



# Informational Briefing Department of Education Act 51 & WSF



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Superintendent

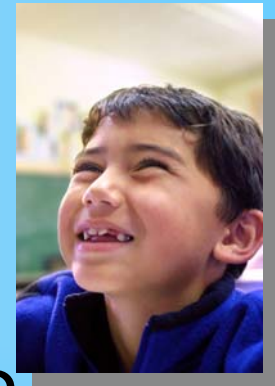
March 21, 2007





# Agenda

- What is Act 51: Reinventing Education Act of 2004
  - Purpose
  - Why
- What has been accomplished
- Weighted Student Formula (WSF)
  - Why
  - What does it look like?
- What is next and how can you help?





# Act 51: Purpose



## Section 1.

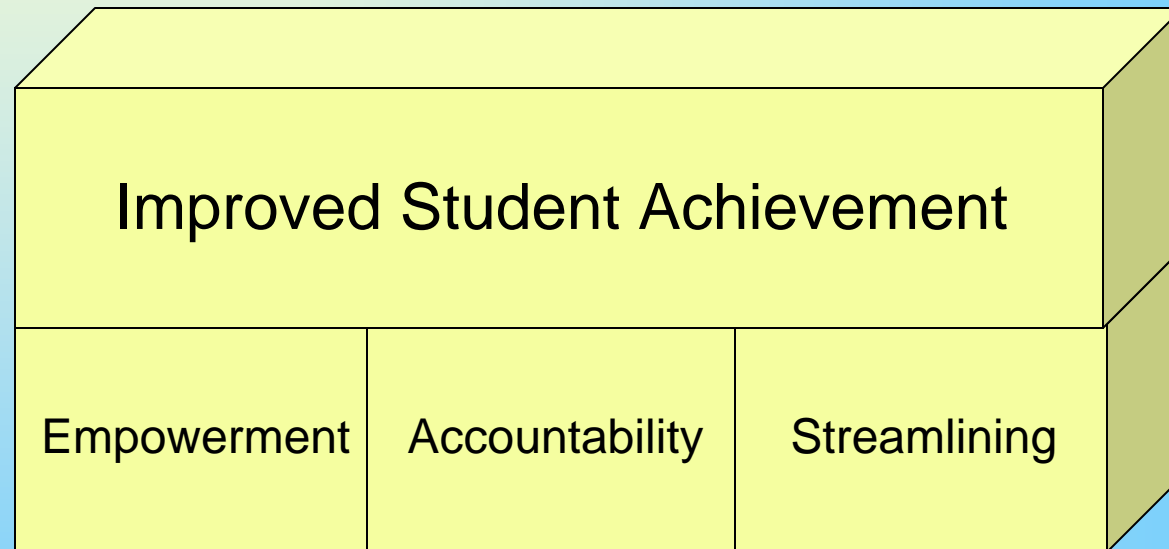
“...a roadmap for a critical phase in the ongoing journey towards peace, social justice, and environmental sustainability.”

“The legislature finds that significant changes need to be made...”

“The legislature has supported and will continue to support efforts by the department ...to improve Hawaii’s schools...”



