

Date of Hearing: April 3, 2009

Committee: House Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.C.R. No. 0052, S.D. 1 (SSCR906) Requesting that the Hookakoo Corporation Report on the Progress and Impacts of the Models for Expanded Learning Time Being Piloted by the Hookakoo Corporation's Partner Conversion Charter Schools

Purpose: Requests that the Hookakoo Corporation submit reports of its expanded learning time initiative that include a description of the expanded learning time models that are or will be piloted by the Corporation's partner charter schools, and collaborate with the Department of Education on the development of plans to pilot expanded learning time models that promote the achievement and success of Hawaii's public school students.

Department's Position: The Department of Education (Department) supports S.C.R. No. 052, S.D.1 (SSCR906). The Department recognizes the importance of providing safe and structured learning environments for school-age children during non-school hours. These programs engage students in experiential, hands-on learning projects, challenge students to delve deeply into core subjects, and allow students to participate in enrichment and remedial opportunities that can enhance their academic, personal, and social development.

The Department currently provides extended learning opportunities, and the preliminary impact data derived from the models for expanded learning time report will help inform the Department's efforts in further developing expanded learning time programs. The evaluation and technical assistance can benefit both conversion charter schools and Department public schools. Hence, the Department will collaborate with the Hookakoo Corporation on developing plans to expand learning opportunities for students.



# Ho'okāko'o Corporation

*"Supporting New Opportunities  
for Student Success through  
Conversion Charter Schools"*

To: The Honorable Roy Takumi, Chair  
Members of the House Committee on Education

From: Lynn Fallin, Executive Director/Chief Executive Officer  
Ho'okako'o Corporation

Date: April 3, 2009  
Time: 2:30 pm  
Place: Room 309  
State Capitol

Subject SCR 52 SD1

The Ho'okako'o Corporation (HC) supports SCR 52 SD1 that provides the opportunity for Ho'okāko'o Corporation and the Hawaii State Department of Education to collaborate on the development of plans to pilot expanded learning time models that promote the achievement and success of Hawaii public school students, including but not limited to the design of alternative models for expanded learning and a framework for providing technical assistance to schools.

Ho'okako'o Corporation, who brings this testimony forward in support of the concurrent resolution is the local school board for three conversion charter schools across three islands: Kamaile Academy on Oahu, Waimea Middle School on Hawaii, and Kualapu'u School on Molokai.

HC helps schools reinvent themselves for the purpose of improving the academic achievement and personal growth of their students. HC provides schools with expertise and resources to improve student achievement.

### What is Expanded Learning Time?

The concept of Expanded Learning Time (ELT) requires the complete redesign of a school's educational program in a way that combines academics with enrichment for a robust and well-rounded student experience that successfully prepares students for global 21st century opportunities and supports teachers by giving them more time for planning, training, and professional development.

### Why do we need Expanded Learning Time?

ELT will provide the opportunity to create and support Hawaiian-focused teaching and learning environments at our three conversion charter schools that center on high growth in student achievement and culturally relevant enrichment activities that engage all students.

Kamaile Academy and Waimea Middle School are both currently in federal Restructuring Status due to six years of low scores on AYP (Adequate Yearly Progress) Reading and Math proficiencies. Kamaile Academy converted to charter status as their restructuring choice. Kamaile Academy is in its first year of conversion to charter status after completing its transition year in SY 07-08 from the DOE with funding under the weighted student formula to full charter status in SY 08-09 with funding under the charter school student allocation.

Both Kamaile Academy and Waimea Middle schools urgently need ELT to show student growth in academic achievement; they need the extra time for targeted instruction for at-risk students, hands-on discovery student-generated projects, and teacher planning/collaboration time on intervention strategies matched to the needs of individual students - only in this way will they be able to climb out of the Restructuring Status in the next several years. Our third school, Kualapu'u, who made AYP this year for the first time in years, will use ELT to continue to sustain student growth on AYP proficiencies as achievement expectations rise.

According to Ka Huaka'i Native Hawaiian Educational Assessment 2005 and the Successful Schools for Native Hawaiians Study 2007, Hawai'i's public schools:

- Are more likely to be in restructuring status when they contain high proportions of Hawaiian students (*As Kamaile Academy and Waimea Middle School are right now*)
- Are more likely to have less experienced teachers when they contain high proportions of Hawaiian students
- Are more likely to have high teacher turnover when they contain high proportions of Hawaiian students (*Kamaile Academy has an 84% Hawaiian/Part Hawaiian student body; on top of that, when Kamaile Academy converted last year to charter, they lost 32/54 teachers; Waimea Middle School is downsizing its teachers by 40% due to one of its prior feeder schools developing its own middle school*)
- Have lower family involvement and lower parent satisfaction when they contain high proportions of Hawaiian students (*Kamaile Academy's transiency rate is 34% this year due to the high levels of poverty and homeless families in the community*)
- Are more likely to be successful when they have strong, focused, data-oriented learning communities, share accountability and leadership, active community involvement, and ongoing professional development activities (*All these key success factors take time to develop, implement, internalize, and evaluate for improvement – which is why ELT is so urgently needed now at our three conversion charter schools*)

## Research

Twenty-five years ago, the still-resonant report *A Nation at Risk* urged schools to add more time—an hour to the usual six-hour day and 20 to 40 days to the typical 180-day year—to ward off a “rising tide of mediocrity” in American education (Gewertz, 2008).

