

SENATE
COMMITTEE ON EDUCATION AND HOUSING

Briefing
Department of Education

January 26, 2009

THE SENATE
THE TWENTY-FIFTH LEGISLATURE
REGULAR SESSION OF 2009

COMMITTEE ON EDUCATION AND HOUSING

Senator Norman Sakamoto, Chair
Senator Michelle Kidani, Vice Chair

NOTICE OF INFORMATIONAL BRIEFING

DATE: Monday, January 26, 2009
TIME: 1:15PM
PLACE: Conference Room 225
State Capitol
415 South Beretania Street

A G E N D A

The purpose of this informational briefing will be to provide an update to the Legislature on various subject matters and departments within the Hawaii State Department of Education. The following issues will be discussed:

1. Superintendent Hamamoto Opening Remarks
2. Financial Management Plan/Gartner Group
3. Information Technology Services Update
4. SCR 115 Summary Report – DOE Model Complex
5. Business Partnerships & Volunteerism
6. Act 51 Updates
 - Committee on Weights
 - Long Term Plan for Categorical Programs
 - Weighted Student Formula
 - Indexed Complex Area Allocation
 - School Community Council
7. Curriculum, Instruction and Student Support Updates
 - HCR 126 – Anger Management
 - SCR 74 – Truancy Working Group
 - SCR 111 – Highly Qualified Curricular Materials
 - SCR220 – Driver’s Education
8. Early Learning Council Update
9. SCR 72 Summary Report – Longer school day/school year
10. SCR 118 Summary Report – Funding Adequacy
11. Human Resources Update
 - Report on HCR 114 – Re-engineer OHR
 - Automation Initiatives
 - Recruitment and Retention/Induction Programs
 - Educational Assistant Step Increases
 - Poorly Performing Teachers
 - Teacher Shortage
 - Teacher License Reciprocity

THIS IS AN INFORMATIONAL BRIEFING ONLY. NO PUBLIC TESTIMONY WILL BE ACCEPTED.

If you require special assistance or auxiliary aids or services to participate in the public hearing process (i.e., sign or foreign language interpreter, wheelchair accessibility, or parking designated for the disabled) please contact the committee clerk 24 hours prior to the hearing so arrangements can be made.

Please note: All testimony received by the Hawaii Senate will be posted on the Hawaii Legislature's Website. Documents made available through the Testimony hyperlink(s) above may not be posted until the start of the hearing.

FOR FURTHER INFORMATION, PLEASE CALL THE COMMITTEE CLERK AT 586-6842



State of Hawaii

■ ■ ■ ■ **Department of Education**

**Enterprise Resource Planning (ERP)
Feasibility Study Report
Informational Briefing**

**THE SENATE
THE TWENTY-FIFTH LEGISLATURE
REGULAR SESSION OF 2009
COMMITTEE ON EDUCATION AND HOUSING**

26 January 2009



Gartner®

Agenda

Gartner Feasibility Study Methodology

What is Enterprise Resource Planning (ERP)?

Why Do We Need ERP?

Business Case

What Do Public Sector ERPs Offer?

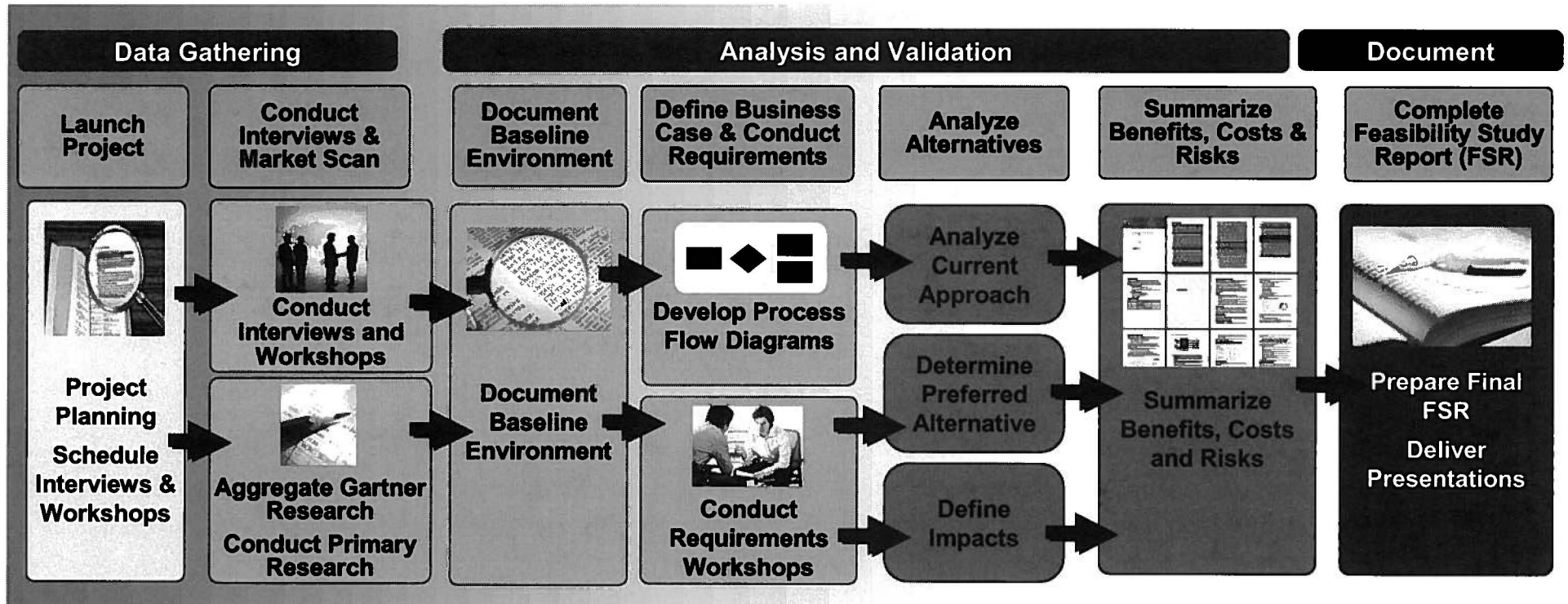
K-12 Example Project: Hillsborough County School District

Alternatives Analysis

Preferred Alternative

Next Steps

Gartner Feasibility Study Methodology





■ ■ ■ ■ **What is ERP?**

Enterprise Resource Planning (ERP)

E = Enterprise (*organization-wide*)

R = Resource (*people, money and things*)

P = Planning (*and control*)



■ ■ ■ ■ **Why do we need ERP?**

Business Case

Business Problems

1

Current operations are heavily reliant on manual processes, disparate systems, and institutional knowledge.

- ❑ Limitations of the current systems and the lack of integration between multiple systems result in process inefficiencies.
 - Significant, labor-intensive reconciliation efforts are required between systems.
 - Redundant data entry results in inefficient utilization of staff for non-value added activities.
- ❑ Knowledge of the existing disparate systems is held by only a few individuals with a lack of detailed documentation.

2

The DOE cannot easily obtain its current financial status information from the existing Financial Management System in a timely manner which impacts the ability to effectively manage budgets.

- ❑ Delays in expenditure visibility at schools impact ability to make decisions.
- ❑ Difficult for schools to monitor their payroll “spend” due to:
 - Processing of payroll via an antiquated State payroll system at the Department of Accounting and General Services (DAGS).
 - State payroll lags and other factors causing delays in timing of posting payroll data to the existing financial management system.
 - Reporting difficulties due to payroll budgets residing in central salary accounts, but payroll charges are recorded in detailed school accounts, thereby resulting in negative report balances.

Business Case

Business Problems

3

Revenue and expenditure details are not easily accessible and difficult to report.

- Key financial data is not readily obtainable from the current system to support DOE efforts to pro-actively and effectively manage budgets (e.g. “Dashboards”).
- DOE’s financial management capabilities are negatively impacted by the system’s limited ability to readily access specific revenue and expenditure line-item details.

4

The current Financial Management System is inflexible and is difficult to accommodate new and changing requirements (e.g. meeting reporting requirements based on Complex Areas versus Districts).

- Organizational changes cannot be reflected in the chart of accounts without major modifications to the current financial system.

5

The current Financial Management System does not support efficient business processes.

- Built-in business rules, which would guide and support department-wide compliance with State of Hawaii procurement rules, are not available in the current system.
- Workflow, which would facilitate the efficiency and timeliness of decentralized procurement processes, is not available in the current system.
- Purchases and approvals are currently done on hard-copy documents; however, electronic automation can be implemented with proper segregation of duties.
- Reconciliation of procurement-card (P-card) transactions is primarily manual and labor-intensive.

Business Case

Business Problems

- 6** **The current mainframe does not meet current business needs.**
- ❑ The system is very slow particularly during peak periods where response times can be up to several minutes (an upgrade would significantly increase licensing costs to all state agencies on the mainframe).
 - ❑ The system is only “open” for use from 7:15 am to 6:00 pm weekdays and alternate Saturdays (DOE staff cannot come in early or stay late to catch up on workload).
 - ❑ Queries fail on vendor information with greater than 500 records.
 - ❑ The risk of continuing to support and maintain the current system is escalating as scarce resources with knowledge of antiquated technologies are increasing difficult to hire and are very expensive to contract.