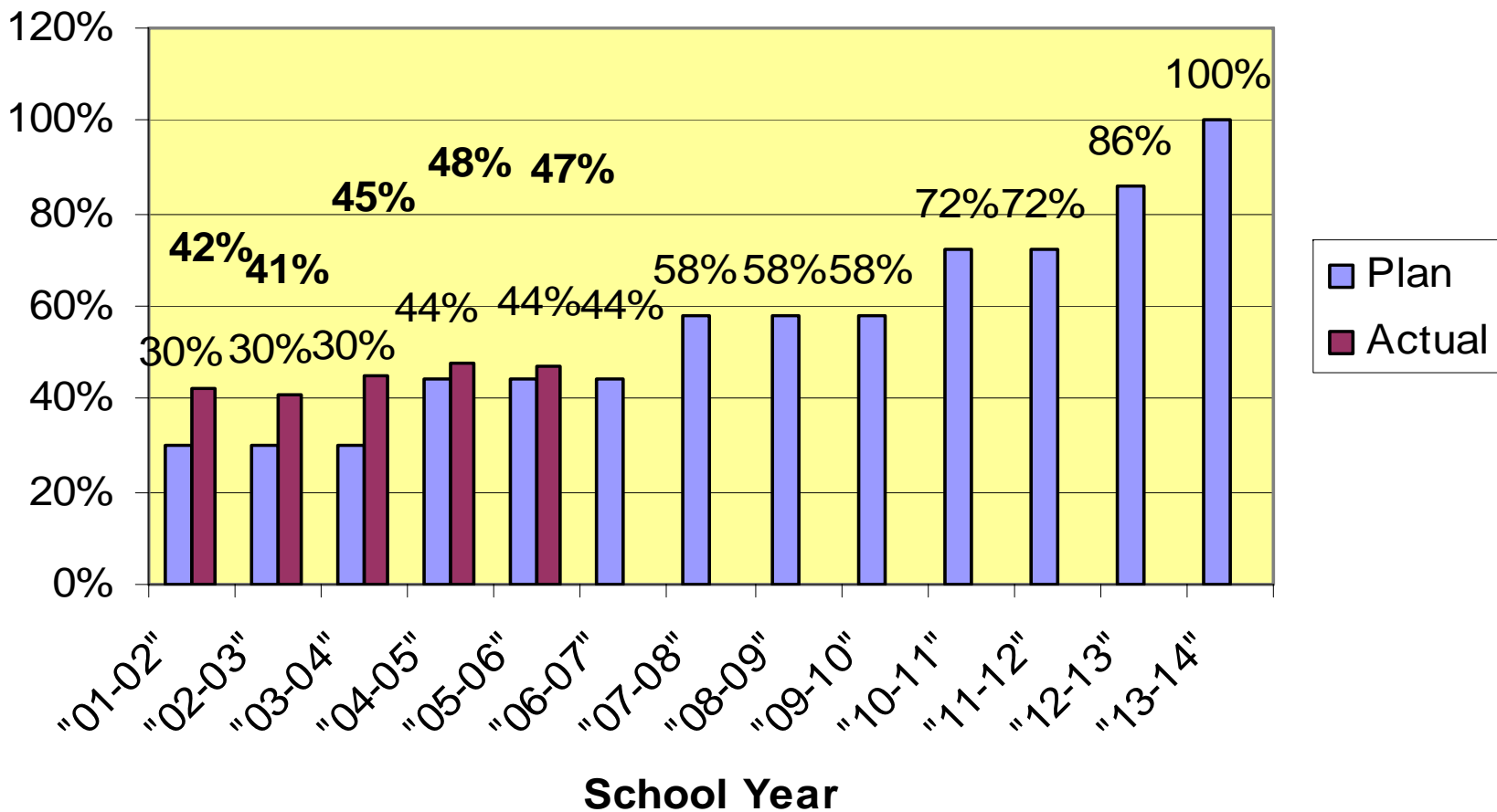
# The Reinventing Education Act of 2004 enables the *Transformation of Public Education*





