



Testimony BOE <testimony.boe@boe.hawaii.gov>

Special Meeting 4_6_23

1 message

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To: testimony_boe <Testimony.BOE@boe.hawaii.gov>

Wed, Apr 5, 2023 at 4:51 PM

Forgot this attachment to go with the other two for this agenda item regarding implementation

Susan A. Pcola-Davis



4_6_2023 Special Survey Feedback Testimony.docx
14K

1. Eighteen (18) KPIs to measure the Board's 10 goals;
2. Thirty-four (34) Strategies to achieve the goals. Selected strategies will be implemented statewide with actions and timelines forthcoming as part of further planning for implementation, and
3. Thirty-six (36) Performance Measures (in addition to the KPIs) to measure the Board's 27 desired outcomes.

PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL GOAL 1.1			
<p>Draft Key Performance Indicators:</p> <p>1. Language arts proficiency: Percent of students proficient on statewide assessments.</p> <p>2. Mathematics proficiency: Percent of students proficient on statewide assessments.</p> <p>3. Science proficiency: Percent of students proficient on statewide assessments.</p> <p>4. Improvement in academic performance: Change in percent of students proficient, comparing current year with pandemic-impacted year (2020-21).</p> <p>5. Equity in student learning: Above measures will be disaggregated by student group (i.e., race/ethnicity, English Learners, students receiving special education services, socioeconomically disadvantaged students).</p> <p>These do not measure the goals or outcomes.</p>			
Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
<p>Goal 1.1 ALL students experience rigorous, high-quality learning that results in equitable outcomes for all learners.</p>	<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p>	<p>Kindergarten readiness: Percent of kindergarteners who were assessed for kindergarten readiness.</p>	<p>All kindergarteners are already assessed.</p> <p>Board identified:</p> <p>All entering kindergarten students are ASSESSED FOR</p> <ol style="list-style-type: none"> 1. Social 2. Emotional 3. Academic readiness. 4. Provided necessary and timely support to develop foundational skills for learning. <p>DETERMINE: What tool will you use?</p> <p>Performance Measure: Results of the assessment for social, emotional and academic readiness.</p>
	<p>1.1.2. All</p>	<p>Third-grade-</p>	<p>QUESTION: What happens</p>

	<p>students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>reading proficiency:- Percent of third-graders at or near third-grade reading proficiency (benchmark assessments).</p>	<p>between 1st-3rd grade?</p> <p>Board Identified: Third-graders who do not read proficiently receive</p> <ol style="list-style-type: none"> 1. Necessary 2. Timely support to become proficient. <p>Necessary supports are individualized strategies.</p> <p>Timely support or recognizing the need can be from kindergarten until they enter third-grade.</p> <p>Measure:</p> <ol style="list-style-type: none"> 1. All kindergarteners are identified directly after the results of the assessment. 2. Individualized strategies are developed, and progress measured monthly. 3. End of the year progress report follows the student to the next grade to be used by the teacher. 4. Repeat for first, second, and third-graders. (Usually Star or I-Ready)
	<p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Eighth-grade mathematics proficiency:- Percent of eighth-graders demonstrating proficiency in mathematics (benchmark assessments).</p>	<p>QUESTION: What happens between 4th-7th grade?</p> <p>Board Identified: Eighth-graders who do not read proficiently receive</p> <ol style="list-style-type: none"> 1. Necessary 2. Timely support to become proficient. <p>Necessary supports are individualized strategies.</p> <p>Timely support or recognizing the</p>