Between 1991 and 2007, the Washington, D.C.-based Center for American Progress found that more than 300 initiatives across 30 states had Expanded Learning Time (ELT), primarily in high-poverty and high-minority schools. In September 2006, Edwards [Middle School] changed its final bell from 1:30 to 4:30 p.m. Last fall, Senator Edward Kennedy (D-MA) and Representative George Miller (D-CA) introduced legislation that would expand learning time nationwide and provide money for training teachers to better use the extra hours. Labor unions have, for the



most part, backed existing initiatives. As more schools move forward with their own efforts, many are taking their cue from the mavericks on time and learning: charter schools, where more than two-thirds run on longer days (Hough, 2009).

### Evidence Based Data

The MASS2020 Initiative 2008 Annual Report highlights improvement in an ELT school:

Additional time for literacy instruction is showing its effect: in 2006, only 57% of the 4th graders at Hiatt were proficient or advanced in English language arts (ELA). Two years later, this same cohort of students had 82% of students scoring proficient or above on the MCAS. (p.12)

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- In 2007, regular schools had raised proficiency modestly to 66.4 [3.5 percentage points]; but ELT schools jumped almost 11 percentage points.
- 75 percent of parents said their children are getting a better education; and
- 70 percent of teachers said the ELT format was having a positive effect on their students.

Independent research by Hough (2009), *Time hasn't been on their side*, Harvard Graduate School of Education: Ed.magazine, also confirms the efficacy of ELT with the following data:

- "Proficient" English language arts scores on the Massachusetts Comprehensive Assessment System test at the 10 schools jumped 39 percent above the previous five-year average
- At Edwards [Middle School], the number of students scoring "proficient" on the math portion of the test rose 12.7 percentage points
- At KIPP Ascend [a charter school in a high poverty neighborhood in Chicago] where many fifth-graders start one or two grades behind in reading and math, after four years at the school, 100 percent of eighth-graders passed Math and 94 percent passed Reading on the Illinois Standards Achievement Test.

### U.S. Federal Support

President Barack Obama and Sec. of Education Arne Duncan are urging the US Congress to support ELT. Support is building in our United States Congress for ELT across the nation.

Under the new administration, Arne Duncan, Barack Obama's choice for Education Secretary, called for "more learning time" at his Senate confirmation hearing on January 13, 2009.

An announcement in Education Week on September 22, 2008, in *Consensus on Learning Time Builds* provides more background:

Under enormous pressure to prepare students for a successful future—and fearful that standard school hours don't offer enough time to do so—educators, policymakers, and community activists are adding more learning time to children's lives... In Massachusetts, a widely watched, 3-year-old initiative to expand learning time gives districts about \$1,300 per pupil to add 30 percent more time to the school year. With backing from both national teachers' unions, *U.S. Sen. Edward M. Kennedy, D-Mass.*,

*introduced legislation last month that would provide federal funding for districts or schools wishing to follow the Massachusetts example.*

U.S. Senator Edward M. Kennedy's direct words in support of ELT were:

There are few more promising strategies for helping all children get ahead in today's global economy than expanding learning time. It gives students the time not only to master the basics, but also to expand their horizons through art, music, physical education, and other activities. It gives teachers additional time for collaboration and planning to improve instruction. The early results of the Expanded Learning Time Initiative here in Massachusetts are impressive and show real promise in preparing all children for a lifetime of success. I believe what we're doing with expanded learning here in Massachusetts is a model for the nation.

#### Phenomenal ELT School Growth in Massachusetts

For MASS2020 Initiative, "the vision of Expanded Learning Time (ELT) is to reshape the American school schedule to provide all students with a well-rounded education that prepares them for full engagement and participation in the economic and civic life of our 21st-century global society. The numbers show ELT is one of the few approaches that is actually budging academic performance in low-performing school:

Expanded learning time is a key component for the next phase of education reform in Massachusetts. Educators need more time to deliver the academic and enrichment instruction necessary to develop the whole child, as we build a world-class education system that prepares students for success in a global 21st-century economy. Massachusetts Governor Deval L. Patrick (MASS2020 Annual Report, 2008).