# Hawaii State Assessment Data for Reading

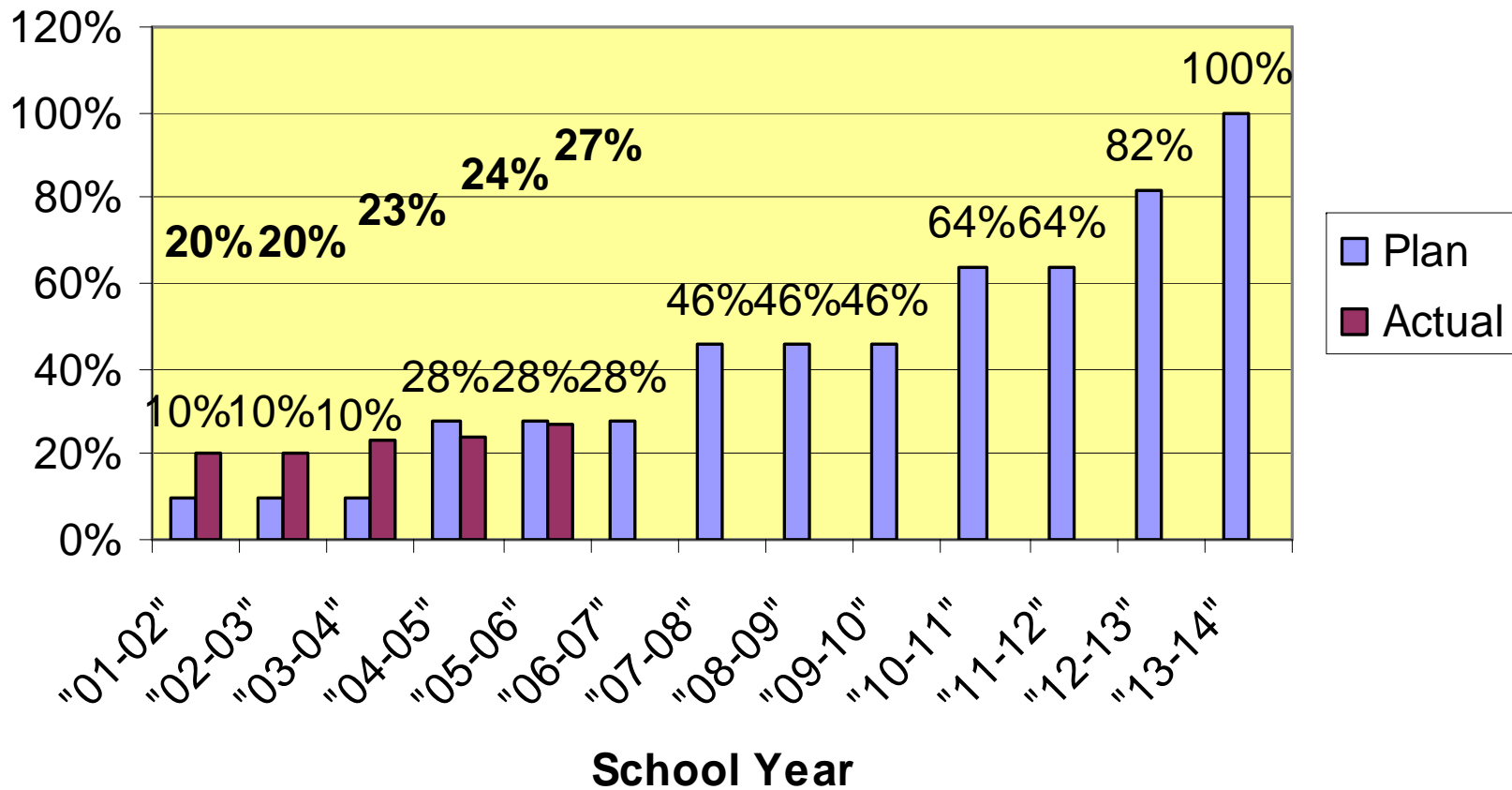
## Reading - Percent Proficient





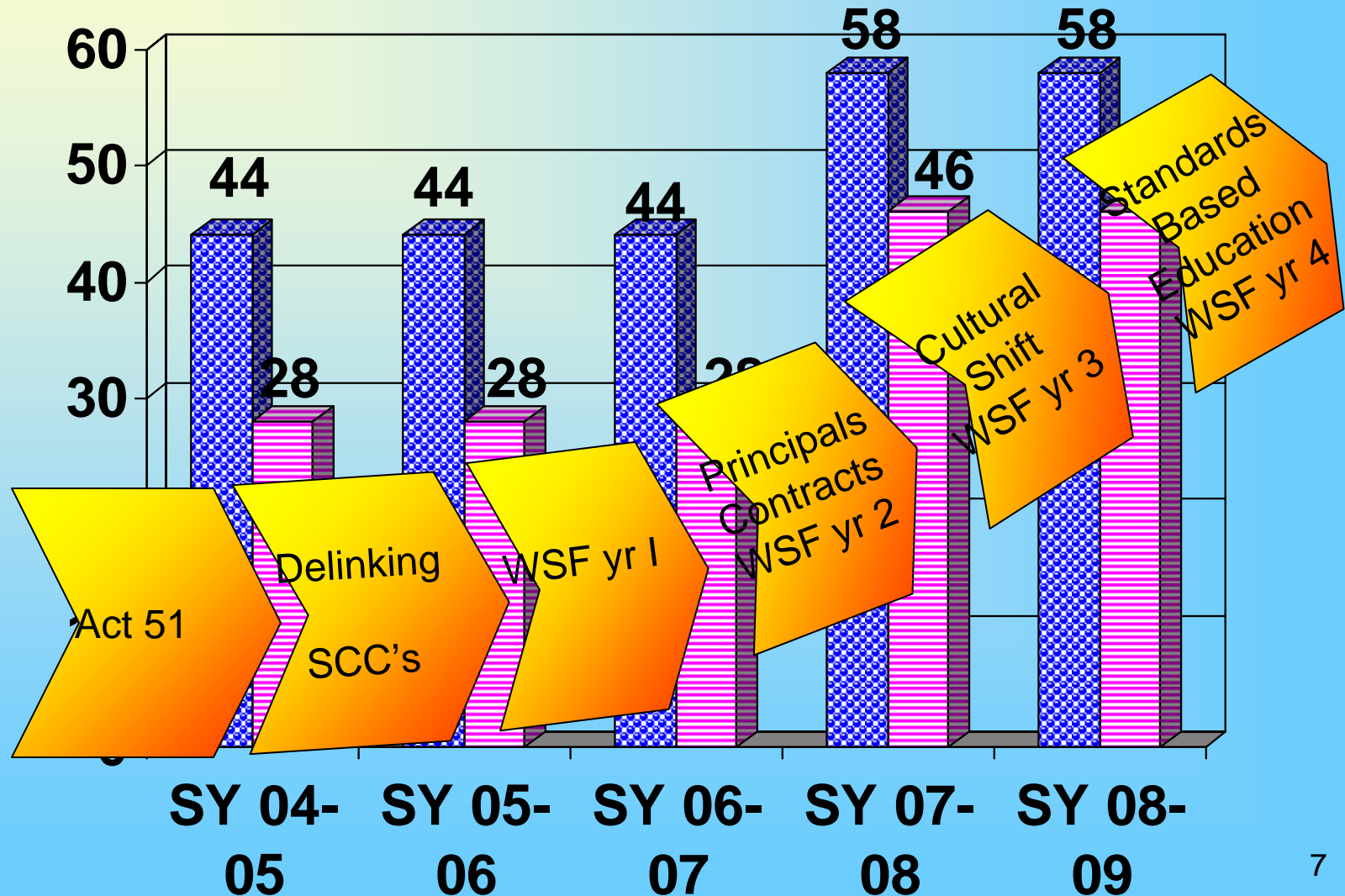
# Hawaii State Assessment Data for Math

## Mathematics - Percent Proficiency

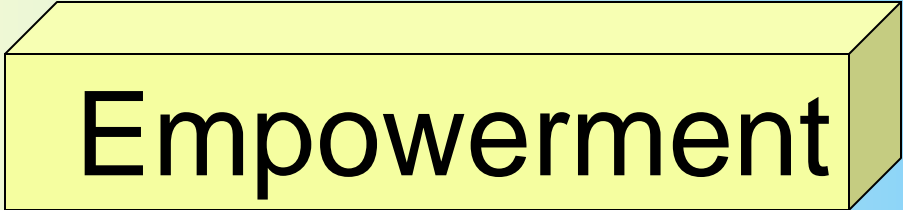




# Act 51 enables the journey for better student achievement











# Accountability

Principals	IV	o <b>Principals Accountability defined Performance Contracts for Principals Report</b>
Teachers	VII	<ul style="list-style-type: none"><li>☑Teacher National Board Certification program</li><li>☑Salary differential for NBS Teachers</li><li>☑Hawaii Teachers Standards Board certification</li><li>☑College of Ed Faculty – 8 positions</li></ul>
Educational Accountability	IX	<ul style="list-style-type: none"><li>☑Assess and track measures of academic achievement, safety and well being, and civic responsibility</li><li>☑Annual Assessment program</li><li>☑Fiscal Accountability</li><li>☑Evaluations of CAS/ Principals</li><li>☑Not less than 70% expended by Principals</li></ul>



