

**SUBJECT:** Testimony

SUSAN A. PCOLA-DAVIS; COMMUNITY

**Meeting:** General Business Meeting (full Board)

**Agenda item:** VII H

**OPPOSE**

**PREAMBLE:**

**OPPOSED**

VII H. Board Action on Superintendent's evaluation for the 2020-2021 School Year: Superintendent's Priorities

NOTE: For ease of reading, each of the 3 Superintendent Priorities are on separate pages.

**OPPOSED TO ANY Permitted Interaction Group that does not include the public.**

This is not a topic requiring an executive session. The public has the right to hear the discussion on her 2020-2021 evaluation and add-on "accounting for crisis leadership."

*"not being able to meet to plan and dialogue prior to Board meetings in the midst of the health pandemic. convene a Permitted Interaction Group to discuss this year's as well as to discuss how the board will account for crisis leadership."*

*Board must share where a "Permitted Interaction Group" is referred to in any bylaws, policies, etc. in order to EXCLUDE the public from this dialogue.*

**OPPOSED**

**MUST USE ALL VITAL SIGN METRICS APPROVED AT THE OCTOBER 15, 2020 MEETING.**

**Any proposed metric that is posed as numbers and/or percentages needs to be changed to gap measures as voted upon in the October 15, 2020 General Business Meeting.**

There is a complete disregard to the gap metrics adopted at the October 15, 2020 meeting. I only see two addressed in this proposal. [October 15, 2020 GBM meeting: Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance)]

- **Main Objective for gap measures:** Determine the degrees to which a gap exists amongst our multiple subgroups of students.

## Superintendent Priority 1:

### OPPOSED: Accelerate the Department's digital transformation to deliver high quality instruction using multiple modalities to create more individualized experiences for all students.

A long-term plan for the Department's Digital Transformation for Learning is **currently being developed for the following years. How will this be measured? By meeting a Board directed deadline?**

#### SUPPORT: These are the ONLY two METRICS that are Vital Sign GAP Indicators:

- Decrease in device gap (Board Vital Sign Metric **123**) to address and continue to mitigate student access to devices to ensure students are able to engage in distance learning. The device gap is a vital sign metric adopted by the Board during the **October 15, 2020** General Business Meeting that will be reported **quarterly**.
- Decrease the connectivity gap (Board Vital Sign Metric **133**) to address and continue to mitigate student access to connectivity that is sufficient for synchronous and asynchronous distance learning. The connectivity gap is a vital sign metric adopted by the Board during the **October 15, 2020** General Business Meeting that will be reported **quarterly**.
  - ***As interim measures**, the Department will provide broadband access through mobile devices; deploy mobile learning hubs in highly targeted areas to extend access to devices and internet connectivity to our most isolated students; and allow students without connectivity to attend learning hubs on campus.*
  - **Under Access to Community: 3 measure were identified and voted in support.**

#### OPPOSED: Needs to be measurable

The homework gap in education is part of the larger digital divide issue across the state and will require a concerted cross-sector effort from government, education, business and philanthropic organizations.

#### OPPOSED: ALL Need to be measurable

- Sustain the Ohana Help Desk, which was implemented at the start of the 2020-2021 school year, to provide technical support for students and families. **Measure of success: How many calls have been made and resolved. Were there issues that the Help Desk could not resolve? What is the cost/benefit analysis?**
- Continue to provide professional development for teachers and staff to effectively deliver instruction through face-to-face, blended, and online teaching; to actively engage students through different modes of instruction, and to address the social emotional needs of their students in person and virtually. **Measure of success? Has a**

**professional development plan been created? How do you know what type is needed?**

- Continue to provide students with health access and care through telehealth at no cost to ensure the continuity of care for all public school students. **Measure of success? Is this access being used? How do you know? What has the cost been?**

**Superintendent Priority 2:**

**OPPOSE: Promote innovative strategies to improve literacy at all grade levels.**

The Comprehensive Literacy State Development grant provides the Department with the means to supplement current literacy efforts with innovative strategies to accelerate student achievement amongst our struggling subgroups of students.

**OPPOSE: ALL Indicators:**

**CONVERT ALL to gap measures which is what the BOE APPROVED at the October 15 meeting.**

- The **number and percentage** of fifth-grade students at participating schools who meet or exceed proficiency on State reading/language arts assessments.
- The **number and percentage** of eighth-grade students at participating schools who meet or exceed proficiency on State reading/language arts assessments.
- The **number and percentage** of eleventh-grade students at participating schools who meet or exceed proficiency on State reading/language arts.
- The **number and percentage** of third grade students who did not meet proficiency on the HDOE reading/language arts assessment in third grade, but did meet proficiency in fourth grade.
- The **number and percentage** of third through eighth and eleventh grade students at participating schools who do not meet, nearly meet, or exceed proficiency on State reading/language arts assessments.
- **Change in the number and percentage** of third through eighth and eleventh grade students at participating schools who do not meet, nearly meet, or exceed proficiency on State reading/language arts assessments.

### Superintendent Priority 3:

#### OPPOSE: Modernize the Department's systems to allow for seamless operations and a greater focus on our students.

1. Replacing our financial management system as the first phase of a larger modernization effort. The new cloud-based system will be more user-friendly and intuitive to better support innovation, empowerment, and transparency. **How?**
2. Updating our student data system to improve data quality and access. The new Longitudinal Education Information (LEI) system will better facilitate the identification of student achievement gaps and student needs to improve student learning and outcomes. **How?**
3. **ClimbHI Bridge**, an online portal for work-based learning. The ClimbHI Bridge matches schools and students with public and private industry work-based learning opportunities. The ClimbHI Bridge will increase access to these learning opportunities for all students and will provide data on student engagement as well as on the partnerships the Department has engaged in and the opportunities these partnerships provide.