#### Successful ELT Models

According to research and site visits conducted by Ho'okako'o Corporation, who is the local school board for all three Hawaiian conversion charter schools discussed in this testimony, effective ELT models exist in Massachusetts and across the nation in the KIPP Schools that demonstrate that increasing student time by 300 hours a school year is rewarding:

One sure way to improve education is to increase the amount of time spent educating. Extending the school day has shown remarkable results locally and statewide, with test scores rising almost across the board. There's really no arguing with the results. Adding 300 hours to the school year—about two hours a day—has improved students' scores on the Massachusetts Comprehensive Assessment System exam and closed proficiency gaps between some previously struggling schools and the state average. The extended day allows students to apply what they learn in more active projects instead of just listening to lectures. It allows teachers to get to know students faster and tailor their teaching style to meet students' needs. (Herald News, 2008)

Hough (2009) interviewed the principals of two schools modeling effective ELT: Kate Mazurek at KIPP Ascend in Chicago, Illinois and Jeff Riley at Edwards [Middle] School in Massachusetts. Both interviews showcase the value of ELT for increasing student achievement and personal growth:

**At KIPP Ascend:** Regular class periods, or blocks, are twice as long as the average block -- 110 minutes every day for core subjects like math, reading, social studies, and science. General academic support is offered from 4:15 to 5 p.m. "We identify the specific skills that each student needs, but most of our 'extra' time is spent on more time for each regular class," says Mazurek. The extracurriculars, says Kate Mazurek,

principal of KIPP Ascend, a charter school in Chicago, are just as important as academics, which is why all 66 KIPP schools across the country operate on longer days -- her school from 7:25 a.m. until 5 p.m. "Expanded learning time provides more time for students to work on academic skills, but also other skills that are as equally important to develop their sense of self -- the arts or a language, for instance," she says. "This is especially important for students in places like the west side of Chicago and other poor communities that, because of budget constraints, might not otherwise have these options. What I suggest is that we need to have an expanded schedule to allow schools to do everything -- get all students to proficiency, give them a thorough education in other subjects like history, offer a well-rounded education that includes health and art, and create students that have the skills that employers want in the 21st century. At KIPP Ascend, regular class periods, or blocks, are twice as long as the average block -- 110 minutes every day for core subjects like math, reading, social studies, and science. General academic support is offered from 4:15 to 5 p.m. "We identify the specific skills that each student needs, but most of our 'extra' time is spent on more time for each regular class." (Hough, 2009)

**At Edwards Middle School:** On Mondays and Wednesdays, students can cook, step, swim, play soccer, and dance with the Boston Ballet. On the other days, they can write songs, play guitar, play football, sing, and act. The longer day also gives them more time to tackle academics in depth. "We have about an hour and a half in what I call targeted assistance," says Edwards School Principal Jeff Riley. "A kid who is strong in math but not English will get extra English. We take a ton of data on our kids to see where they're best served in small groups." Part of the problem, experts say, is that the current day (six hours) and current school year (180 days, with summers off) are based on an outdated model created decades ago. "Learning in America is a prisoner of time," said the 1994 report, *Prisoners of Time*, put out by the National Education Commission on Time and Learning. "For the past 150 years, American public schools have held time constant and let learning vary." Traditionally, farming communities had shorter days and fewer of them so that children could help out with crops in the spring and fall. In contrast, by the mid-1800s, many urban schools ran year-round, in part because cities felt that new immigrants needed extra time to assimilate. Eventually there would be a middle-ground compromise, with the bulk of students in school for six hours, 180 days, with summers off. For the most part, this compromise calendar worked fairly well. As the *Prisoners of Time* report stated, "In our agrarian and industrial past, when most Americans worked on farms or in factories, society could live with the consequences of time bound education." Even dropouts "could . . . look forward to productive unskilled and even semi-skilled work" and make a decent living. Now, the report forewarned, "all of our citizens, not just a few, must be able to think for a living." (Hough, 2009)

**ELT Teacher Testimony:** "Expanded Learning Time has allowed me to provide more individualized instruction to my students. I have time to teach a lesson, break students out into groups, and really give attention to the children who need extra help. In math, it could be as simple as showing a child who is "struggling" an alternative problem solving method—now I can really address the needs of all students; also my relationships with my students have been strengthened by ELT. We spend more time together and I can talk to them one on- one. It has created a true community." Martha Dewar, *Teacher, ELT School: Jacob Hiatt Magnet School, Worcester*

## Conclusion

S. Paul Reville, Chairman of the Massachusetts State Board of Education, President of the Rennie Center for Education Research and Policy, and a Co-Chairman of the *National Center on Time and Learning* reminds us of the bottom line:

The mission of our schools, at a minimum, should be achieving the goal of proficiency in reading and math for all students. Such proficiency is necessary for students to succeed in other subjects, in higher education, and in their later employment. Simply achieving proficiency in these areas, however, is totally insufficient and does not, by any stretch of the imagination, constitute a full education. We will have to give them more time for instruction in other subjects, as well as an array of enrichment activities. Our relatively arbitrary school schedule is not well-sized to meet these 21st-century objectives for learning. Educators are working hard and efficiently, and are finding that the instructional clock doesn't adequately accommodate today's academic demands. We cannot hope to educate all students, especially those who have suffered the injuries of poverty, to high levels in a wide range of competencies unless and until we "right size" the school day and school year. We must reinvent the school schedule and calendar to meet the needs of today's students. (Reville, 2007)

## BACKGROUND ABOUT HO`OKĀKO`O CORPORATION

Ho'okako'o Corporation is a private, non-profit organization established in 2002.