# Streamlining

Information Technology Infrastructure	III	<ul style="list-style-type: none"><li>☑ Funding to improve IT Infrastructure (Support Instructional, student information, fiscal, human resources, and outcome based research systems).</li><li>☑ Security and Privacy infrastructure</li><li>☑ School Technical Support</li><li>☑ eSIS customization</li><li>☑ Training</li></ul>
Reduction of Bureaucracy	VIII	<ul style="list-style-type: none"><li>☑ Interagency Working Group creation</li><li>☑ DAGS Repair &amp; Maintenance transfer 7/1/04</li><li>☑ Hawaii 3R's transfer 7/1/04</li><li>☑ DAGS &amp; DHRD functions transfer 7/1/05</li><li>o <b>B&amp;F &amp; DOH functions transfers deferred to 7/1/07 – MOU with B&amp;F 6/28/06</b></li><li>☑ AG &amp; DHS transfer repealed by Act 225/06</li><li>☑ Single School calendar</li><li>☑ Standard Practices (additional streamlining)</li><li>☑ Carry over 5% for all EDNs</li><li>☑ Fiscal flexibility between EDNs and cost elements</li></ul>



# Act 51 empowers It cannot compel excellence

- Act 51 empowers the DOE to shift from a command-and-control organization to one that supports schools.
- Act 51 empowers principals and school communities to develop the best schools for their students.



# Act 51 is not a panacea

- Act 51 does not address adequacy of funding.
- Act 51 does not itself improve curriculum or instruction.
- Act 51 does not compel parents to be engaged in their children's education.



# Weighted Student Formula





## *Underlying Assumptions for Equity:*

1. Schools with similar students should get a similar amount of funds.
2. Schools with students who have a harder time becoming proficient should get more funds to support their efforts.





***It takes more resources to teach a child in an economically disadvantaged area than it takes to teach a child in an affluent area***





