivering high quality K-12 public education in Hawaii. In light of the dire fiscal challenges facing the state, it is incumbent on the legislature to continue regular dialogue with Department leadership to effectively address the litany of issues facing schools and students. Finally, the Department supports an annual report on school academic and financial plans by complex area

to the legislature prior to the start of each legislative session in the hopes that it provides foundational information for the next legislative session.

Thank you for the opportunity to provide testimony on this measure and for the legislature's continued support for Hawaii's public schools.

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.



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

Corey Rosenlee
President
Osa Tui Jr.
Vice President
Logan Okita
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: SB 807, SD2, HD1 - RELATING TO EDUCATION

THURSDAY, APRIL 1, 2021

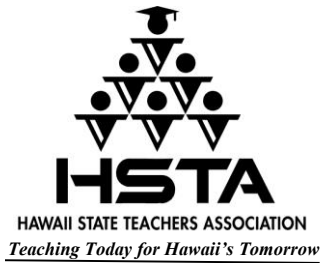
COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Luke and Members of the Committee:

The Hawaii State Teachers Association **supports SB 807, SD2, HD1**, relating to education. This bill requires each school's academic plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome; the school's priority improvement strategies and measures to determine progress; student growth indicators; information about programs intended to address social and economic conditions that adversely impact student learning; a breakdown of certain teacher vacancy data; and average class sizes for all regular education, special education, and content-based English-language learning classes. It also requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature. Effective 7/1/2050. (HD1)

HSTA suggests that, to ease the use of these different types of data included in this bill for use in academic and financial plans, that the DOE continue to provide principals these data, in the same way they provide much of these data through the School Status Improvement Reports (SSIR) currently. The state DOE offices who provide SSIR data, have data access that enables them to provide to each principal, student growth indicators, NAEP scores, as well as the breakdown of teacher vacancy data, including the number of positions filled by an unlicensed teacher, emergency hires, long-term substitutes, or a teacher who is working outside of their field of educational expertise (through HQT reports already digitally accessible to DOE); as well as the average class size (using their access to Infinite Campus data) for all regular education, special education, and content-based English-language learning classes, including any plans to reduce class sizes.

We also suggest you might want to include other key indicators from the SSIR report, such as the number of teachers who have taught at a school for 5+ years, as these data have been identified in numerous studies as important indicators that greatly affect student achievement.



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Study after study has shown, investing in highly qualified teachers who stay long-term have the greatest effect on students' higher achievement. High-performing educational countries, like Singapore and Finland, emphasize educator creativity and empowerment in the learning process, rather than standardized test scores, thus this bill now takes the focus off of standardized tests, and instead includes other much more important data that raises student achievement. Moreover, these countries employ authentic assessments that align with real-world problem-solving to evaluate student learning growth. to focus on the "inputs" that determine school success.

Currently, a number of other measures are utilized by schools and school community councils in guiding resource allocation, including WASC accreditation recommendations, school quality survey results (SQS), and parental and community engagement.

This bill will allow a school to use their academic and financial plans to track other measures of school success such as resource equity, access to broadband technology, availability of healthcare programs (both on- and off-campus), distribution of healthy food and meal options, and the existence of community programs to alleviate the social and financial inequality that undermines our students' ability to learn. Schools play a major role in coordinating these programs for students and should have the flexibility to allocate resources in a manner that strengthens their delivery to families and students. These additional factors are what support student achievement best.

This bill will help to allow our schools and thus our teachers to focus on providing authentic learning experiences to all of our children, while also providing data that will be helpful to actually look at the researched-based inputs/resources at each school that affect student achievement the most, such as number of licensed teachers, the actual class size based off of class rosters from Infinite Campus (not calculated by including non-classroom teachers in ratio at school while also separating out Fully Self Contained Special Education classrooms (FSD SPED) which naturally should be extremely small in comparison), socio-economic supports, etc., therefore, the Hawaii State Teachers Association asks your committee to **support** this bill.



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

April 1, 2021

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

This testimony is submitted in **support of SB 807 SD2 HD1**, requiring each school's academic plan to include a clear accounting of all resources that will be allocated to address and achieve each measurable outcome; the school's priority improvement strategies and measures to determine progress; student growth indicators; information about programs intended to address social and economic conditions that adversely impact student learning; a breakdown of certain teacher vacancy data; and average class sizes for all regular education, special education, and content-based English-language learning classes. Requires the department of education to submit an annual report on the school academic and financial plans to the board of education and the legislature. Effective 7/1/2050. (HD1)

We thank the legislature for continuing to support this bill. HE`E has consistently advocated for transparency and accountability in our school system, so we are pleased to see a bill that requires DOE to do a consolidated report of all schools, asking schools to connect the usage of financial resources to student outcomes. The community would like to see where schools are strategically spending their resources to provide the greatest positive impact on students.

We appreciate the additional language requiring the details of teacher vacancies and class sizes because both are essential for a quality education system. We are concerned, however, that requiring schools to provide this information will overburden principals. We, therefore, suggest that the requirements set forth in subsections (a)(5)(A), (B), (C) and (a)(6) be provided by the state office in a separate report to the BOE and the legislature, and be moved to section (b), which sets the reporting requirements of the Department.

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
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education

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

SB-807-HD-1

Submitted on: 3/30/2021 1:03:36 PM

Testimony for FIN on 4/1/2021 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
John D. Smith	Individual	Support	No

Comments:

I support this bill to be passed through legislature.