*Our mission is helping HC conversion chart schools reinvent themselves for the purpose of improving the academic achievement and personal growth of their students. Collaborating with communities, educators, and families, Ho'okako'o provides conversion charter schools with expertise and resources to improve student achievement.*

To partner with HC, a school must undergo a comprehensive systems and organizational review process in all aspects of the school – financial resource management, human resources, leadership and governance communications and marketing, organizational systems and operations, student support services, curriculum/instruction and assessment, and student learning and achievement. Using the comprehensive review findings, the school must develop a school strategic plan and a dashboard to benchmark and measure success. The school is expected to implement its strategic plan and review progress over 3- 5 years. All budget decisions should be based on the strategic plan priorities and dashboard. HC requires that each school conducts an annual financial audit. HC has contracted Nishihama and Kishida to conduct annual audits.

After five years of implementing Act 2 and national and local research conducted, HC believes that certain necessary conditions must be met for a conversion charter school to be successful. The necessary conditions for HC schools are:

- Effective school leadership
- Capable teachers with high expectations and the skills to work together in focused learning communities
- Curriculum that is aligned, articulated, and integrated
- Parents and the greater community with a sense of ownership in the school and willingness to be part of the change process
- Personalized schools



- More time on instructional and co-curricular activities
- Data and results driven
- Supportive and effective policies and regulations

The creation of conversion charter schools was made possible in 2002 when the Hawaii legislature passed Act 2. The Act expanded education choices through charter conversion schools in Hawaii and allows eligible non-profit organizations to manage and operate conversion schools and to provide a \$1 match for every \$4 state dollars. The matching funds are intended to enrich and not to supplant state funding of public schools.

Conversion charter schools are not under the DOE jurisdiction. However, conversion charter schools continue in their role as the public feeder school for the geographical community in which the school is located just like DOE schools. The conversion schools must accept all students within the public school service area. The school has an obligation to guarantee services that are at minimum comparable to their DOE counterparts.

HC was established with a partnership between HC's volunteer board of directors and Kamehameha Schools. The non-profit HC volunteer board serves as the school board for the conversion charter school. HC provides and/or brokers technical support in organizational change, instructional expertise, organizational systems and supports, policy and interface with major stakeholders. As an HC partner, KS has contributed technical support and funding. HC and the partner conversion charter schools leverage resources and support from many additional partners, including philanthropic foundations and trusts, government, unions, business and family/community volunteers in order to benefit the conversion charter school as the school implements its plans..

As an education change agent, HC seeks partnerships with public school communities committed to implementing the following necessary conditions for conversion school success:

For example, one of the major initiatives that HC will focus on in the next two to three years is on planning for and implementing extended learning time (ELT)/extended school day at each of its partner schools. To accomplish ELT, each of the schools will be undergoing comprehensive school redesign when implementing the necessary conditions for success.

### **Three Current HC Conversion Charter Schools**

The three HC conversion charter schools are all in communities with significant socio-economic need. On October 15, 2008, the official student enrollment count date for charter schools, the three schools enrollment totaled 1444 students or almost 19% of the charter school enrollment.

- Waimea Middle School, a 6-8 grade conversion charter school in Waimea on Hawai'i Island, 357 students
- Kualapu'u Elementary School, a K-6 conversion charter school on Molokai, 375 students
- Kamaile Academy, a K-8 conversion charter school in Waianae on Oahu, 712 students

### **Examples of School Outcomes/Results**

Overall each school has shown a trend of steady growth. Initial measures of success include:

#### **School Year 2006-07**

A growth in reading and math scores (at Kualapu'u); increased student attendance (at Kualapu'u and Waimea); a decrease in the special education population due to improved

identification, remediation, and curriculum (at Kualapu'u); new programs offered (at Kualapu'u and Waimea); greatly increased family involvement (Waimea and Kualapu'u).

### **School Year 2007-08**

Kualapu'u met federal NCLB AYP targets for two consecutive years and was awarded school in Good Standing, Unconditional status.