Business Case

Business Opportunities

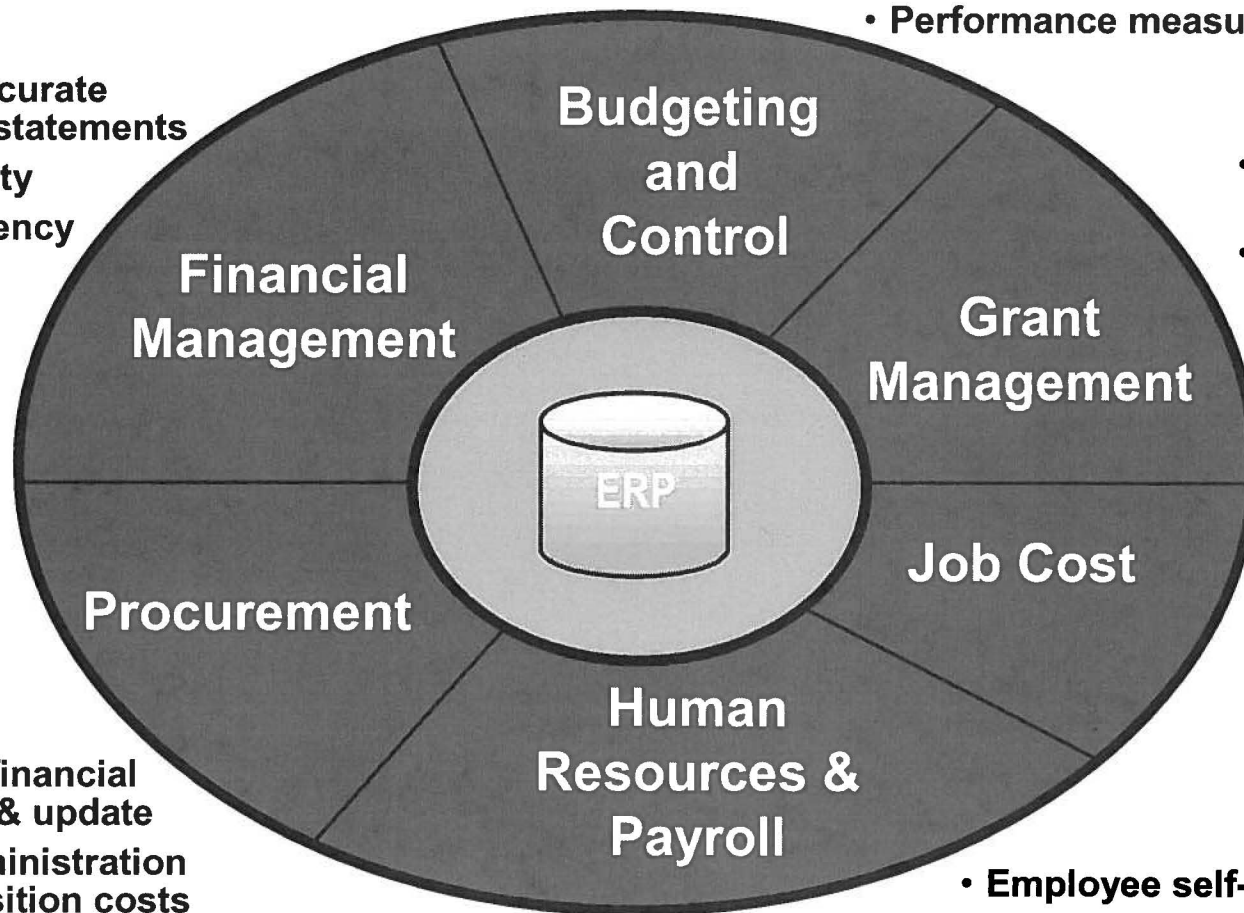
- 1** DOE can capture the appropriate financial information to calculate important metrics to enhance decision making.
- 2** DOE can leverage increased reporting capabilities to enhance decision support and transparency.
- 3** DOE staff can transition from inefficient processes and manual tasks to higher value responsibilities.
- 4** DOE can refine the procurement process to take advantage of volume pricing and to facilitate compliance with procurement policies and rules.
- 5** DOE has the opportunity to better manage personnel and resource costs through an integrated human resource and payroll system.
- 6** DOE can reduce the manual intervention required to support the system and improve responsiveness to changing business needs.

What Do Public Sector ERPs Offer?

- Better resource allocation
- What-if analysis
- Performance measures

- Fast & accurate financial statements
- Auditability
- Transparency

- Multi-year grant management
- Accurate & timely reporting



- Integrated database
- System wide workflow

K-12 Example Project: Hillsborough County School District

Environment Overview

Student Population: 192,000+

Employees: 30,000+

Sites: 350

Schools: 220

Budget: \$2.5B

ERP System Overview

Financials: Lawson – live in 2003.

Procurement: Lawson – live in 2003.

Budgeting: Lawson budget module for budget entry – live in 2003. Performs some salary projections using custom code which is fully supported by Lawson.

Human Resources/Payroll: Lawson for Payroll and HR – live in 2005. Currently piloting Employee Self-Service in Lawson. (AON manages open enrollment and benefits.)



Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

Business Case for System

- Provide State with detailed accurate financial data.
- Control of budget allocations will save resources.
- Requirement to incorporate business rules into a system to support succession planning.

Key Benefits

- Added a much higher-level of accountability.
- Human Resources/Payroll and Finance interface has streamlined processes.
- Able to find historical information for a personnel file.
- Lawson has worked with Hillsborough to evolve the application to meet the needs of a K-12 environment.

Alternatives Analysis

Overview

Gartner identified the following four alternatives:

Alternative 1 – Maintain the status quo. No changes to the current applications.

Alternative 2 – Enhance the current Financial Management System (FMS) to accommodate new functional requirements.

Alternative 3 – Procure and implement a new Financial Management System to replace FMS. Develop interfaces to other applications (e.g. Kronos system, CHAP system).

Alternative 4 – Procure and implement an ERP solution. Implement the Financials module in the beginning and maintain the option to implement Human Resources (HR) and Payroll modules.

Alternatives Analysis

Evaluation Model Summary

| Criteria | Alternative 1 Status Quo | Alternative 2 Modify current FMS | Alternative 3 Procure and Implement a New Financial Management System | Alternative 4 Procure and Implement a New ERP System |
|--------------------------------|-----------------------------|-------------------------------------|--|--|
| Business Benefits | NOT VIABLE | NOT VIABLE | <ul style="list-style-type: none"> ■ Will meet financial, budget, and procurement functional requirements. ■ Will achieve efficiencies in financial processes. | <ul style="list-style-type: none"> ■ Will meet financial, budget, procurement and HR/Payroll functional requirements. ■ Will achieve efficiencies across many processes. |
| Total Cost of Ownership | | | <ul style="list-style-type: none"> ■ Lower implementation costs (less functionality). ■ Higher maintenance costs due to interfaces that must be maintained. | <ul style="list-style-type: none"> ■ Higher implementation costs (greater functionality). ■ Lower maintenance costs. ■ Lower procurement process costs using a single contract. |
| Time | | | <ul style="list-style-type: none"> ■ Faster to complete implementation (less functionality). | <ul style="list-style-type: none"> ■ Longer time to complete implementation (greater functionality). |
| Project Risks | | | <ul style="list-style-type: none"> ■ Higher integration risks due to number of interfaces required. ■ Higher operational risks due to possible number of break points. | <ul style="list-style-type: none"> ■ Lower integration risks. ■ Change management risks. |
| Technical Solution | | | Multiple technologies and databases. Many interfaces. | <ul style="list-style-type: none"> ■ Single platform. ■ Single, logical data source. ■ Fewer interfaces. |

Alternative 4 is the Preferred Alternative.