			<p>need can be from third-grade until they enter eighth-grade</p> <p>Board Identified: Third-graders who do not read proficiently receive</p> <ol style="list-style-type: none"> 1. Necessary 2. Timely support to become proficient. <p>Necessary supports are individualized strategies.</p> <p>Timely support or recognizing the need can be from third-grade until they enter eighth-grade.</p> <p>Measure:</p> <ol style="list-style-type: none"> 5. All third-graders are identified directly after the results of the assessment. (Usually Star or I-Ready) 6. Individualized strategies are developed, and progress measured monthly. 7. End of the year progress report follows the student to the next grade to be used by the teacher. 8. Repeat for fourth, fifth, sixth, seventh, and eighth-graders.
	<p>1.1.4. All student groups perform well academically, irrespective of background and circumstances.</p>	<p>Same as Key Performance Indicators for Goal 1.1 (disaggregated academic proficiency data – statewide assessment).</p>	<p>Disaggregated by these categories?</p> <p>High Needs:</p> <ul style="list-style-type: none"> • English learners • Economically disadvantaged • Students receiving special education services. <p>Based on work completion, formative, and summative assessments ALL student groups</p>

			<p>are performing well. I am using _____ that provides me with the necessary information to report ALL are performing well academically.</p>
	<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>Define Transition. What are critical Points? Grade level or proficiency?</p>	<p>5. Elementary:- Percent of elementary schools with transition-activities for newly-entering students.</p> <p>6. Middle: i. Percent of middle/intermediate schools with transition-activities for students-entering from elementary-school and promoting to ninth grade. ii. Eighth grade math foundation: Passing eighth grade math or higher, with a grade of C or better.</p> <p>7. High:- Percent of eighth grade students promoted to 10th grade on time.</p>	<p>5. <u>Elementary</u>: All students transition from one grade to the next in the first month beginning of each year. Teacher: Room Familiarity: Desk location: Classroom rules: School rules: Frequent Locations:</p> <p>Use a check sheet for each item and have the students check off each completion. Absent students can get one on one with the teacher.</p> <p>6. <u>Middle/Intermediate</u>: All students transition from one grade to the next in the first month beginning of each year. Teacher/Administration: Location/Building of ALL core subjects: Bell Schedule: Dress Code: School/class rules: Frequent Locations:</p> <p>Use a check sheet for each item and have the students check off each completion. Absent students can get one on one with the counselor.</p> <p>Regarding Eighth grade Math Foundation: Passing with a C or higher. Math foundations need to be assessed at each grade level, 7th and 8th at least quarterly. What happens with D or lower?</p>

		<p>7. High- Percent of eighth grade students promoted to 10th grade on Time. Why 8th to 10th?</p>	<p>7. <u>High School</u>: All students transition from one grade to the next in the first month at the beginning of each year.</p> <p>Bell Schedule: Dress Code: School rules: Frequent Locations: Counselor Location: Parking Rules: Regarding promotions: What does “on time” mean? Focus could be on Math and English with assessments. Design a promotion process not built on the number of credits.</p>
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PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL GOAL 1.2.

Draft Key Performance Indicators:

6. Students regularly attend school to engage in learning: **Percent** of students attending 90% or more days of instruction (in attendance at least 162 days per year; absent 18 or fewer days per

year). 7. Students maintaining positive behaviors: Percent of students with no Class A and/or B student misconduct offenses.			
Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
Goal 1.2 All students learn in a safe, nurturing, and culturally responsive environment.	1.2.1. All students desire to and attend school regularly.	8. Same as Key Performance Indicator for Goal 1.2 (students regularly attend school to engage in learning).	An absentee measurement does not fit the Goal or Outcome. School Design and Calendar of events that is all-inclusive. Safe: Nurturing: Cultural:
	1.2.2. All students demonstrate positive behaviors at school.	9. Same as Key Performance Indicator for Goal 1.2 (students maintaining positive behaviors).	Measuring Class A and/or B student misconduct offenses does not fit the Goal or Outcome. School Design and Calendar of events that is all-inclusive. Safe: Nurturing: Cultural:
	1.2.3. All students experience a Nā Hopena A’o environment.	10. TBD	Stop measuring absences. Instead, study absences and the use of alternatives. Meety with families to find out the cause and design a remedy where everyone wins. Family situations sometimes control attendance. How will you know HA exists in your school? Ask teachers. Ask students. Ask staff. Ask administration.
PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL GOAL 1.3			
<u>Draft Key Performance Indicators:</u>			

8. On-time high school graduation: **Percent** of students graduating with a high school diploma “on-time” (i.e., four-year adjusted cohort grad rate).