# SY2005-06 Data Indicate:

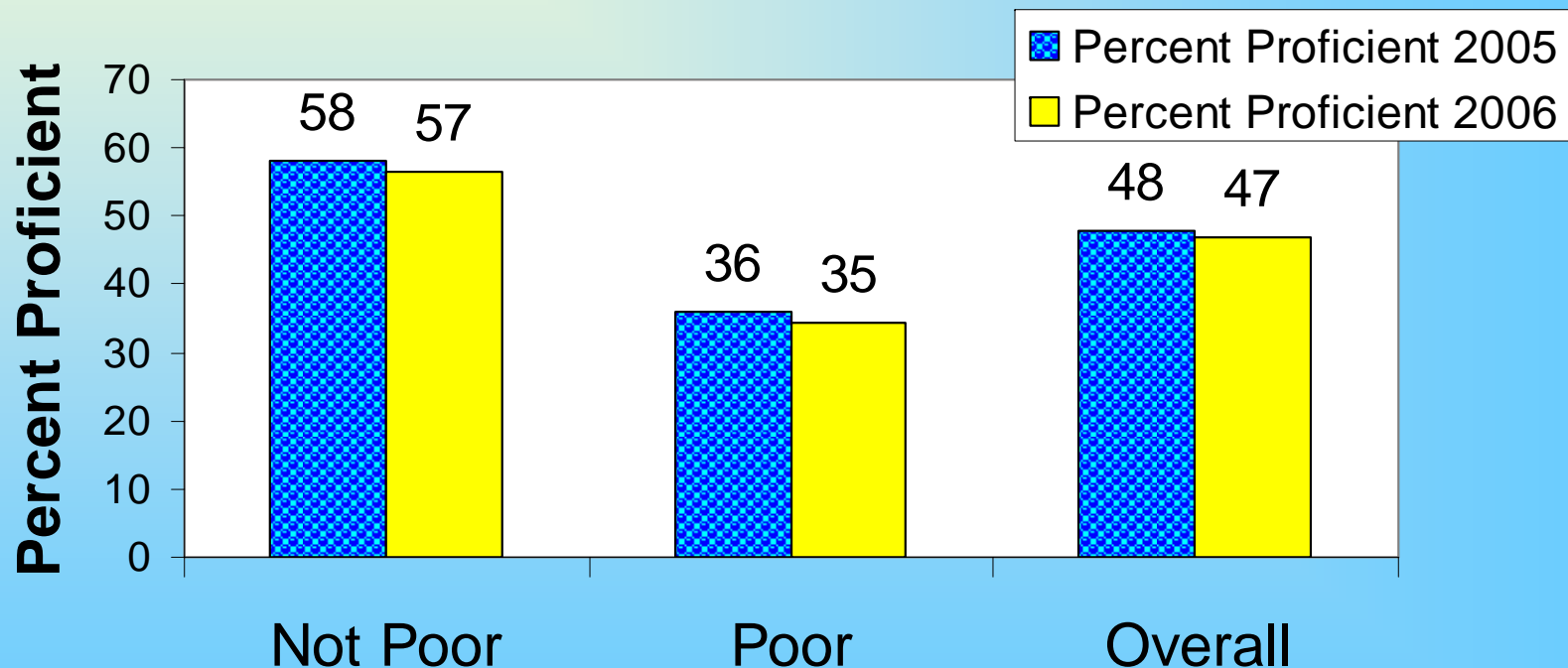
- Schools with higher % of economically disadvantaged students have lower % of proficient readers
- Schools with higher % of ESL students have lower % of proficient readers
- Schools with higher % of transient students have lower % of proficient readers
- Also true in national data





