



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

Date: 02/12/2021

Time: 10:05 AM

Location: CR211 & Videoconference

Committee: Senate Ways and Means

Department: Education

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

Title of Bill: SB 0807, SD1 RELATING TO EDUCATION.

Purpose of Bill: 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. (SD1)

Department's Position:

The Hawaii State Department of Education (Department) respectfully provides comments on Senate Bill 807, SD1, relating to school academic and financial plans.

The Department would like to note that the SD1 references the National Assessment of Educational Progress (NAEP) scores. NAEP is administered to a random sampling of students in a random sampling of schools every other year, equalling approximately 20% of the students within the tested grade level. Results are reported at the state level as a snapshot of student progress. The statewide sampling method ensures results are generalizable to statewide performance; however, it is not intended to inform selected schools as individual school sample sizes are too small to reliably infer upon overall school performance. The National Center on Education Statistics (NCES), the office within the US Department of Education that administers NAEP, only reports results at the state level. NCES does not provide school-level reports, thus, it is not possible to make valid and reliable inferences about student performance at individual schools from state-level NAEP results. Attempting to do so may lead to unintended school improvement strategies that may not contribute towards increased school performance and the root factors hindering higher achievement. This issue would be exacerbated when examining subgroup achievement at the school-level given even less reliability of those results due to even smaller sample sizes.

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.

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.



Committee on Ways and Means
 Senator Donovan Dela Cruz, Chair
 Senator Gilbert Keith-Agaran, Vice Chair

February 12, 2021

Dear Chair Dela Cruz, Vice Chair Keith-Agaran, and Committee Members,

This testimony is submitted in **support of SB 807 SD1**, which 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.

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 is entitled to see where schools are strategically spending their resources to provide the greatest positive impact on students.

Currently, the academic plans and the financial plans are two separate documents, and it is difficult to see how the two documents tie together. Ultimately, we would like a clear and logical connection between the academic plan and the financial plan. We think this bill provides a good first step. We like that the bill requires more financial accounting specificity in the academic plan's measurable outcomes section. In particular, we need to know more detail regarding the cost of activities above and beyond the base staff which is funded by the Weighted Student Formula (WSF) that is currently provided. We also like the suggestion that the school's trend of STRIVE HI indicators be listed in the plan as a visual to understand the school's situation, where they are coming from and where they would like to go.

While the bill improves transparency in connecting the use of financial resources to student outcomes, we believe that more should be done. When we look at the academic plans on the DOE website, they are difficult to understand and there is no consistency in reporting across schools, which makes it difficult to evaluate their effectiveness. First, the academic plans do not contain clear and consistent **student outcome indicators**. These are needed to ensure that schools are making progress on established priorities. We think each academic plan should contain the same essential student outcome indicators that are decided upon by our state system, such as the STRIVE HI indicators. In addition, the academic plans may also include school-specific student outcome indicators to give the schools flexibility on achieving goals that are unique to the school. A trend of both indicators should be presented at the beginning of the academic plan so that the reader understands the performance and the targets of the school. We give an example below.

SCHOOL STUDENT OUTCOME INDICATORS	2016 (Base)	2017	2018	2019	2020 (Target)
SPED Students Meeting Objectives in IEP	85%	80%	80%	N/A	85%
Academic Achievement (ELA)	51%	50%	54%	N/A	55%
Academic Achievement (Math)	42%	42%	42%	N/A	45%
Academic Achievement (Science)	43%	46%	46%	N/A	47%
Achievement Gap (ELA)	29	29	29	N/A	27
Achievement Gap (Math)	33	34	33	N/A	30
*School Climate/Student Satisfaction (%Positive)	N/A	72%	73%	N/A	74%

*Example of School-Specific Outcome Indicators
 **Numbers are fictitious, for use as example only

Second, the plans do not have logical and prioritized **improvement strategies indicators**. It is difficult to determine the order of importance and impact of the numerous strategies on student outcomes. There needs to be a way to prioritize the strategies that lead to improvement.

We think that for all student outcome milestone targets that are missed, schools should identify their **priority improvement strategies** and also present **measures** of those strategies. Again, we think that there should be some common indicators that apply across all schools, such as chronic absenteeism, along with school-specific indicators. We believe that chronic absenteeism is a priority improvement strategy indicator, as opposed to a student outcome indicator; if students attend school, it will help lead to the outcomes of attaining proficiency. We give an example below.

SCHOOL PRIORITY IMPROVEMENT STRATEGIES INDICATORS (SCHOOL SPECIFIC)	2016 (Base)	2017	2018	2019	2020 (Target)
Chronic Absenteeism	15%	15%	14%	14%	13%
*Student Growth ELA	69	68	69	N/A	69
*Student Growth Math	58	59	59	N/A	60

*Example of School-Specific Improvement Strategies Indicators

**Numbers are fictitious, for use as example only

Additionally, there should be a format for a school to list and describe the **measure** or **plan** of their priority strategies in a Specific, Measurable, Attainable, Realistic and Timely (SMART) format. This is the section where the specific source of funds should be listed. We provide an example of the format.

Measure	Enabling Activity	Duration	Source of Funds (Program IDs)	School Monitoring Activity	Frequency
Chronic Absenteeism will move from 14% to 13%.	Teachers/Counselors target students who are at risk for chronic absenteeism using Infinite Campus.	Fall	WSF for base staff; \$2500 for family outreach	Data Team will review formative/summative assessment results, SBA results, and content area alignment with standards	Monthly, Quarterly
Student Growth in Math will improve from 59 to 60	Implement iReady and IXL Programs	School Year	Title 1: Cost of iReady Math = \$7500; IXL = \$ 2500 For 1 year	iReady Universal Screener for data and assessment	Quarterly

* Numbers are fictitious, for use as example only

Finally, there should be continuous monitoring of the academic plans by Complex and State leadership to support schools in achieving their outcomes and a way for this process to be transparent so that stakeholders can also contribute to schools and students achieving their goals.

We hope our suggestions provide some structure and logic to how stakeholders can easily follow a school’s academic plan, and a way to understand how to compare academic plans across schools. We also hope that the consolidated report will clearly and simply convey to the public the efficacy of resource distribution.

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-807-SD-1

Submitted on: 2/10/2021 5:47:55 PM

Testimony for WAM on 2/12/2021 10:05:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Susan Pcola_Davis	Individual	Support	No

Comments:

Comments:

I support the granularity requested of the report to fully see how funds are allocated by complexes and schools. More importantly, previously presented reports, that I have seen, cause questioning and confusion.

As more of these types of reports are required, public involvement should increase. All stakeholders have a right to view, question and understand, especially if there are disparities.

The public has a right to see these numbers for the purpose of holding the Department of Education accountable to transparency and to where our taxpayer money is spent. This also allows the public to prepare any testimonies to the Board of Education regarding any actionable agenda items to be addressed by written or oral testimony.