### **HC and School Concerns**

HC appreciates the legislative support and responsiveness over the years. HC requests that the legislature support and implement the legislatively mandated charter school funding formula as intended. During the 2008 legislative session, the charter schools received big cuts in the per pupil allocation from \$8150 per pupil for SY 2007-2008 to \$7588 per pupil for SY 2008-2009. We acknowledge that the state is faced with economic downturn; however, the charter school per pupil allocation has already been cut and should not be reduced any further.

In SY 2009-2010, HC anticipates that Waimea Middle's enrollment will be reduced by about 80 students due to the expansion of Waikoloa Elementary to a K-8 school. The Waimea school community is pleased that the students of Waikoloa now have a community school and do not have to commute to Waimea; however as a result of the K-8 expansion, Waimea Middle's student enrollment has been reduced from about 530 students in the first year of conversion to about 280 students in SY 09-010. The reduction in student enrollment forces Waimea Middle School to reduce its budget and make dramatic cuts in faculty, staff and programs for students.

Kamaile Academy's enrollment fluctuates dramatically during a school year because of the large number of houseless and homeless families and therefore it is very difficult to project the student enrollment. In addition to big fluctuations in enrollment, two of the five state's new homeless shelters and housing are located within the school's boundaries. HC is very concerned that the children that Kamaile serves need many more student support services – health and social services than the school is able to provide.

Further cuts erode Kualapu'u School's ability to deliver services to the students it serves in very challenging economic times for the Molokai community. Kualapu'u School employs 70 full and part time employees. The cuts may send a message to the school community and students that the hard work, commitment, performance and the positive results achieved by becoming an NCLB AYP in Good Standing, Unconditional status do not matter.

Thank you for the opportunity to provide information about HC and HC schools and to testify on this legislation.

### **References**

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To: The Honorable Roy Takumi, Chair  
Members of the House Committee on Education

From: Lydia Trinidad, Principal, Kualapu'u School, Moloka'i

Date: April 3, 2009  
Time: 2:30 pm

Place: State Capitol Room 309

Subject SCR 52 SD1 Requesting That The Ho'okako'o Corporation Report on The Progress And Impacts Of The Models For Expanded Learning time Being Piloted by the Hookakoo Corporation's Partner Conversion Charter Schools

Kualapu'u School is one of three conversion charter schools operated and managed by the Ho'okako'o Corporation (HC). The HC nonprofit board serves as the Local School Board for Kualapu'u School.

Kualapu'u School supports SCR 52 SD1 because we have personally observed in Massachusetts and California how Expanded Learning Time (ELT) enables schools to round out the academic portion of the day with Arts and Whole Child education. ELT opportunities also promote parent involvement in school enrichment programs; inspire intergenerational collaboration and teaching in service-based learning projects; and connect community resources (funding and expertise) to student interests that drive academic achievement in core areas like Reading, Math, Technology and Science.

At Kualapu'u School, who brings this testimony forward in support of SCR 52 SD1, we have already convened a teacher leadership committee to dialogue what ELT might look like for our students in our rural community. We will carefully watch the impact of ELT on student achievement, teaching and learning, and family and community involvement emerging at Kamaile Academy over SY 2009 - 2010 as we work toward designing possible ELT opportunities for SY 2010 - 2011.

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Support is building in our United States Congress for ELT across the nation.

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### Successful ELT Models

According to research and site visits conducted by Ho'okako'o Corporation, who is the local school board for all three Hawaiian conversion charter schools discussed in this testimony, effective ELT models exist in Massachusetts and across the nation in the KIPP Schools that demonstrate that increasing student time by 300 hours a school year is rewarding:

One sure way to improve education is to increase the amount of time spent educating. Extending the school day has shown remarkable results locally and statewide, with test scores rising almost across the board. There's really no arguing with the results. Adding 300 hours to the school year—about two hours a day—has improved students' scores on the Massachusetts Comprehensive Assessment System exam and closed proficiency gaps between some previously struggling schools and the state average. The extended day allows students to apply what they learn in more active projects instead of just listening to lectures. It allows teachers to get to know students faster and tailor their teaching style to meet students' needs. (Herald News, 2008)

### **Conclusion**

S. Paul Reville, Chairman of the Massachusetts State Board of Education, President of the Rennie Center for Education Research and Policy, and a Co-Chairman of the *National Center on Time and Learning* reminds us of the bottom line:

The mission of our schools, at a minimum, should be achieving the goal of proficiency in reading and math for all students. Such proficiency is necessary for students to succeed in other subjects, in higher education, and in their later employment. Simply achieving proficiency in these areas, however, is totally insufficient and does not, by any stretch of the imagination, constitute a full education. We will have to give them more time for instruction in other subjects, as well as an array of enrichment activities. Our relatively arbitrary school schedule is not well-sized to meet these 21st-century objectives for learning. Educators are working hard and efficiently, and are finding that the instructional clock doesn't adequately accommodate today's academic demands. We cannot hope to educate all students, especially those who have suffered the injuries of poverty, to high levels in a wide range of competencies unless and until we "right size" the school day and school year. We must reinvent the school schedule and calendar to meet the needs of today's students. (Reville, 2007)

Thank you for the opportunity to provide information about HC and HC schools and to testify on this legislation.