Economic disadvantage is a strong predictor of poor student performance

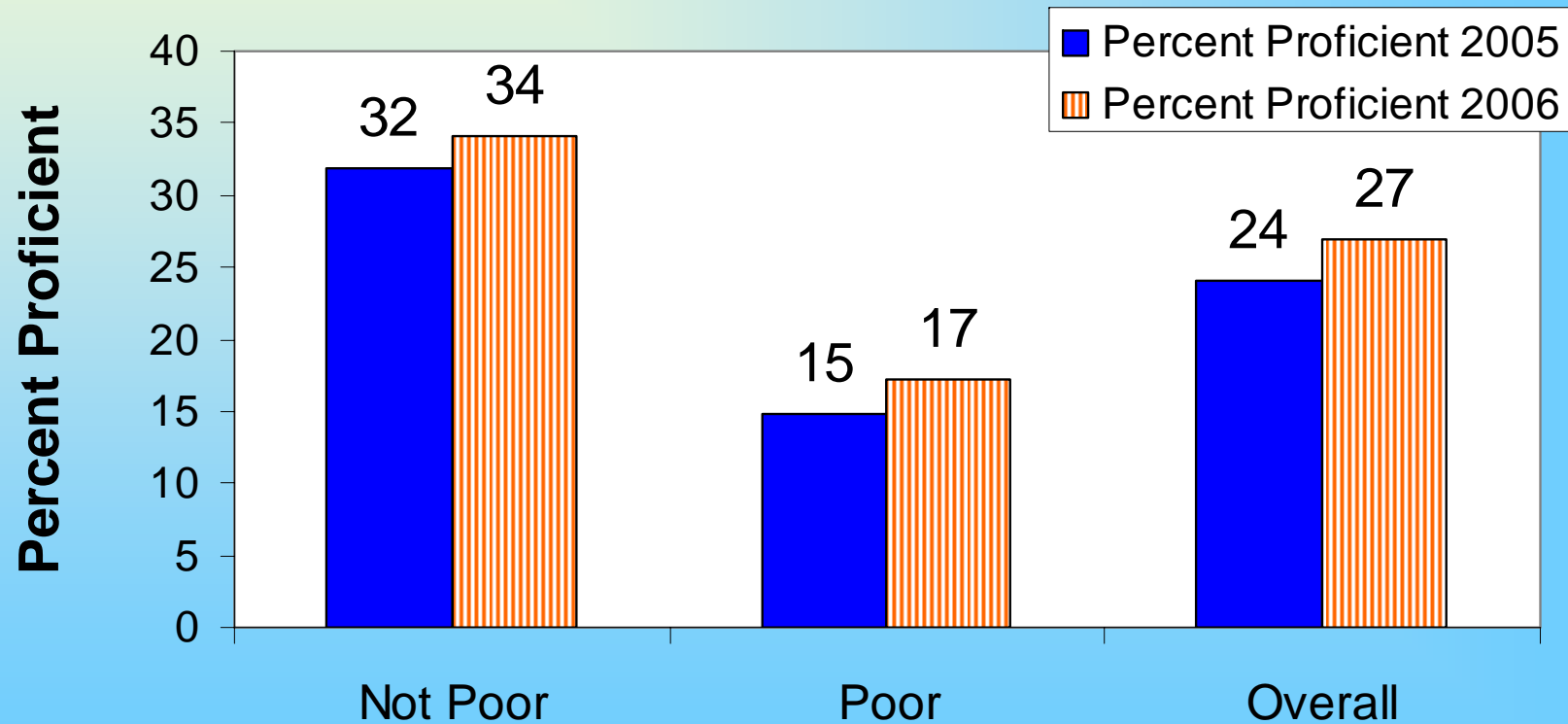
## Hawaii State Assessment Reading 2005 and 2006





# Economic disadvantage is a strong predictor of poor student performance

## Hawaii State Assessment Math 2005 and 2006





In Pre-WSF, “the school” was the basic measure of equity.

Weighted Student Formula focuses on “the student” as its basic measure.





# Tale of Two Schools: Pre-WSF

	Hanalei		Keonepoko
Enrollment	209		615
% "Poor"	22%		78%
% ESLL	2%		8%
% Trans.	13%		16%
\$/Student	\$6,818		\$4,606
Total \$	\$1,424,982		\$2,836,116



# Weights for SY2006-07

Value of "1" = \$4,288.40

Weighted Characteristic	Weight	\$ Value
Economically Disadvantaged	.100	\$428.84
ESL	.189	\$808.78
K-2	.150	\$643.26
Geographic Isolation	.005	\$21.44
Multi-track	.005	\$21.44
School Level		Varies by School Level
Transiency	.025	\$107.21
Small School Adjustment	per student under enrollment	\$400



# Tale of Two Schools: WSF

	<b>Hanalei</b> (R -78%; M- 35%)	<b>Keonepoko</b> (R- 38%; M- 22%)
Enrollment	(209) \$1,006,425	(615) \$2,946,770
% "Poor"	(22%) \$20,310	(78%) 213,759
% ESLL	(2%) \$4,530	(8%) \$45,500
% Trans.	(13%) \$6,125	(16%) \$22,121
K-2	\$51,821	\$194,330
\$/Student	\$5,212	\$5,565
Total WSF \$	\$1,089,211	\$3,422,480





# What is the Department doing to improve WSF?

- Identifying the “value of one” from local data
- Determining the relative value of other student characteristics
- Determining the amount of funding necessary for a school to “operate successfully”
- Identifying additional funds that could be included in WSF
- Identifying other ways to facilitate implementing WSF