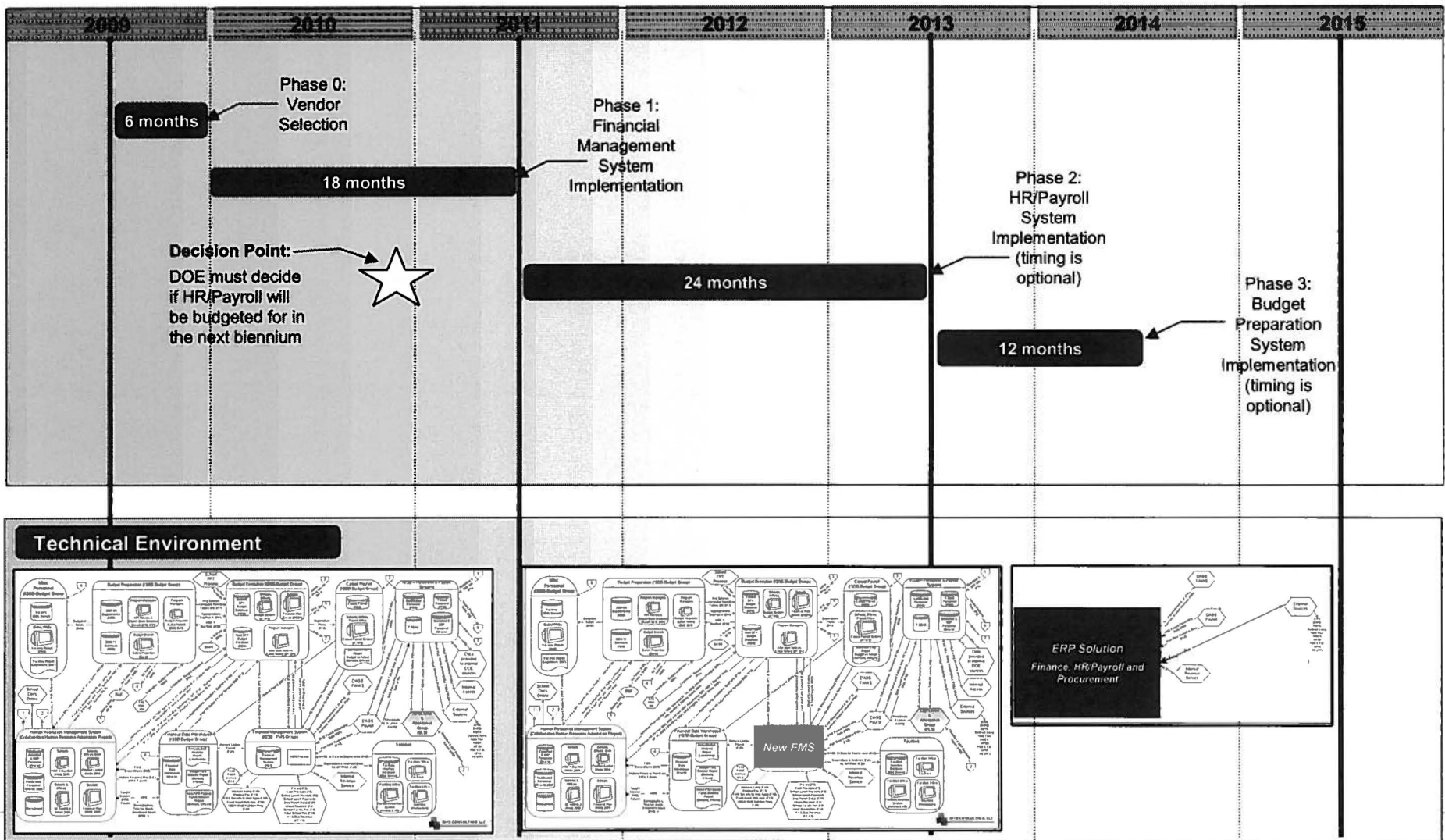
Preferred Alternative Project Management Plan

- The project management plan includes a procurement phase and three high-level implementation phases. The phases are depicted in the graphic below:



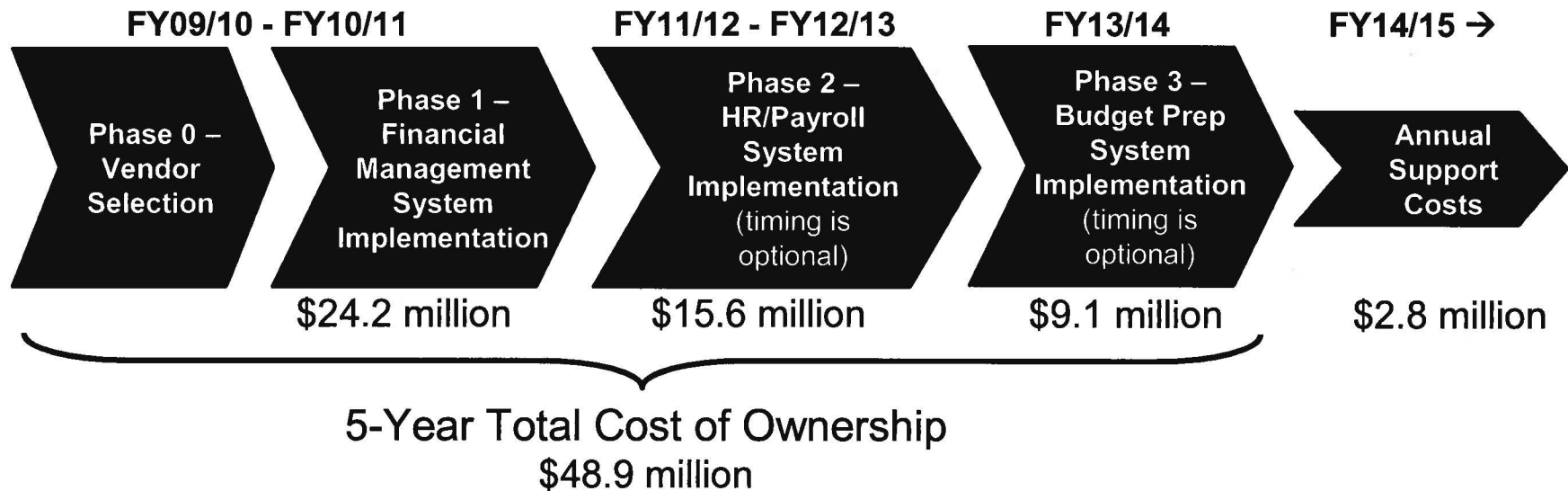
- Actual phasing will be market driven which will include input from the selected vendor while optimizing the benefits to be achieved by DOE.
- Funding for Phase 1 of this project will be in place by the conclusion of Phase 0.
- Timing of Phases 1 - 3 could possibly overlap.
- Time of Phases 2 and 3 can be executed at DOE's option.
 - If the DOE defers the decision, the Financial Management System configuration may need to be modified in Phase 2 to accommodate the HR/Payroll modules.
 - If it is known that Phase 2 will not be performed in the subsequent biennium, the DOE can execute Phase 3 immediately following Phase 1.

Preferred Alternative Project Timeline



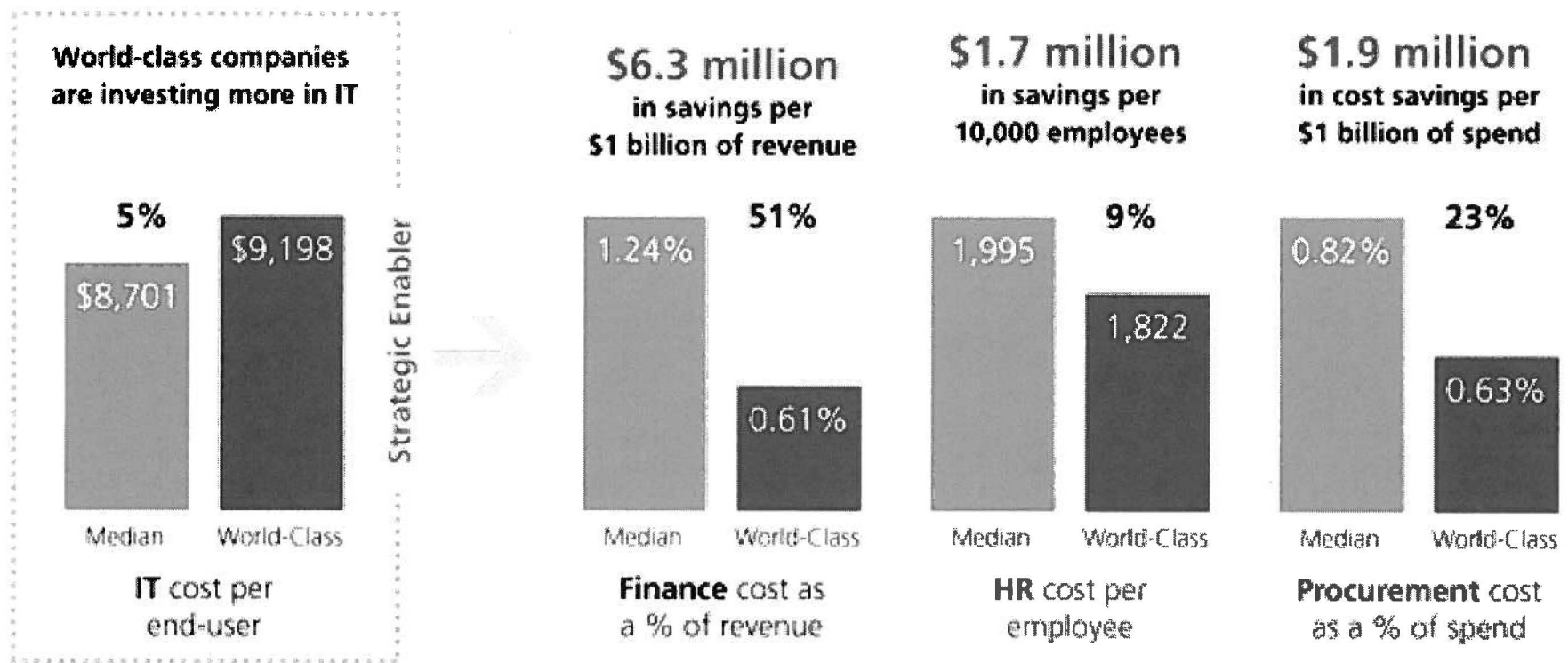
Preferred Alternative Project Cost Summary

- DOE is exploring the option of funding the initial costs of **\$24.2 million** for Phases 0 & 1 through Certificates of Participation (financing).



Preferred Alternative World-Class Organizations

- Operate more effectively with significantly lower operating costs.
- Use technology to enable getting higher-level people into more strategic roles in their organizations which drives benefits achievement.
- Operate with 46% fewer suppliers than typical organizations and concentrate 80% of their spending on just 5.9% of their suppliers.