9. Extended high school completion: **Percent** of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma within five years of high school.

10. Postsecondary education and training immediately after high school: **Percent** of graduates who enroll in a postsecondary educational institution by the following fall. Includes vocational or trade schools and two-year colleges, as well as colleges in Hawai’i and on the continent.

Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
<p>Goal 1.3 All students graduate high school prepared for college and career success and civic engagement * College * Career * Community engagement * Civic engagement or * Another value-added choice of their own</p> <p>Define “Civic engagement.”</p>	<p>1.3.1. All students throughout their K-12 experience, engage in a variety of career, community and civic opportunities.</p>	<p>11. Career-readiness: TBD.</p> <p>12. Opportunities are available for work-based learning. Number of high school students completing formal work-based learning experiences.</p> <p>13. Opportunities are available for Civic and community Engagement. Count and percent of schools having at least three civic and community opportunities.</p>	<p>11. 12 and 13 are indicators.</p> <p>12. Formal work-based learning experiences are part of every school’s curriculum. Embedded in K-12 coursework, field trips, after school volunteering, charity work, school assistant, etc. where students and teachers understand why. Grade levels design participation goals, write a short narrative regarding your experience. Did the experience teach you anything? Was it interesting? Why? Would you choose it again?</p> <p>Define “formal.”</p> <p>13. School calendars reflect the variety of civic and community opportunities at school level. Grade levels can set up monthly or quarterly opportunities. A useful tool is providing a selection for students to choose from. Grade levels design participation goals, write a short narrative regarding your experience. Did the experience teach you anything? Was it interesting? Why? Would</p>

	<p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced level coursework aligned to career pathways, their transition plans</p>	<p>14. Advanced coursework: Percent of graduates who successfully earn an industry-valued credential or complete advanced coursework (e.g., Advanced Placement, International Baccalaureate, college-level courses).</p>	<p>you choose it again?</p> <p>14. This should be eliminated (See 1.3.3)</p>
	<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>15. Personal Transition Plan: TBD.</p>	<p>Use of a portfolio will track progress and identify areas that need to be addressed. Portfolio follows student until graduation.</p> <p>9th Grade: Develop initial Transition Plan. Review every quarter. Revise as necessary, depending on student's plans. Does next year's course selection support the plan?</p> <p>10th Grade: Review Transition plan at the beginning of the year. Does course selection support your plan?</p> <p>Set up appointments with counselors. Review every quarter. Revise as necessary, depending on student's plans. Does next year's course selection support the plan?</p> <p>11th Grade: Review Transition plan at the beginning of the year. Does course selection support your plan?</p>

			<p>Set up appointments with counselors. Review every quarter. Revise as necessary, depending on student's plans. Does next year's course selection support the plan?</p> <p>12th Grade: Develop initial Transition Plan. Review every quarter. Revise as necessary, depending on student's plans.</p>
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PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS GOAL 2.1

Draft Key Performance Indicator:

11. Classes taught by teachers prepared for assignment: Percent of classes taught by teachers who have training specifically in the subject matter of the assignment (i.e., meet "Highly Qualified" requirements).

Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.	2.1.1. All teacher positions are filled with qualified hires.	16. School year begins with qualified staff: Percent of classroom teacher positions filled during a predetermined point(s) in time with teachers who completed a State	<p>16. This is a measure for the State Office. The Deputy Superintendent, Deputy Superintendent of Strategy, and the Assistant Superintendent of the Office of Talent Management are responsible for these outcomes.</p> <p>State office will need to work with the UH and other colleges on teacher graduations. Identify any specialties. Identify current workforce hiring needs by school.</p>

		<p>Approved Teacher Education Program (SATEP).</p>	<p>Match needs to graduate qualifications. Identify high needs schools. Track for progress. I would not use percentages. Developing a matrix could assist in tracking.</p> <p>Complex area superintendents will be supporting the state through data collection.</p> <p>It is no secret that we lack qualified teachers. Instead of measuring the percentage, there could be a measure for successful strategies that increased the workforce pool.</p>
	<p>2.1.2. All teachers are effective or receive the necessary support to become effective.</p>	<p>17. Support for new teachers: Percent of first- and second-year teachers participating in a formal induction and mentoring Program.</p> <p>18. Teachers evaluated: Count of teachers evaluated as effective or higher each year.</p>	<p>17. 1st and 2nd year teachers have an assigned mentor on day one of the school year.</p> <p>Each has a portfolio that will track a formal induction and mentoring program. Mentors support these teachers by having regular meetings to determine progress, needs, and opportunities for improvement. These are documented in each portfolio.</p> <p>18. Receive the necessary support to become effective. The portfolio and mentor will track support provided to these teachers. Proper support in a timely manner will provide the successful outcome desired.</p>

PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS GOAL 2.2			
<u>Draft Key Performance Indicator:</u>			
12. Support staff positions are filled by qualified hires: Percent of support staff positions filled at a predetermined point(s) in time.			
Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
GOAL 2.2 All schools are fully staffed by effective support staff who are committed to providing quality services to support students.	2.2.1. All school support staff positions are filled with qualified hires.	19. Same as Key Performance Indicator for Goal 2.2 (support staff positions are filled by qualified hires).	19. This is a measure for the State Office. The Deputy Superintendent, Deputy Superintendent of Strategy, and the Assistant Superintendent of the Office of Talent Management are responsible for these outcomes.
	2.2.2. All school support staff are effective or receive the necessary support to become effective.	20. Opportunities for training and advancement: i. Number of designated	20. i. This is a measure for the State Office. The Deputy Superintendent, Deputy Superintendent of Strategy, and the Assistant Superintendent of the Office of Talent Management are

		<p>entry-level classes of work with available career ladders.</p> <p>ii. Percent of staff having opportunities for training and advancement.</p>	<p>responsible for identifying designated entry level classes of work with available career ladders.</p> <p>li. School staff who want an opportunity for training and advancement are identified. Each has a portfolio. V.P. could provide direction as well as a Complex Assistant Superintendent or other.</p> <p>Each has a portfolio that will track training availability for advancement and provide opportunities to attend. These are documented in each portfolio.</p>
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PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS GOAL 2.3

Draft Key Performance Indicator:
 13. Schools with prepared principals: **Percent** of schools with a certified principal during a predetermined point in time.

Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
<p>Goal 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.</p>	<p>2.3.1. All school administrator positions are filled with qualified hires.</p>	<p>21. Schools with prepared principal Percent of principal vacancies filled with a certified principal within six months.</p>	<p>21. This is a measure for the State Office. The Deputy Superintendent, Deputy Superintendent of Strategy, and the Assistant Superintendent of the Office of Talent Management are responsible for these outcomes.</p>
	<p>2.3.2. All school administrators are effective or receive the necessary support to become effective.</p>	<p>22. Support for new principals: Percent of first- and second-year principals being mentored/coached.</p> <p>23. Support for new vice principals: Percent of first- and second-year vice principals participating in a formal induction and mentoring program.</p>	<p>22. 1st and 2nd year principals have an assigned mentor on day one of the school year.</p> <p>Each has a portfolio that will track mentoring and coaching activities. Mentors support these teachers by having meetings to determine progress, needs, and opportunities for improvement. These are documented in each portfolio.</p> <p>23. New Vice Principals have an assigned mentor on day one of the school year.</p> <p>Each has a portfolio that will track a formal induction and mentoring program. Mentors support these V. principals by having regular meetings to determine progress, needs, and opportunities for improvement. These are documented in each portfolio.</p>

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PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

Draft Key Performance Indicator:

14. Effective staff: **Percent** of effective complex area and state staff. Effective staff are those earning a “meets,” “exceeds,” “effective” or “highly effective” on annual performance appraisals, as appropriate to the rating used for the role.

Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
2.4 Complex area and state offices are comprised of effective staff whose work is aligned to support	2.4.1. All complex area and state office staff are effective or receive the necessary support to become effective.	24. Same as Key Performance Indicator for Goal 2.4 (percent of effective complex area and state staff).	24. Complex area and state staff have an assigned mentor on day one of the school year. Mentors can come from specific office managers or Assistant superintendents, or other. A portfolio that will track support provided to staff by having regular meetings to determine progress, needs, and opportunities for improvement. These are documented in each portfolio. Proper support in a timely manner will provide the successful outcome desired

PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS GOAL 3.1

Draft Key Performance Indicator(s):

15. Deferred maintenance: Dollar amount in list of unfunded or deferred major repair and maintenance projects.

16. Safe facilities: Percent of schools with a current vulnerability assessment (performed at

least every two years). Annually			
Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
GOAL 3.1 All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.	3.1.1. All school facilities meet Title IX and ADA requirements.	25. Title IX Compliant: Percent of secondary schools compliant with Title IX priority items based on plan. 26. ADA Compliant: Percent of schools compliant with ADA priority items based on plan.	List facility priority plans. Evaluate each one for Safe: Well maintained: Compliant: Attractive: Inviting: Make necessary adjustments. Document each priority plan until it reaches 100% completion. 26. List each ADA priority item based on plan. Document each priority plan item until it reaches 100% completion. These require monitoring. Inspect for quality and completion.
	3.1.2. All systems to address school facility needs are responsive and able to meet all needs effectively, efficiently and quickly.	27. Response time to resolve repairs: i. Number of facilities work orders in queue and resolved. ii. Average time to close a facilities work order. iii. Average time to close a facilities emergency	Assess facility needs for Responsiveness: Effective: Efficient: Measuring average time can be useful if using a time chart to identify positive and negative trends. Analyze trends both positive and negative for possible improvements. All negative trends should not be identified as supply chain. Review internal processes. Useful tool: A run chart is the quality tool of choice when you want to do a quick, visual analysis of a problem.

		work order.	
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PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS GOAL 3.2

Draft Key Performance Indicator:
 17. Key Administrative Systems: TBD. Report on status of the functionality of reports on administrative systems (e.g., fiscal, human resources, information technology, school food services, transportation, data).

Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
GOAL 3.2 All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient	3.2.1. All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.	28. BOE will propose measures for this Desired Outcome.	

manner.			
	3.2.2. All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.	29. State and Complex Area organizational alignment: Progress on reorganization plan.	
	3.2.3. All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.	30. Efficient operations: Key operational metrics are reported regularly. 31. Streamlined processes: Number of processes redesigned and automated.	30. List the Key Operational metrics. How are they measured? How often are they reported? To whom? 31. Identify processes that need to be; Redesigned to streamline Automate for efficiencies Eliminate Redundancies List and characterize each one
	3.2.4. All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.	32. TBD.	

PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS GOAL 3.3			
<u>Draft Key Performance Indicator:</u>			
18. Accessibility of information for families: Percent of schools that have at least three communication mechanisms for families with at least one via two-way communication. These may include an identified family/parent outreach coordinator (e.g., Parent Community Networking Center coordinator), electronic communication system for families/parents (e.g., School Messenger), school website with current key information (e.g., school calendar, information about resources for parents who have concerns about their child’s education or school, school contact information, and School Community Council meeting information).			
Board-Approved Goals	Board Approved Desired Outcomes	Draft Performance Measures	Comments
GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.	3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	33. Representation of stakeholders on SCC: Percent of schools with all required stakeholders represented in SCC membership.	33. Community council membership representation needs to be reviewed. Meetings are not regular or publicized. School websites are not updated regularly with agendas or minutes. Some of these require access requests. Not open to the public.
	3.3.2. All families and staff can easily learn about and participate in feedback	34. Same as Key Performance Indicator for Goal 3.3	34. Identify information sharing mechanisms. Did families participate in the selection? How does this work with Complex areas

	<p>processes that inform decision-making at the school, complex area and state levels.</p>	<p>(families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner).</p>	<p>State levels</p> <p>What is meaningful? What is timely? Is your school resourced for this?</p>
	<p>3.3.3. All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.</p>	<p>35. Access to information about directing concerns: Number of visits on Department's hawaiipublicschools.org website With information regarding the process for addressing concerns.</p> <p>36. Concerns are addressed: Percent of complaints/concerns (tracked at state level) that are addressed.</p>	<p>35. Website visits would need to be specific to information regarding the process for Addressing concerns.</p> <p>From Board meetings and community meetings the public wanted a process for meeting with appropriate staff to address concerns and resolution of disputes in a timely manner.</p> <p>Phone calls not returned. Denied meetings.</p> <p>36. Concerns are characterized by type, by office, and followed from start to finish. Each one is tracked. Delays are documented. Measure satisfaction with the responses through follow up. Measure severity.</p>

Just references for my responses.

Heidi Armstrong, Deputy Superintendent

Curt T. Otaguro, Deputy Superintendent of operations

Tammi Oyadomari-Chun, Deputy Superintend of strategy

Sean Bacon, Assistant Superintendent, Office of Talent Management

Annie Kalama, Assistant Superintendent, Office of Student Support Services

Christine Shaw, Interim Assistant Superintendent & Chief Information Officer, Office of Information Technology Services

Randall Tanaka, Assistant Superintendent, Office of Facilities and Operations

Cara C. Tanimura, Interim Assistant Superintendent, Office of Strategy, Innovation and Performance

Teri Ushijima, Assistant Superintendent, Office of Curriculum and Instructional Design

BEGIN SURVEY

I did not support any of them.

1. Which changes would be necessary for you to support the Priority 1 Key Performance Indicators?

Get away from percentages. This is just an easy way out and does not get to any root cause. Determine the cause and your desired effect. Measure that.

2. Which changes would be necessary for you to support the Priority 1 strategies?

It would be best to have schools determine and identify their own strategies since they are closest to the students. All schools do not need the same strategies. These could be some suggested strategies. It's good to remember, one size doesn't fit all. These strategies really measure the Deputy Superintendent and the Assistant Superintendents of the Office of Student Support Services, the Office of Strategy, Innovation and Performance, and the Office of Curriculum and Instructional Design. These strategies are to support the schools and should reflect that. I do not agree with the strategy referring to attendance. This has always been situational and out of the hands of the school affecting attendance numbers.

3. Which changes would be necessary for you to support the Priority 2 Key Performance Indicators?

Get away from percentages. This is just an easy way out and does not get to any root cause. Determine the cause and your desired effect. Measure that.

4. Which changes would be necessary for you to support the Priority 2 strategies?

School financial plans need to be built with this end in mind. The strategies are not fit for school level outcomes and performance measures. School financial plans need to be built with this end in mind. The strategies are not fit for school level outcomes and performance measures. The Deputy Superintendent and the Assistant Superintendent of the Office of Talent Management is responsible for these outcomes.

5. Which changes would be necessary for you to support the Priority 3 Key Performance Indicators?

What will these dollar amounts tell you? Again, the use of percentages is not going to lead to the desired outcomes or contribute to the performance measures.