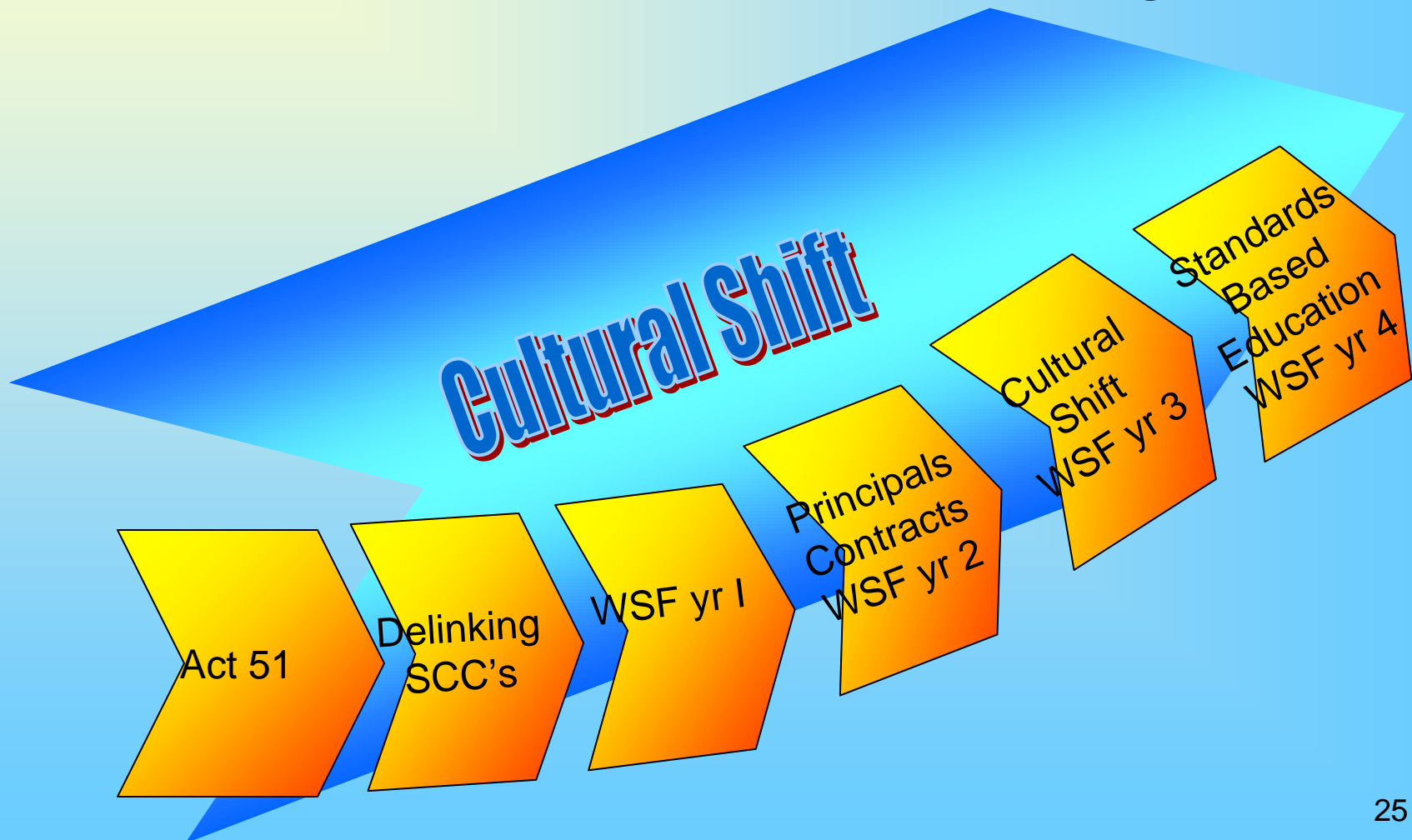


# How can you help?

- Continue to support Weighted Student Formula
- **HB 500 HD1** Continues the \$20.1 Million foundation
- **HB 500 HD1** Continues the \$1 Million Supt fund
- Support isolated and unique schools  
(\$ X Million) (SY08-09)
- Remember...we're only in the FIRST year of Weighted Student Formula implementation!



# Act 51 benefits will not materialize overnight.





**Mahalo for all your support  
these past years!**