Preferred Alternative Project Mission Statement

The purpose of the DOE ERP Project is to implement an integrated system to support student achievement through:

- Improved efficiencies of DOE operations,
- Greater accountability and transparency in the use of public funds, and
- Improved reporting for decision makers and stakeholders at all levels.

Next Steps

- Answer Legislature questions
- Obtain Legislature support for the project
- Explore funding alternatives



■ ■ ■ ■ **Gartner Contact**

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eSIS (Student Information System)

- Implemented in 259 schools including Waimea Middle PCS and Kamaile Academy PCS (over 19,000 users)
- Niihau scheduled for 2009-2010
- Currently piloting (school level operations):
 - Diploma Module/4-Yr Course Plans
 - Fees Management
 - Nurses Module for Health Aides
- 24/7 support for servers at a hosted facility
- Future Modules:
 - McKinney-Vento Act Enhancements (2/2009)
 - Federal Ethnicity Changes
 - Parent Assistant
 - Lunch Status Eligibility (View only)
 - Special Needs (View only)

eCSSS Update - Survey Results

October 27 to November 14, 2008.

864 responses

72% or 608 participants stated eCSSS provides a single story of a student and reduces redundant data entry.

72% or 617 participants stated eCSSS useful tool in gathering data for decision-making and planning.

| | Strongly Agree | Agree | Neutral |
|---|----------------|-------------|-------------|
| eCSSS is a comprehensive database system that tells the single story of a student and reduces redundant data entry. | 12.4% (105) | 59.2% (503) | 17.6% (150) |
| eCSSS is a useful tool in gathering data for decision-making and planning. | 12.6% (107) | 60.1% (510) | 17.6% (149) |

66% or 573 participants stated they are satisfied with eCSSS

| | | | |
|----------------|---|-------|-----|
| Very Satisfied |  | 11.1% | 96 |
| Satisfied |  | 55.3% | 478 |

Usage Data

November eCSSS Monthly Report

1. Reporting Period: 11/1/08-11/30/08
2. Total number of user profiles: 8,554 active users
3. Number of users who accessed the system for that period: 4,728 users
4. Percentage of users using the system for the period: 55.3%
5. Number of valid entries into the system: 69,260 entries
6. Number of work days: 17 days
7. Average number of valid entries per work day: 4074 entries
8. Average number of users per work day: 278 users

October eCSSS Monthly Report

9. Reporting Period: 10/1/08-10/31/08
10. Total number of user profiles: 8,474 active users
11. Number of users who accessed the system for that period: 4,893 users
12. Percentage of users using the system for the period: 57.7%
13. Number of valid entries into the system: 87,150 entries
14. Number of work days: 23 days
15. Average number of valid entries per work day: 3,789 entries
16. Average number of users per work day: 213 users

SCR 115 Requesting the Department of Education to Convene a Pilot Project to Allow a School Complex to Identify Critical Department Rules and Policies that Impede Effective Decision-Making, Administering, and Teaching and to operate Free of those Rules and Policies

- Purpose and Objective for Moanalua Complex Effort
- Overview of Process for SCR 115
- Performance Audit- Moanalua Complex
- Next Steps

Update to Senate Committee on Education and Housing
January 26, 2009

BUSINESS PARTNERSHIPS AND VOLUNTEERISM

- **GOALS**
 - Promote civic involvement, support/advocacy for public education with corporate, community, and international partners
 - Increase volunteer, financial, and material resources available to schools

- **PLAN**
 - Create a sustainable system that simplifies the process of recruiting and matching volunteers and partners with schools while increasing and diversifying outreach efforts

- **helphawaiischools.com**
 - a user-friendly Web-based tool that provides a single portal for volunteers or donors to schools
 - a standard all-in-one system for schools to recruit, manage, increase, and track volunteer and donor resources
 - matches resources with school needs and allows offers to be directed privately if there are school preferences
 - maintained at no cost on Healthcare Association of Hawaii (HAH) server to increase speed
 - support from Community-Business-Education-Exchange (CBEX) and Chamber of Commerce (Education Committee)
 - current funding (Impact Aid) for sy2008-2009 being used for 1) software, 2) an online learning program on volunteer management, 3) program staff, 4) support to schools
 - **Timeline**
 - 2006-2008: ✓ Evaluation of use with 4 pilot schools
 - 2008-2009: ✓ 42 schools voluntarily participating
 - August '08: ✓ Orientation for school teams and program staff
 - Sept-Oct '08: ✓ Training on helphawaiischoolscom
 - Nov '08: ✓ Follow-up consultations with principals
 - ✓ Orientation and remote access to Criminal Justice Information System (CJIS)
 - Monthly: ✓ Webinars and meetings for program staff
 - ✓ Everyone Ready (a monthly online learning program available 24/7) available to all schools
 - Ongoing: ✓ Training and on-site technical support to schools by program staff (PTT's, VISTA members, and program managers)
 - June '08: ✓ Distribution of *School Volunteers: A Guide for Schools*
 - ✓ Participating schools decide whether to continue at own cost (subscription only)

- ✓ Report on 1) % of school needs filled by volunteers or donors and 2) cost benefit (\$ value of what is received or saved and other benefits)
- ✓ Next cohort of schools is trained, provided access and technical support for one year (funds permitting)

Topic: **Committee on Weights** (HRS302A-1303.5)

- Meets annually to review Funds to be Allocated, Student Characteristics, and Weights (funding) based on characteristics
- Committee on Weights makes a recommendation to the BOE on changes to the WSF. The BOE approves the final WSF.
- Committee is composed of principals, parents, teachers, and school community members serving on School Community Councils (12) plus a Complex Area Superintendent and a representative from HGEA and HSTA. Vacancies are filled via application.

Topic: **Long Term Plan for Categorical Programs**

- **Guiding Principles**
 - Funds should be allocated at the organizational unit at which they can be used most effectively and efficiently.
 - Funds placed in the Weighted Student Formula (WSF) allocation should increase school community flexibility.
 - Funds placed in the WSF allocation should not require additional school level work if there is no increase in school community flexibility.
 - Categorical funds should be retained only if they address a unique or special programmatic need.
- The Committee on Weights must recommend the categorical fund be included in the WSF.
- The Hawaii Board of Education must approve the inclusion of the categorical fund in the WSF.

Topic **Weighted Student Formula**

- SY09-10 WSF Funds = \$931,557,702
- Student Characteristics, “Weights”

| Student Characteristics | Projected Funding Amount | Relative Weight |
|----------------------------------|---------------------------------|------------------------|
| Base per student | \$4,855.87 | 1.0 |
| Economic Disadvantage | \$485.59 | 0.10 |
| ELL | | |
| Non Proficient | \$1,479.31 | 0.3046 |
| Limited Proficiency | \$739.66 | 0.1523 |
| Fully Proficient | \$246.55 | 0.0508 |
| K2 | \$728.38 | 0.15 |
| Transient | \$242.79 | 0.05 |
| Elementary | \$168.28 | 0.0347 |
| Middle School | \$487.29 | 0.1 |
| High School | \$116.39 | 0.024 |
| Geographically Isolated | \$24.28 | 0.005 |
| Multi-Track | \$24.28 | 0.005 |
| Neighbor Island | \$24.28 | 0.005 |
| Neighbor Island Secondary | \$4.84 | .001 |

- Sliding Scale provides additional funding to schools with low enrollments

| School Level | Enrollment Thresholds |
|---------------------|------------------------------|
| Elementary | 500 |
| Middle School | 600 |
| High School | 1,000 |
| | |

- Schools are buffered against significant decreases in funding from one year to the next through the application of a 4% loss threshold. There is a “cap” to the total amount of funds available to be distributed to schools (1.5% of the total WSF amount – about \$13.5M)

Topic: Indexed Complex Area Allocation

- Part of the Transformation process that reallocates resources based on identifiable measurable need.
- Natural extension of the Weighted Student Formula
 - The allocation of resources for Complex Area support to schools should be based on the relative need for those supports
 - The type of Complex Area support needed by schools can vary across Complex Areas
- \$21.4 M of previously categorical positions and funds combined into one allocation of funds
- Complex Area plans align performance, improvement activities, and use of funds with State Strategic Plan and School Academic and Financial Plans.