The modernization of our financial and data systems lends to better decision-making to support the achievement of all students. **How?**

#### OPPOSE ALL Indicators:

##### **Is June 30, 2021 part of the 2020-2021 School Year?**

- By **June 30, 2021**, training on the use of the new cloud-based financial management system will have been conducted in preparation for implementation for Fiscal Year **2021-2022**.

##### **Unless "must meet" deadline is the measure.**

- By **April 30, 2021**, the new cloud-based Longitudinal Education Information system will be live for schools and offices to utilize.

##### **Unless the planning question are answered below.**

- By **January 4, 2021**, launch the ClimbHI Bridge and ensure 50% of the Department's high schools are enrolled to utilize the system. **How many high schools is 50%? Which schools have been identified? What criteria was used to choose these schools?**

#### OPPOSE THIS STATEMENT

As superintendent, I am committed to advocating for equity in our public education system and understand that, as a visionary leader, I may have to employ **UNCONVENTIONAL** and innovative means to achieve this equity.

**What does employ UNCONVENTIONAL means to achieve this equity consist of?**

## TESTIMONY FOR ITEM VI-B, NOVEMBER 19, 2020

Chairperson Payne, Vice Chairperson Uemura and members of the State of Hawaii BOE:

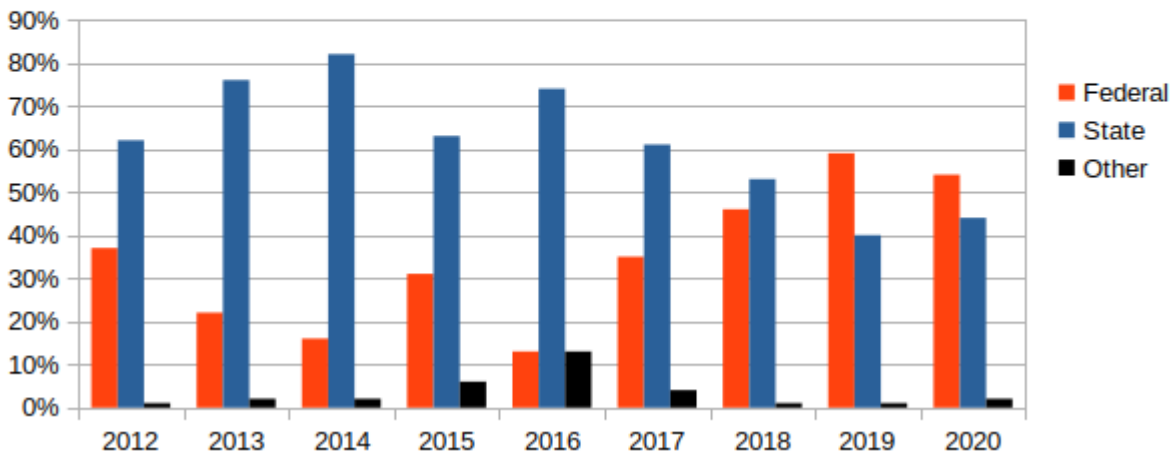
In the United States of America, public education is primarily a responsibility of the states. The structure of financing public schools reflects this predominant state role in our country. This is especially true for elementary and secondary schools where 92% of the funding comes from non-Federal sources. In Hawaii, state law (§302A-1401) governs how federal funds for education are spent. The Board of Education is designated as the administrator of federal funds allocated to the State under federal legislation for the purpose of public education. State law says that the State “shall use and expend the funds:

- (1) To improve the program of the public schools of the State, including any grades up to the fourteenth grade or such lower grade as shall be prescribed as a maximum for such purposes by the Act of Congress concerned, by expanding the educational offerings, particularly in the rural districts;
- (2) For the payment of salaries to teachers;
- (3) To employ additional teachers to relieve overcrowded classes;
- (4) To adjust the salaries of teachers to meet the increased cost of living, within such limits as may be fixed by, and pursuant to, state law;
- (5) To provide for the purchase of supplies, apparatus, and materials for the public schools; and
- (6) For any of such purposes and to such extent as shall be permitted by the Acts of Congress concerned.”

In 2014 the Legislature passed HB 1745 (companion bill: SB 2518) which became Act 99 on June 19, 2014. The new law amended §302D-25 (Applicability of state laws) of the charter schools law to exempt the State Public Charter School Commission and charter schools from §302A-1401. Consequently the portion of the Commission’s income from federal funding rose steadily from 16% in 2014 to 54% in 2020. The following graph was compiled from audits of the Commission:

## CHARTER SCHOOL COMMISSION

### *Sources of Income 2012-2020*



One of the intended consequences of the Commission’s exemption from §302A-1401 has been the growth of the Commission’s staff. The report submitted by the Commission today documents their expenses for payroll and related expenses exceeding their State allocation by \$728,989. Unfortunately

the bulk of the federal funds that the Commission now relies on is derived from money intended to support charter schools eligible for Title I. According to the Schedule of Expenditures of Federal Awards in their audit for 2019-2020, 18.8% of the Title I funds were withheld by the Commission and used to pay for their expenses. In addition, none of the federal funds the Commission received for homeless students and English language learners were distributed to charter schools.

The federal Every Student Succeeds Act (ESSA) amended the Elementary and Secondary Education Act of 1965. Section 1003(a)(1) of the law allows states to reserve 7% of the funds received for Title I, Part A. Hawaii's ESSA Consolidated Plan specifically says, "The BOE oversees the State Public Charter School Commission." State law (§302D-11) defines the BOE's responsibility "for overseeing the performance and effectiveness of all authorizers established under this chapter." Once again I am asking this board to authorize a special review of the Hawaii State Public Charter School Commission as authorized by §302D-11.