6. Please review the Priority 3 Strategies (Executive Summary, pages 9-11). Do you agree that the strategies, when implemented effectively, will result in effective and efficient operations at all levels?

I do not see this as being able to be used at the school level. The school level is where the rubber meets the road. These are strategies for the Deputy Superintendent of Operations and the Assistant Superintendent of the Office of Facilities and Operations. These need monitoring and action plans.

7. What do you think are the Department's top 1-3 actions that are necessary to support the implementation plan (Key Performance Indicators, strategies and measures)?

1. Individual progress measurement contract between teachers, students and families for all students at all grade levels. (At the very least for reading and math proficiency). These are developed in kindergarten and go with the student to the next grade. The next grade uses that end of the year progress information to create another individual progress measurement contract between teachers, students, and families. This stops the end of the year tragedy for all.

2. Precise monitoring of the budget at the state level, complex level, and school level to be based on the vision (The State of Hawaii Board of Education envisions an exemplary statewide system of public schools where students are engaged in an inspiring, personalized, and culturally responsive education that fosters creative and critical thinkers prepared for college and career success and community and civic engagement.)

3. Focusing on the top three goals as determined by the strategic plan 1) High Quality Learning for All, 2) High-Quality Educator Workforce in All Schools and 3) Effective and Efficient Operations at all Levels.

8. Overall to what extent do you agree that the draft plan will achieve the Board of Education Strategic Plan vision of "an exemplary statewide system of public schools where students are engaged in an inspiring, personalized, and culturally responsive education that fosters creative and critical thinkers prepared for college and career success and community and civic engagement"?

Not at all

9. To what extent do you think the number of Key Performance Indicators, strategies, and performance measures are the right amount for statewide implementation, reporting and accountability

11. Any additional feedback about the draft plan.

I cannot see this translating to the school, teacher, student, and family level to reach the vision. I think it is too big. The KPI's are almost ALL percentages. The performance measures do not meet the desired outcomes. There is NEVER enough time at Board meetings for board members to have a real discussion or input for revision. The ability of the board to have time together to review each KPI, Strategy, Desired Outcome and Performance measure must occur. I do not have buy-in.

Susan A. Pcola-Davis

Special Meeting April 6, 2023

Testimony

Agenda Item VI.A. Update on Implementation

Thank you for presenting the results of the survey and other information gathering regarding the implementation plan.

I note that sometimes percentages are not reflective of the whole. The percentages of respondents reflect a subset. Unresponsiveness can reflect “do what you want, I don’t have time for this, too many questions, hard to follow from the toolbox to the tool, the design was unclear, lack of a vested interest, lack of short and concise question items, open-ended questions were based on disagreement, clear and concise..

- How many teachers did not respond to the feedback survey?
- How many support staff did not respond to the feedback survey?
- How many graduates of a Hawaii Public High school did not respond to the feedback survey?
- How many Complex/State office staff did not respond to the feedback survey?
- How many principals/vice principals did not respond to the feedback survey?

Table 2 provides a lot of information. Thank you for the analysis. I think a lot of time and thought were put into the open-ended questions for a reason.

Having 3,000 respondents who provided feedback for the open-ended questions is significant and telling you something about the plan. This is significant. Or we can just blindly accept that the **2/3rds who supported** the draft as presented is the “Green Light.” **What percentage is the 2/3rds?**

The 2-3% not supporting any given set of draft KPI’s or strategies maybe telling you something also, since 3,000 of them responded to the open-ended questions.

Could the DOE have used Robert Hull to facilitate this as he was so familiar with the Board’s input? Maybe.

I would consider that a service contract be used to hire Robert Hull to facilitate the final product. April 20 is two weeks away. Hardly enough time for revisions to be presented and agreed upon.

I am afraid that the last sentence of this report is ominous.

“Additionally, the Department is preparing a more detailed report on the survey responses to inform and support the Implementation Plan through school academic and financial plans, complex area plans and state office work plans.”