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School Community Councils

SY2008-2009

- School Community Councils (SCC) elected 255 schools
- SCC Program support funding for each school used for supplies, training costs, resources and materials for orientation sessions and school community meetings (\$500. per each elementary and secondary school. Total funding = \$128,000) 255 schools
- Complex Area SCC support funding for complex SCC articulation, training and support activities (\$4000 per CAS. Total funding = \$60,000) 15 Complex Areas
- SCC Handbook II Revised 12/2008

SY2007-2008

- Key Performance Indicators & Program Action Plans Met Expectations
- SCC Orientation Training Sessions 235 schools
- SCC Community Meeting #1 (School data presentation) 250 schools
- SCC Community Meeting #2 (Academic/Financial Plan) 248 schools
- Academic and Financial Plans reviewed by the SCC 255 schools
- Complex/Complex Area Trainers Sessions 53 trainers/CASs
- SCC Complex/Complex Area Training Activities/Topics 51 sessions
 - Organizational Training for SCC Chairpersons, Principals and Vice Principals (2)
 - Orientation for New Members (6)
 - Overview of SCC/SCC Handbook & Act 51 (4)
 - Waivers and Exceptions (2)
 - Academic and Financial Plan (6)
 - Standards-Based Education (4)
 - Roles and Responsibilities (4)
 - Data Analysis (6)
 - Increasing Parent/Student/Community Involvement (3)

- Conducting Effective Meetings (2)
 - SCC Self Assessment and SCC Survey of the Principal (4)
 - Team Building/ Articulation (9)
 - SCC Election Process (2)
 - Use of Technology (3)
 - Developing/Amending SCC Bylaws (1)
 - Systemic Thinking (2)
 - Transition to Middle School (1)
- SCC Website developed (<http://portal.k12.hi.us/SCC>)
 - Information about School Community Councils
 - Listing of Council Members
 - SCC Handbook II
 - Forms and Templates
 - Training Modules
 - Links to resources
 - SCC Self-Assessment Survey On-Line
- SCC Self-Assessment On-Line Statewide Summary Results
(Scale 1 to 4: 1= Never, 4=Always, 4.0 Maximum Score)
 - Recruit and elect the SCC 3.37
 - Establish roles and procedures 3.52
 - Develop team guidelines 3.36
 - Establish decision-making guidelines 3.42
 - Promote community involvement 3.23
 - Review Academic and Financial Plan 3.16
- Monitor implementation of AFP 3.29

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Literacy Plan for the Hawaii Department of Education

- A work group consisting of 23 members from the Hawaii Department of Education and the Good Beginnings Alliance convened in May 2008 to develop recommendations for a statewide literacy plan.
- The literacy plan will guide the establishment of consistent and effective instructional practices in every classroom. The Hawaii Content and Performance Standards established what content and skills need to be taught. The literacy plan will establish how the content and skills will be taught.
- A draft version of an overview document for the literacy plan has been completed.
- A draft version of a literacy strategy and implementation plan has been completed.
- The Office of Curriculum, Instruction and Student Support has been reorganized for school year 2009 – 2010 to support the literacy plan.

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Early Childhood

- Hired Early Childhood specialist
- Participating in statewide P-3 coordination efforts
 - Alignment of P-3 framework and DOE strategic goals/objectives
- Establishing an Early Childhood Program for 4-year olds at Linapuni
 - Providing children with the foundation for quality cognitive and social development which includes early literacy learning and parent training
- Maintaining early childhood community connections
 - Continue discussions to generate wider awareness of early childhood initiatives
- Department continues to assist the Early Learning Council as it continues its formative work to establish a comprehensive plan for early childhood education
 - Department will work to support the Council's legislative agenda
- Department continues to explore no-cost/low-cost opportunities to provide early childhood educators access to professional development opportunities, particularly through media-based/computer-based technologies
 - Includes an in-progress professional development series for early childhood educators with Teleschool Branch
- Department continues active relationships with partners in the early childhood community (Hawaii Association for the Education of Young Children, Childcare Business Coalition, KCAA, Hanahauoli School, etc.) to ensure that all educators have access to licensing/relicensing opportunities

All of current efforts will serve to ensure that young children and their families are adequately prepared for the transition into kindergarten

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The Hawaii Virtual Learning Network: Online Learning for Hawaii's Students

Hawaii Virtual Learning Network Partners

- Department of Education
- Myron B. Thompson Academy
- University of Hawaii Online Learning Academy

Current and Projected Enrollment

- 2008-2009: 6,500
- Projected enrollment 10% increase for 2009-10: 7,150

Expansion Plans

- By 2009-2010, we plan to have at least 10,000 enrollments
- By 2012-2013, we plan to have at least 20,000 enrollments
- By 2018, estimate that 50% of students will earn high school diploma online

21st Century Skills and iNACOL Standards

- 21st Century Skills: Skills necessary to be globally competitive developed by the Partnership for 21st Century Skills including critical thinking, collaboration, communication, information and technology literacy, and independent learning
- iNACOL Standards: International Standards for Online Learning for Teachers to design their online course
- Based on these standards, an Online Course Review process has been implemented for existing courses and will be required for any new online courses developed

Graduation Requirement Proposal

- Revising the graduation requirements to require at least one online learning course before graduating beginning with the 2011-2012 school year.

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Common Assessments

- **Background:**

Beginning in School Year 2006-07, the Department of Education (Department) required that all schools, regardless of NCLB status, administer quarterly assessments in grades 3 through 8, and grade 10 in reading and mathematics.

The quarterly assessments are administered in the first, second, and fourth quarters and should be aligned to the Hawaii Content and Performance Standards III. It should measure the benchmarks covered in that given time period to provide data that would result in adjustment of instruction allowing students opportunities to succeed.

In conjunction with classroom assessment practices, such as observation, communications with students, and student products, the quarterly assessments should provide data on how students are performing in relation to the standards.

However, due to inconsistencies in the quality, purpose, and administration of the quarterly assessments, the Department is currently researching the possibility of creating a computerized item bank containing multiple formats for use by the classroom teacher.

- **School Year 2010-11:**

In creating a computerized test item bank and understanding the intended interpretation and use of these test scores, the Department's proposal is to provide professional development opportunities for teachers to write appropriate test questions in a variety of formats. The Department is undergoing preliminary discussions to establish a training program for teachers to systematically develop effective and valid test items. The creation of effective and valid test items is a challenging but essential first step for the Department in fully utilizing the talent, skills, and creativity of its own staff.

- This initiative will not only increase teachers' depth of thinking implied by the standards, but positively impact their skills in assessing benchmarks, identifying student needs, and tracking student progress. In addition to ensuring that the assessment instruments are aligned with the Hawaii Content and Performance Standards, the Department will have established a common test item bank that is developed, refined, and

implemented by its own teachers, as well as a practical and valid classroom assessment that provides insight into student learning needs.

- The Department will undertake the necessary research to ensure that all of the fundamental issues and decisions surrounding test design, construction, and validity are addressed.

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Algebra I and II End-of-Course Exams

- In May 2008, Hawaii DOE participated in the pilot administration of the American Diploma Project (ADP) Algebra II End-of-Course Exam. Over 5,100 students in Hawaii's public schools took the exam (of the twelve states participating in the 2008 administration, Hawaii was one of only two states that administered the test to all students enrolled in Algebra II throughout the state).
- The standards on which the exam was based were developed collaboratively by the ADP network states with representation by classroom teachers, mathematics leaders and higher education faculty members from each state.
- The ADP standards define expectations that promote learning for the 21st Century, emphasizing advanced algebra, critical thinking and problem solving.
- On the 2008 exam, the average number of points earned (across all twelve states) was 20 (out of 75 possible points). Hawaii's students scored an average of 19 points.
- The rigor of the ADP standards compels a significant change in the instructional practices of mathematics teachers in order to positively impact student achievement. In light of the student achievement data, the state has a critical need to provide professional development opportunities to teachers throughout the state. Specific support needs to be provided to give teachers access to graphing calculator technology along with professional development that will support teachers to utilize the technology as a meaningful teaching and learning tool.
- Beginning with the Class of 2013, successful achievement on the Algebra II End-of-Course Exam will be one of the criteria that students must meet in order to earn the BOE Special Recognition Diploma.
- Along with the leadership of the Hawaii P-20 Partnerships for Education, the Hawaii DOE has engaged in meaningful conversations with the University of Hawaii system to align our expectations, better prepare our graduates college-level mathematics courses, and to increase the number of students pursuing STEM-related majors and career fields.

- Hawaii has participated in the development of the Algebra I End-of-Course Exam, however, due to austerity measures, the DOE is looking to administer the test to only a sample of Algebra I students throughout the state.

**Senate Committee of Education and Housing
Education Briefing – January 26, 2009**

HCR 126 – Requesting the Department of Education and the Department of Health to Jointly Study the Feasibility of Integrating Rehabilitation Programs for Students with Anger Problems

- Work continues in working with schools to identify root causes of problematic behaviors, including expressions of anger, etc. in classrooms and throughout the campus
- Schools may seek assistance from state and complex area personnel in examining behaviors to determine nature and quantity of problem behaviors so that appropriate interventions may be instituted
- Work continues through the Mental Health Transformation State Improvement Grant, to bring agencies together to collectively explore best practices and potential solutions to meet systemic and individual school needs in this area

**Senate Committee of Education and Housing
Education Briefing – January 26, 2009**

SCR 74 – Requesting the Department of Education to Convene a working Group to Develop Guidelines to Reduce the Truancy Rate in the Public School System

- Truancy Reduction Work Group comprised of key partners from other state/county agencies, and community organizations continues to meet to develop a more comprehensive plan to address truancy
- Most of the work thus far has focused on identifying existing programs and resources that may assist schools; key to this effort has been the sharing of best practices
- Beginning in January 2009, the work group will begin to develop a framework and guidelines for a program to reduce truancy in secondary schools

Senate Committee of Education and Housing
Education Briefing – January 26, 2009

SCR 111: Prepare Curricular Materials that Reflect the Hawaii Standards to Assist a Teacher who has to Temporarily Teach in an Area Where the Teacher is not Highly Qualified

- The Office of Curriculum, Instruction and Student Support (OCISS), Instructional Services Branch (ISB), has developed curricular materials to communicate common understandings about content and performance standards, instruction and classroom assessment in each content area.
- The ISB developed a Curriculum Framework document for each of the nine content areas represented in the Hawaii Content and Performance Standards (HCPS) III. The documents describe a rationale for standards-based teaching and learning that assists the classroom teacher to make decisions regarding the instructional and assessment practices needed to promote student learning.
- The Curriculum Frameworks provide an in-depth discussion regarding the respective content area standards and suggest various instructional and assessment resources that teachers may reference when designing learning opportunities for students. The documents provide samples of standards-based lessons that were created and implemented by Hawaii DOE teachers. The standards-based lessons are accompanied by student work samples to provide insight into instructional and assessment implications that arise from the analysis of student work.
- The ISB is currently developing the state Instructional Map which will contain instructional activities and student work samples that will provide teachers a useful resource for designing meaningful learning opportunities that support student achievement.