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To: The Honorable Roy Takumi, Chair  
Members of the House Committee on Education

From: Glen Kila, CEEO, Kamaile Academy  
Clarence DeLude, Principal, Kamaile Academy

Date: April 3, 2009  
Time: 2:30 pm

Place: State Capitol Room 309

Subject SCR 52 SD1 Requesting That The Ho'okako'o Corporation Report on The Progress And Impacts Of The Models For Expanded Learning time Being Piloted by the Hookakoo Corporation's Partner Conversion Charter Schools

Kamaile Academy is one of three schools operated and managed by the Ho'okako'o Corporation (HC). The HC nonprofit board serves as the local school board of Kamaile Academy.

Kamaile Academy, who brings this testimony forward in support of SCR 52 SD1, plans to begin implementation of Expanded Learning Time (ELT) in fall 2009 to meet the needs of our students, families and community. We are excited to have the opportunity to pioneer this ELT initiative because it will drive a transformational systemic change in our school and community. We are pleased that our faculty voted 96% in support of adding an hour to each instructional day and 10 days to the academic year. Our Local Advisory Panel (LAP) - comprised of administrators, teachers, staff, parents, and community members - voted 100% in favor of expanded learning time for our Kamaile K-8 students.

Working closely with Ho'okako'o Corporation, we will build the foundation for a P-14 village learning center that provides Waianae children with educational, social, cultural, health and work and career development opportunities that enable them to thrive as confident and self-determined global citizens. Kamaile Academy will be the first conversion charter school in Hawaii to pilot an ELT model that supports teacher professionalism and fills systemic gaps necessary to improve student learning and achievement, especially for at-risk children in high poverty communities.

#### What is Expanded Learning Time?

The concept of Expanded Learning Time (ELT) requires the complete redesign of a school's educational program in a way that combines academics with enrichment for a robust and well-rounded student experience that successfully prepares students for global 21st century opportunities and supports teachers by giving them more time for planning, training, and professional development.



### Why do we need Expanded Learning Time?

ELT will provide the opportunity to create and support Hawaiian-focused teaching and learning environments at our three conversion charter schools that center on high growth in student achievement and culturally relevant enrichment activities that engage all students.

Kamaile Academy and Waimea Middle School are both currently in federal Restructuring Status due to six years of low scores on AYP (Adequate Yearly Progress) Reading and Math proficiencies. Kamaile Academy converted to charter status as their restructuring choice. Kamaile Academy is in its first year of conversion to charter status after completing its transition year in SY 07-08 from the DOE with funding under the weighted student formula to full charter status in SY 08-09 with funding under the charter school student allocation.

Both Kamaile Academy and Waimea Middle schools urgently need ELT to show student growth in academic achievement; they need the extra time for targeted instruction for at-risk students, hands-on discovery student-generated projects, and teacher planning/collaboration time on intervention strategies matched to the needs of individual students - only in this way will they be able to climb out of the Restructuring Status in the next several years. Our third school, Kualapu'u, came from Restructuring Status to Good Standing for the first time in years, in 2 of the 4 years as a charter school and will use ELT to continue to sustain student growth on AYP proficiencies as achievement expectations rise.

According to Ka Huaka'i Native Hawaiian Educational Assessment 2005 and the Successful Schools for Native Hawaiians Study 2007, Hawai'i's public schools:

- Are more likely to be in restructuring status when they contain high proportions of Hawaiian students (*As Kamaile Academy and Waimea Middle School are right now*)
- Are more likely to have less experienced teachers when they contain high proportions of Hawaiian students
- Are more likely to have high teacher turnover when they contain high proportions of Hawaiian students (*Kamaile Academy has an 84% Hawaiian/Part Hawaiian student body; on top of that, when Kamaile Academy converted last year to charter, they lost 32/54 teachers; Waimea Middle School is downsizing its teachers by 40% due to one of its prior feeder schools developing its own middle school*)
- Have lower family involvement and lower parent satisfaction when they contain high proportions of Hawaiian students (*Kamaile Academy's transiency rate is 34% this year due to the high levels of poverty and homeless families in the community*)
- Are more likely to be successful when they have strong, focused, data-oriented learning communities, share accountability and leadership, active community involvement, and ongoing professional development activities (*All these key success factors take time to develop, implement, internalize, and evaluate for improvement – which is why ELT is so urgently needed now at our three conversion charter schools*)

### **Research**

Twenty-five years ago, the still-resonant report *A Nation at Risk* urged schools to add more time—an hour to the usual six-hour day and 20 to 40 days to the typical 180-day year—to ward off a “rising tide of mediocrity” in American education (Gewertz, 2008).

Between 1991 and 2007, the Washington, D.C.-based Center for American Progress found that more than 300 initiatives across 30 states had Expanded Learning Time (ELT), primarily in high-poverty and high-minority schools. In September 2006, Edwards [Middle School] changed its final bell from 1:30 to 4:30 p.m. Last fall, Senator Edward Kennedy (D-MA) and Representative

George Miller (D-CA) introduced legislation that would expand learning time nationwide and provide money for training teachers to better use the extra hours. Labor unions have, for the most part, backed existing initiatives. As more schools move forward with their own efforts, many are taking their cue from the mavericks on time and learning: charter schools, where more than two-thirds run on longer days (Hough, 2009).

#### Evidence Based Data

The MASS2020 Initiative 2008 Annual Report highlights improvement in an ELT school:

Additional time for literacy instruction is showing its effect: in 2006, only 57% of the 4th graders at Hiatt were proficient or advanced in English language arts (ELA). Two years later, this same cohort of students had 82% of students scoring proficient or above on the MCAS. (p.12)

The Cape Cod Times on May 4, 2008 wrote *Time to think: Don't short change the school reform that is getting such good grades*, which provides impressive data on the one year progress of ELT in Massachusetts:

- In 2006, 62.9 percent of children in regular public schools were judged proficient in reading and math; in the 18 schools beginning the ELT experiment the rate was 42.4. (MASS2020 annual report)
- In 2007, regular schools had raised proficiency modestly to 66.4 [3.5 percentage points]; but ELT schools jumped almost 11 percentage points.
- 75 percent of parents said their children are getting a better education; and
- 70 percent of teachers said the ELT format was having a positive effect on their students.

Independent research by Hough (2009), *Time hasn't been on their side*, Harvard Graduate School of Education: Ed.magazine, also confirms the efficacy of ELT with the following data:

- "Proficient" English language arts scores on the Massachusetts Comprehensive Assessment System test at the 10 schools jumped 39 percent above the previous five-year average
- At Edwards [Middle School], the number of students scoring "proficient" on the math portion of the test rose 12.7 percentage points
- At KIPP Ascend [a charter school in a high poverty neighborhood in Chicago] where many fifth-graders start one or two grades behind in reading and math, after four years at the school, 100 percent of eighth-graders passed Math and 94 percent passed Reading on the Illinois Standards Achievement Test.

#### U.S. Federal Support

President Barack Obama and Arne Duncan, Secretary of Education have announced support for extended learning time as a strategy to improve our nation's public education system.

Support is building in our United States Congress for ELT across the nation.

An announcement in Education Week on September 22, 2008, in *Consensus on Learning Time Builds* provides more background:

Under enormous pressure to prepare students for a successful future—and fearful that standard school hours don't offer enough time to do so—educators, policymakers, and community activists are adding more learning time to children's lives... In Massachusetts, a widely watched, 3-year-old initiative to expand learning time gives districts about \$1,300 per pupil to add 30 percent more time to the school year. With backing from both national teachers' unions, *U.S. Sen. Edward M. Kennedy, D-Mass.*,

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S. Paul Reville, Chairman of the Massachusetts State Board of Education, President of the Rennie Center for Education Research and Policy, and a Co-Chairman of the *National Center on Time and Learning* reminds us of the bottom line:

The mission of our schools, at a minimum, should be achieving the goal of proficiency in reading and math for all students. Such proficiency is necessary for students to succeed in other subjects, in higher education, and in their later employment. Simply achieving proficiency in these areas, however, is totally insufficient and does not, by any stretch of the imagination, constitute a full education. We will have to give them more time for instruction in other subjects, as well as an array of enrichment activities. Our relatively arbitrary school schedule is not well-sized to meet these 21st-century objectives for learning. Educators are working hard and efficiently, and are finding that the instructional clock doesn't adequately accommodate today's academic demands. We cannot hope to educate all students, especially those who have suffered the injuries of poverty, to high levels in a wide range of competencies unless and until we "right size" the school day and school year. We must reinvent the school schedule and calendar to meet the needs of today's students. (Reville, 2007)

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To: The Honorable Roy Takumi, Chair  
Members of the House Committee on Education

From: John Colson, CEO/Principal, Waimea Middle School, Big Island of Hawaii

Date: April 3, 2009  
Time: 2:30 pm

Place: State Capitol Room 309

Subject SCR 52 SD1 Requesting That The Ho'okako'o Corporation Report on The Progress And Impacts Of The Models For Expanded Learning time Being Piloted by the Hookakoo Corporation's Partner Conversion Charter Schools

Waimea Middle School (WMS) is one of three conversion charter schools operated and managed by the Ho'okako'o Corporation (HC), a Hawaii based nonprofit corporation. The HC board serves as the local school board for WMS.