**Senate Committee of Education and Housing
Education Briefing – January 26, 2009**

SCR 220 requests the DOE to consider continuing Project Graduation training though driver education underwriter's fees as part of traffic safety education.

- After September 30, 2008, the federal grant to the Driver Education program will cease which provides funds for Project Graduation trainings and planning conferences
- **The Attorney General's office reported that Project Graduation is not a DOE authorized event as this activity occurs after students graduate. As such, because Project Graduation is not an authorized DOE activity, underwriters funds administered by the DOE cannot be used.**
- As part of the DOE's traffic safety education program, the Driver Education program will continue to provide traffic safety technical assistance and planning resource materials to Project Graduation parent and student volunteers upon request. The underwriters fee fund may be used to purchase traffic safety education resource materials and schools may request Traffic Safety Mini-Grants to support school-sponsored traffic safety education programs to be held during the official school year.
- The Driver Education program will not only assist the parents by providing traffic safety technical assistance and resource materials on planning Project Graduation events, but will also provide information on highway safety issues that affect teens, and other news from national organizations, such as Mothers Against Drunk Driving and Students Against Destructive Decisions.
- Parents will pay for all costs associated with the Project Graduation training / planning conferences. **No state funds will subsidize these training / planning conferences as Project Graduation is not a Department authorized activity. The underwriters fees are designated as special funds; special funds are state funds which are administered by the DOE. Only programs under the administration of the DOE for driver education and traffic safety education may be funded with underwriters fee special funds.**

In summary:

- Future Project Graduation parent training conferences will be organized by parent volunteers and be self-supporting events. Funds from underwriters

fee special funds may not be used for Project Graduation as it is not a DOE authorized event.

- The driver education program will continue to provide traffic safety education technical support and planning resources as requested by the parent volunteers and schools.

Senate Concurrent Resolution 72, S.D. 1

Requesting that the Department of Education Conduct a Feasibility Study to Examine Various Impacts of a Longer School Day and Increasing the Number of Days in the School Year on Kindergarten through Grade Twelve Students

- Current research does not support a significant relationship between total number of instructional hours and student achievement. For example, evidence provides mixed results on the relationship between number of hours spent in math classes and math test scores. Research results show either no relationship or a weak to moderate non-significant relationship between number of hours in math classes and math test scores. This pattern is the same for science.
- There are anecdotal (non-scientific) reports of success for extended day programs.
- Despite the absence of unequivocal research findings relating to the extended school day and school year, intuitively, if programs of high quality and clear focus are implemented, positive achievement results should occur. Program administrators often cite improved test scores, but in the absence of any formal, systematic evaluation, alternative explanations for the improved test scores cannot be ruled out.
- Financial costs and other factors should be carefully considered prior to implementing extended school day or extended school year programs.



HAWAI'I EDUCATIONAL POLICY CENTER
Informing the Education Community

Informational Briefing Presented Before the
Senate Committee on Education and Housing

January 26, 2009, 1:15 pm, Room 225

by
Donald B. Young, Director
Hawai'i Educational Policy Center
University of Hawai'i at Mānoa

**REPORT TO THE LEGISLATURE
ON SENATE CONCURRENT RESOLUTION 118 SD1 HD1**

**REPORT TO THE LEGISLATURE
ON SENATE CONCURRENT RESOLUTION 118 SD1 HD1**

I. EXECUTIVE SUMMARY

The 2007 Hawai‘i State Legislature passed Senate Concurrent Resolution 118 S.D.1 HD 1 IMPROVING THE COMMUNITY’S UNDERSTANDING OF THE DEPARTMENT OF EDUCATION’S PROGRAMS AND SCHOOL EXPENSES INCLUDING A COMPARISON WITH OTHER STATES ON ADEQUACY OF FUNDS.

Among the requests contained in the resolution were the following:

“BE IT FURTHER RESOLVED the Hawai‘i Educational Policy Center undertake a study of existing data that compares Hawai‘i with Massachusetts, Minnesota, New Hampshire, Connecticut, Kansas, and Washington (or five other "peer" states) suggested by the department in areas such as:

- (1) Average class size;
- (2) Student-teacher ratio;
- (3) Average number of students per counselor;
- (4) Length of school day and school year;
- (5) Per pupil funding;
- (6) Percentage of students with special needs and school budget dedicated to those students;
- (7) Percentage of school budget spent on administration; and
- (8) And/or other data that might indicate the reasons for high achievement rates, and propose measures (funding and resources) needed in Hawai‘i to provide comparable educational services; ...”

The Hawai‘i Educational Policy Center (HEPC) reviewed existing data from the Education Commission of the States (ECS), the National Center on Education Statistics, the Hawai‘i Department of Education, and other sources. States selected for this study by the State Legislature in SCR 118 SD1 HD1 were:

- Connecticut
- Kansas
- Massachusetts
- Minnesota
- New Hampshire, and
- Washington

The Hawai‘i Department of Education in the Superintendent’s Reports identifies “comparable” systems as:

- Nebraska
- Rhode Island
- Wyoming

The Hawai‘i Educational Policy Center—looking at state populations, student enrollments, and number of teachers that are closest to Hawai‘i’s data added:

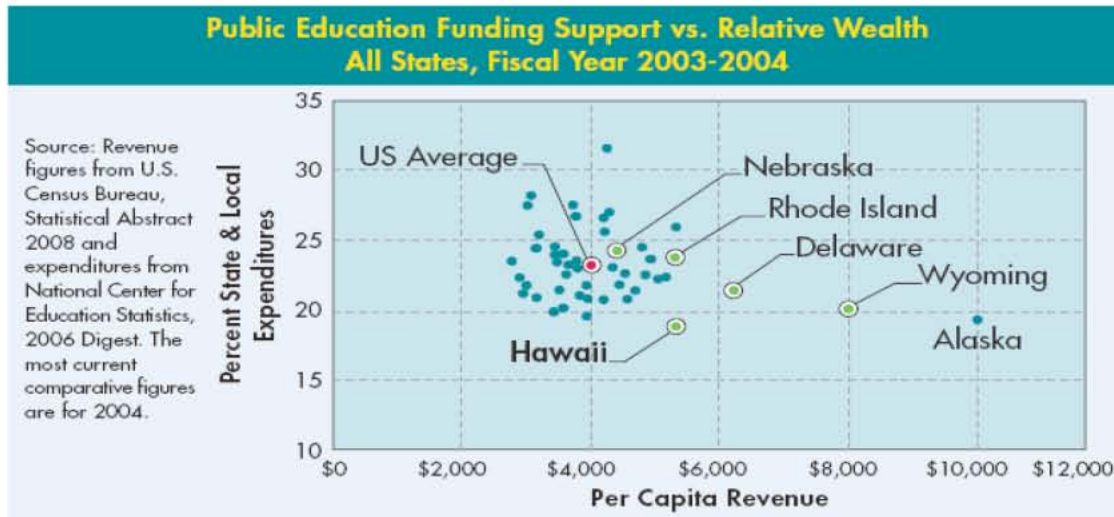
- Montana
- New Mexico
- South Dakota
- Vermont
- West Virginia.

Because much of public education in the United States is delivered through relatively independent school districts, it was not possible to easily access data that could answer all the requests in SCR 118 (for example, length of school day/year). Comparing state data masks the great diversity in rural vs. urban schools, district size, sources of school funding, and other variables that impact education. The states selected reflect significant differences that invite further examination to explain those differences, which was beyond the capacity of HEPC to conduct. Nevertheless, HEPC believes some of the data collected can contribute to the overall understanding of public education sought by SCR 118 SD1 HD1.

Preliminary Findings from States Comparisons

- Nationally, of the 6.2 million education FTE staff in the 2006–2007 school year, 52% were teachers.
 - Average for the 14 selected states is 51%
 - Hawai‘i is above the mean at 54%.
- Nationally, the average student:teacher ratio for the 2006–2007 school year was 15.7:1; the average elementary student teacher ratio was 20.2:1, and for secondary schools it was 12:1.
 - Hawai‘i’s statewide student:teacher ratio is among the highest at 16.3:1, higher than the national average, and higher than the average of the selected states at 14.0:1.
- Hawai‘i compares favorably (5/14) in student:counselor ratio (270:1).
- Hawai‘i’s schools are the largest among the selected states.
- Hawai‘i as a single district ranks 11th among over 17,000 districts nationally. Hawai‘i’s administrative districts are also among the largest.
- Hawai‘i is at the top end among larger districts for the percentage of total funds allocated for instruction at 57%.
- Hawai‘i has a high percentage of schools that qualify for U.S. DOE Title I funding. While nationally 60.3% of schools are Title I eligible, 70.1% of Hawai‘i’s schools qualify for this federal program.
- Hawai‘i has a relatively larger percentage of students qualifying for free and reduced lunches (41.9%) than other states.
- Hawai‘i spends a lower percentage of its state budget for education than do the selected states or the national average.

Figure 1. Comparison of public support for education

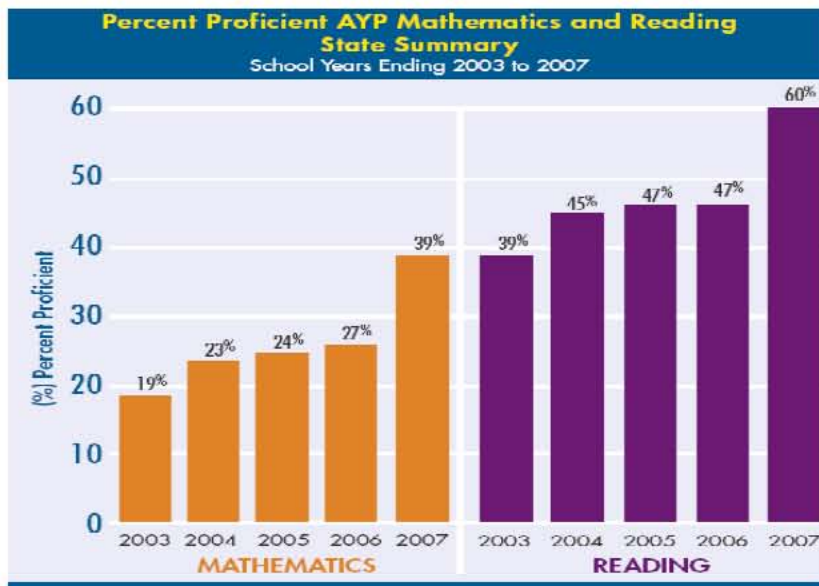


Student Achievement

In general, Hawai'i students rank on the lower end of achievement compared with the selected states.

- Hawai'i fourth and eighth graders rank low (13/14) among the selected states on standardized tests for math and reading.
- Hawai'i college-bound seniors rank low compared to the selected states on SAT scores in mathematics, critical thinking, and writing.
- However, Hawai'i's data indicate steady improvement in mathematics and reading on Hawai'i State Assessments.

Figure 2. Hawai'i student performance on state assessments 2003–2007



Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

Summary

The most consistent data among the selected states are:

- Larger sizes of Hawai'i's state system and administrative districts
- Larger average school size in Hawai'i
- Larger student:teacher ratio in Hawai'i
- Lower student:counselor ratio in Hawai'i
- Lower percentage of state funding for education in Hawai'i
- Comparatively lower student test scores in Hawai'i.



COLLEGE OF SOCIAL SCIENCES
public policy center
UNIVERSITY OF HAWAI'I AT MĀNOA

January 22, 2009

TO: The Honorable Norman Sakamoto, Chair
Committee on Education and Housing

From: Susan M. Chandler, Ph.D.

RE: Response to Senate Concurrent Resolution 118, SD1, HD1. *Improving the community's understanding of the Department of Education's programs and school expenses including a comparison with other states on adequacy of funds.*

The Social Sciences Public Policy Center at the University of Hawai'i was asked, in concert with the department of education, to convene a working group to propose areas for improved communication and increased transparency about its spending and expenditures; and make recommendations for a more effective and transparent public understanding of the funding for DOE programs and services.

I met with a group from the DOE, developed and distributed an on line survey and interviewed several stakeholders. (The entire report was submitted previously.)

Several themes emerged.

- ⇒ Everyone agreed that the DOE budget is quite complex and difficult to digest in understandable "chunks".
- ⇒ The budget staff of the DOE is frequently asked to produce multiple types of reports for different types of groups such as parents, interested community members, state legislators, the federal government, auditors and others. Each may be asking slightly different questions requiring the DOE to develop a different type of presentation. When new questions are asked, new analyses may be required. Depending on the different audiences, and the different levels of experience and familiarity with understanding public budgets, the DOE must do a lot of work and use scarce resources to complete the task in a responsive manner. This is a challenge.
- ⇒ What may seem like a simple question (e.g. how much money is being spent on SPED?) may in fact be quite complicated to answer accurately. There are special education children and special needs children, and some expenditures are controlled by individual schools and some others are controlled by the DOE administration centrally. What actually is the question?
- ⇒ Definitions of terms, categories and classifications commonly used are not uniformly agreed

to (inside the DOE as well as outside).

- ⇒ Most agreed that the problem may not be transparency, but rather, that the DOE needs to select and identify *fewer* outcomes to focus on and then increase its success in meeting them. Then the public could better understand the successes and challenges of the public school system.
- ⇒ Without clear, data-driven outcome measures that document the accomplishments of each school, it is extremely hard to know if money is being spent wisely and/or if more money and resources are needed and where resources should go.

- ⇒ One respondent said simply, 1) set up a few standards; 2) measure the outcomes and 3) monitor. That's it!

Conclusions and Recommendations:

1. Select and focus on FEWER goals and objectives and clearly measure the progress being made towards achieving them.
2. Use more precision and clarity in defining terms for all expenditure and budget requests.
3. Get to data driven outcome measures, with clear time frames and move away from process measures.
4. Reduce non-essential rules and regulations. Focus solely on student achievement.
5. Create a clear list of school by school progress (like the Honolulu Magazine does). This may help the community see the progress being made and where appropriate, garner more public support.

Thank you for the opportunity to testify.

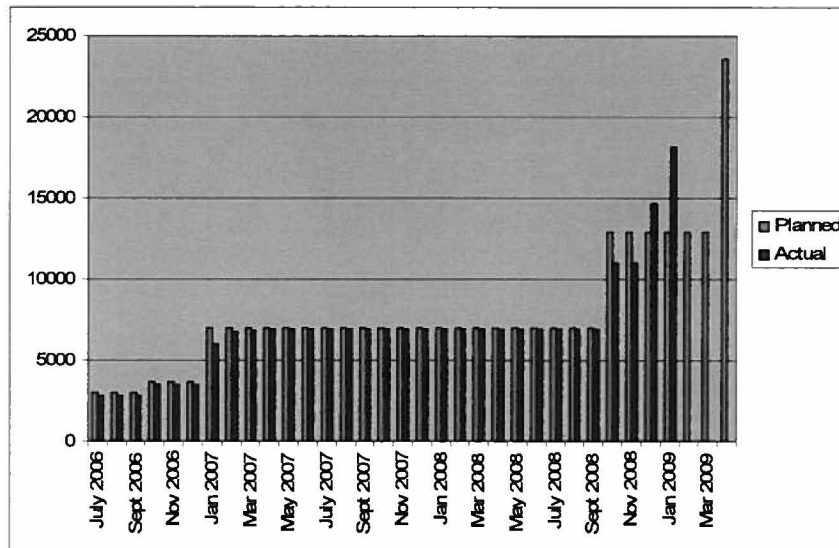
SENATE EDUCATION AND HOUSE BRIEFING, JANUARY 26, 2009

Topic: SCR 114: Creating an Advisory Group to Re-Engineer the Department of Education's Office of Human Resources

- The Department of Education engaged the services of Accuity LLP, a certified public accounting firm, to conduct a comprehensive assessment of the Office of Human Resources.
- The completed assessment report, which consists of nine (9) goals: customer focus, recruitment, retention, training, evaluation, performance expectations, absenteeism, records, and budgets, were shared with the Board of Education.
- The Department supports the creation of an advisory group to assist the Office of Human Resources in implementing the recommendations of the comprehensive assessment conducted by Accuity, LLP.
- Note: With the reduction in funds and personnel, the Department will find it very difficult to provide the needed staff support for the advisory group.

**Time and Attendance System
Status as of 1/1/09**

- **Leave Accounting** - 77% of all salaried employees live on the system.
Remaining employees to go-live on the system in 2009: Maui District Schools - 3/1/09 and Hawaii District Schools - 4/1/09



| Summary of Benefits | |
|---------------------|---|
| No. | Description |
| 1 | Automated employee leave reports (Form 7) and pay-related forms (D55 for overtime/increase in hours and Form 10 for Temporary Assignment) |
| 2 | Automated calculation of leave accruals and balances |
| 3 | Automated calculation of premium pay (OT, Meal Premiums, Night Differentials, etc.) |
| 4 | More accurate and up to date employee leave records |
| 5 | Quicker turnaround of vacation pay and retirement credits |
| 6 | Improved access, monitoring and reporting of DOE employees' leave activity and balances |

SENATE EDUCATION AND HOUSE BRIEFING, JANUARY 26, 2009

TOPIC: Automation Initiatives: CHAPS

Automation Initiatives:

Collaborative Human Resources Automation Project (CHAPS):

Goal

To streamline and automate the work processes of the Office of Human Resources (OHR).

Strategy

- Centralize the personnel information databases within OHR and develop interfaces with external systems as required.
- Develop on-line, web-based tools for employees, schools, districts, and state offices to access the centralized personnel information.
- Where applicable, convert paper processes to on-line.