*WMS supports SCR 52 SD1 because we feel that Expanded Learning Time (ELT) has been proven to be successful in providing teachers and students the opportunity to engage in instruction that targets high levels of student thinking skills essential for the 21<sup>st</sup> century. We are very excited that Kamaile Academy plans to pilot expanded learning time in fall 2009. As we ourselves are currently in a federal Restructuring status, we recognize the need for more instructional time in our own school programs in order to increase student achievement and promote student growth. This year we revised our schedule from 8 blocks of instruction to 6 longer blocks of instruction to provide more time for teachers and students to concentrate on mastering concepts and skill sets in core academic areas. We look forward to watching Kamaile Academy engage in expanded learning time and working with our own school and community on similar ELT opportunities in the future.*

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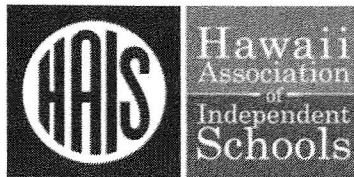
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April 3, 2009  
2:30 p.m.  
Conference Room 309

TESTIMONY TO  
THE HOUSE COMMITTEE ON EDUCATION

RE: SCR 52 SD1 – Requesting that the Ho’okako’o Corporation Report on  
the Progress and Impacts of the Models for Expanded Learning Time  
Being Piloted by the Ho’okako’o Corporation’s Partner Conversion Charter Schools

Chair Takumi, Vice Chair Berg, and Members of the Committee:

My name is Robert Witt and I am executive director of the Hawaii Association of Independent Schools (HAIS), which represents 97 private and independent schools in Hawaii and educates over 30,000 elementary and secondary students statewide.

The Association strongly supports Senate Concurrent Resolution 52, Senate Draft 1, which requests the Ho’okako’o Corporation to report to the Legislature on its Expanded Learning Time (ELT) initiative over the course of the next two years.

Today’s students are expected to know more, to meet higher standards, and to achieve proficiency in higher level skills so that they can compete in a highly competitive global marketplace. It is an economic imperative that we extend the school day to meet the 21<sup>st</sup>-century needs of today’s students.

ELT increases instructional hours and supports teachers by giving them more time for planning, training, and professional development. Effective ELT models used in Massachusetts and across the nation in the Knowledge Is Power Program (KIPP) schools demonstrate that extending the school day achieves remarkable results, with test scores rising almost across the board. Adding 300 hours to the school year – about two hours a day – has improved students’ scores on the Massachusetts Comprehensive Assessment System Exam and closed proficiency gaps between some previously struggling schools and the state average.

The current, relatively arbitrary school schedule is not well-suited to meet 21<sup>st</sup>-century objectives for learning. Educators are working hard and efficiently, but are still finding that the instructional clock does not adequately accommodate academic demands. We cannot hope to educate all students, especially those who have suffered the injuries of poverty, to high levels in a wide range of competencies unless and until we “right-size” the school day and school year. We must reinvent the academic calendar to meet the needs of 21<sup>st</sup>-century students.

Thank you for this opportunity to testify.



## KAMEHAMEHA SCHOOLS

Testimony to the House Committee on Education  
Hearing Date: Friday, April 3, 2009  
2:30 p.m. – Conference Room 309

Shawn Malia Kana'iaupuni, PhD  
Director, Public Education Support (PEdS) Division  
Kamehameha Schools

Good afternoon Chair Takumi, Vice Chair Berg and members of the House Committee on Education. My name is Shawn Kana'iaupuni, PhD, Director of Public Education Support (PEdS) Division of Kamehameha Schools. Thank you for this opportunity to testify in support of SCR52 SD1 requesting that the Ho'okako'o Corporation report on the progress and impacts of the models for expanded learning time.

Kamehameha Schools supports promoting the achievement and success of Hawaii public school students and, as such, has been a collaborator with the Hawaii public charter schools. As part of our Education Strategic plan, KS hopes to significantly impact more Hawaiian children ages 0-8 and grades 4-16+, and their families/ caregivers over the next five years, in collaboration with others whenever possible.

Currently, Kamehameha Schools works with 12 nonprofit tax-exempt organizations, including `Aha Punana Leo, OHA, KALO and Ho'okako'o Corporation, to assist a total of 14 start-up and 3 conversion charters with special projects, professional development, and technical assistance.

Kamehameha Schools believes that these efforts provide more positive educational choices and ultimately enhances academic achievement and greater school engagement for Hawaiian students. Through these collaborations, Kamehameha Schools currently assists more than 3,200 students in eleven communities on 4 major islands, within the public education system.

In summary, supporting and replicating the successful strategies found in Hawaiian-focused charter schools is a good way to invest in education that has potential benefits for the entire public school system.

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