Benefit

- Real-time information available immediately
- Access to more in depth, comprehensive information
- One-time entry of information reducing duplication of effort
- Manual effort reduced
- System-user rules are standardized
- System management of work processes
- Improved reporting capabilities
- Paper use reduced
- Allows employee to self-manage their professional development
- Allows 24-7 access

Specific Areas of Development

- Human Resources Management System (HRMS)
 - School List
 - Financial Plan Template
 - Employee Transactions
 - Position Management
 - Recruitment
- Professional Development: Educate, Empower, and Excel (PDE3)
 - Highly Qualified Teacher (HQT) Reporting
 - PD Courses for Certificated Employees
 - PD Courses for Classified, Support Services Personnel (CSSP)
 - Compliance Training

CHAP Timeline

| On-line Module | Users | Rollout |
|--------------------------------------|--|-------------------|
| PDE3: Title II HQT State Report | USDOE | Nov. 2007 |
| PDE3: HQT Principals' Report | CAS, Principals | Aug. 2008 |
| PDE3: Site release | Teachers | Dec. 2008 |
| HRMS: School List - Pilot | Mililani Complex and Kau/Keaau/Pahoa Complex Area, District and OHR Office | Jan. 2009 |
| PDE3: On-line Course Registration | Teachers | Feb. 2009 |
| HRMS: School List | Schools, State/District Offices | Sept. – Nov. 2009 |
| HRMS: Recruitment | Schools, State/District Offices, Employees, Public | May 2009 |
| HRMS: Financial Plan Template | Schools, State/District Offices | May 2009 |
| PDE3: Compliance Training | Required Employees | Fall 2009 |
| PDE3: Site release | Classified Employees | Spring 2010 |

SENATE EDUCATION AND HOUSE BRIEFING, JANUARY 26, 2009

TOPIC: DOE Recruitment and Retention

INTRODUCTION

The quality of instruction in the schools is directly influenced by the Department's ability to attract and retain a cadre of caring, competent, and qualified teachers. The department's recruitment and innovative strategies have helped us to fill our vacancies each year.

DECREASE IN "1600 Teacher Gap"

School Year (SY) 2006-07 numbers of newly hired teachers decreased from the 1,616 to 1,463 teachers for SY 2007-08.

Residency Status of 1,463 New Hires:

- 75.6% residents (1,106 teachers)
- 24.4% non-residents (357 teachers)

Appointment Types of 1,463 New Hires:

- 567 teachers with a Hawaii License
- 492 teachers with teacher certification
- 337 teachers not certified in the Department
- 67 teachers not certified from Public Charter Schools

In-State and Out-of-State College Degrees of 1,463 New Hires:

- 42% = In-state college degrees
- 58% = Out-of-state college degrees

New guidelines effective this school year for probationary teachers gaining tenure in a shorter period of time and Act 125 which shortened the number of years for emergency hires to become licensed, may lessen vacancies for new hires in the coming year.

NEED FOR OUT-OF-STATE RECRUITMENT

The Department continues in partnership with local universities by providing seminars on the hiring process of their graduates.

Number of graduates from in-state universities of 1,463 New Hires:

- 407 graduates from the University of Hawaii
- 87 graduates from Chaminade University
- 48 graduates from University of Phoenix @ Hawaii
- 36 graduates from Brigham Young University @ Hawaii
- 18 graduates from City University @ Hawaii
- 13 graduates from Hawaii Pacific University

591 TOTAL graduates

In-state recruitment did not meet the needs of filling all of our vacancies. Out-of-state recruitment has continued to supplement the number of new hire teachers that are needed to fill the remainder of our vacancies.

For out-of-state recruitment, the Department has established partnerships with Marist College, Lewis and Clark University, UNC, College of St. Rose, etc. Recruiters attend job fairs and pre-arrange scheduled hotel interviews in selected major cities for teachers in our shortage areas of special education and math.

Out-of-State Recruitment Data

| | SY07/08 | SY08/09 |
|----------------------------------|---------|---------|
| Number of applicants interviewed | 698 | 602 |
| Number of offers given | 230 | 227 |
| Number of applicants hired | 134 | 113 |

Out-of-state recruitment travel was cancelled for this spring due to the governor's non-approval of our out-of-state travel. This will greatly impact teacher recruitment's ability to fill our vacancies with qualified candidates and to meet the federal requirements of No Child Left Behind. Even though we anticipate many resource teachers returning to the classroom, this will still be insufficient to meet our needs for filling all vacancies.

TEACHER INCENTIVE STRATEGIES for SY 2007-2008

Teacher bonuses and incentives have helped the department recruit and retain teachers.

Relocation Bonuses were given to out-of-state and neighbor islands' applicants.

- 119 Special education teachers received bonus based on location (\$2,000 to \$5,000)
- 231 Non-special education teachers received \$1,500
- 36 Local resident teachers from neighbor islands received \$1000

Retention Bonuses were given to teachers at Hard-to-Staff schools.

- 1,110 Teachers received \$3,000

Teacher National Board Certification Incentive Program

- 125 National Board Certified Teachers received \$5,000 and an additional \$5,000 if they taught in a school that is restructuring, has a high turnover rate, not making adequate yearly progress or a hard to staff school.

Return to Special Education Incentives were given to 4 teachers (\$10,000).

INCENTIVE EDUCATION PROGRAMS

The Department has provided alternative certification programs to train special education teachers.

- Alternative Route to Licensure in Special Education (ARLISE): Post baccalaureate and or masters degree program
- Bachelor of Arts in Special Education (BASE): Paraprofessional training program for education assistants

Stipends to offset tuition costs at Chaminade, City University and University of Hawaii were given for special education programs.

RECRUITMENT AND RETENTION/INDUCTION PROGRAMS W/HTSB, HSTA:

- All districts/complex areas are at various stages of implementation of their induction program. Induction programs needs to ensure that the Statewide Induction Foundation Elements are addressed within their program. Various trainings continue to be offered statewide. The Department's induction program is in partnership with Kamehameha School's Kahua project and the University of Hawaii.
- Personnel Development Branch (PDB) continues to provide professional development courses statewide both live and online. Additionally, PDB has been offering Praxis Preparation workshops to assist teachers who need to pass the content Praxis examination.

SENATE EDUCATION AND HOUSE BRIEFING, JANUARY 26, 2009

TOPIC: Educational Assistant Career Ladder Update

- Educational Assistants (EAs) support and assist in instruction and other direct services to students and help to ensure a positive, safe, and supportive learning environment in the classroom. EAs work under the direction of teachers or other professional practitioners.
- Phase I: Repricing - January 1, 2008 all EAs were repriced two higher SR grades as follows:
 - *EA Level I SR6 to SR8
 - *EA Level II SR8 to SR10
 - *EA Level III SR10 to SR12
- Phase 2: Career Ladder (Para-Educator Career Advancement Program [PECAP])
 - *Addresses possibility of advancement through training, job performance, and years of service.
 - *Provides a means for EAs to work towards becoming teachers.
 - *Introduces two additional levels and takes into account repricing:
 - EA Level I SR8
 - EA Level II SR10
 - EA Level III SR12
 - EA Level IV SR14
 - EA Level V SR16
- Implementation of Career Ladder Program is dependent upon funding

Please note that EAs are SSP and exempt under HRS 76-16 so therefore not bound by the equal pay provisions that apply to civil service classes.

SENATE EDUCATION AND HOUSE BRIEFING, JANUARY 26, 2009

TOPIC: Poorly Performing Teachers

- The PEP-T evaluation program has identified the following numbers of less than satisfactory teachers rated by the principals. The data indicates that principals are doing the job of identifying, evaluating, helping and working with numbers of poor performers each year.

Approximately 100 teachers were rated less than satisfactory by the principals in each of the past two years, 2006-2007 and 2007-2008.

Each year approximately 4700 teachers are evaluated.

- Peer Mentors provide support to poorly performing teachers in the districts; Central District, for example, has a team that systematically supports teachers in need of assistance. Windward District has implemented the Peer Mentors that provide support to teachers with deficiencies. All districts do provide assistance within means available.
- OHR has initiated the PEP-T Support Sessions which provide small group training and individualized counsel to the principals, targeted to their issues and concerns regarding poorly performing teachers. Large group training in teacher evaluation may also be provided annually at principals' meetings, with an emphasis on working with poor performers
- OHR Evaluation and Labor Relations sections provide information, training and consultation on contractual provisions on evaluation, grievances and employment actions related to poor performance and/or disciplinary matters.
- Assistance by the Personnel Regional Officers and state level specialists in evaluation is provided in consultations at the sites, by phone and e-mail in regard to teachers with deficiencies.
- OHR and HSTA established an MOU which included the Alternative Route of Extension of Probation which allows for a probationary teacher with needs to have the probation period extended without the requirement of an evaluation rating. This would allow more time for the emerging teacher to develop before a final rating is

given at the end of the extension period and without the marginal rating indicated deficient performance.

- A system of monitoring submittals and ensuring completion of teacher evaluations was instituted in 2007-2008. OHR evaluation section now uses a hosted FAX system which receives faxes and transforms them into PDF files. This allows the collection of all teacher evaluations at the state level. For 2007-2008 there was 100% submittal statewide for the PEP-T.
- OHR has been working recently with True North Logic to automate personnel evaluation systems to ensure that evaluations are completed and maintained as confidential information. Automation will assist users in timely submittals and effective recordkeeping of poor performers as well as satisfactory teachers.
- Prompts for evaluators to assist them with Duty 5 discussions and applying the PEP-T in specialty areas, such as registrars, librarians, counselors, have just been developed and will be used in future training sessions.