

\$5,120,000 for Systemwide Strategic Support - Action-Oriented Data Decision-Making

Additional Information related to the Department's 4/21/22:

[Update on Department of Education's educational plan and fiscal plan to use federal funds in the second round of the Educational Stabilization Fund's Elementary and Secondary School Emergency Relief \("ESSER II"\) and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 \("ESSER ARP"\) approved by the Board on December 16, 2021](#)

Action:

Change means of financing for a previously Board of Education (Board) approved activity from the Hawaii State Department of Education (Department) School Transformation Branch general funds to ESSER III funds.

Brief Description of Proposed ESSER funded activity:

To establish and implement processes for examining data related to the impact of COVID-19 to make instructional and operations decisions for students and schools.

Background:

On December 16, 2021, the Board voted to approve the ESSER Educational Plan which included Action-Oriented Data Decision-Making as an integral strategy for examining data to make instructional and operational decisions for students and schools.

Program Objectives:

Action-Oriented Data Decision-Making is the strategy that connects and emphasizes the value of the other three strategies: Healthy Habits, Healthy Schools; Responsive Capacity Building; and Effective Academic Practices. The Department will implement a process for examining data related to the impact of COVID-19 to make instructional and operational decisions for students and schools (ESSER Educational Plan, page 14). This systematic approach will provide opportunities for teacher and school leadership teams to examine relevant data to make critical and sometimes difficult decisions for students, staff and school. The data analysis and school improvement process navigates schools towards informed decisions in the following areas:

- a. The effective use of Hawaii Multi-Tiered System of Support;
- b. To select, implement and monitor appropriate professional development;
- c. To select, implement and monitor family and community engagement practices; and
- d. To identify, implement and monitor effective academic practices.

Implementing a process to analyze data to inform decisions will foster a culture of collegiality that will make a positive impact on student achievement. According to John Hattie, [Collective Teacher Efficacy](#) is strongly correlated with student achievement with a mean effect size of 1.57, equivalent to three years academic growth in a span of one year.

Operationalizing the Action-Oriented Data Decision-Making strategy connects all four strategies to strengthen and sustain the commitment to the success of our students, staff and schools.

Work Supported by the 15 Complex Areas plus 1 State-Level Position:

Each Complex Area will be allocated a full-time position to lead and support schools in the implementation of the Action-Oriented Data Decision-Making strategy. These complex area leads will receive training and ongoing support to assist schools with their school-based instructional and operational decision-making teams. The leads will be trained to train others

and foster a collaborative learning environment in areas including, but not limited to, the use of data, formative and summative assessments, data analysis and visualization, and assessment literacy strategies.

Through this strategy, the Department is committed to providing **tri-level** supports:

- a. **State** will provide all complex area strategy leads:
 - i. Quarterly meetings with training and resources and
 - ii. An implementation continuum to guide schools through the process.
- b. **Complex Area** will provide all schools:
 - i. Support and monitoring of the implementation and
 - ii. Network with the leads within the complex area for the other three strategies.
- c. **Schools** will continue to implement
 - i. Instructional Decision-Making Teams and
 - ii. Operational Decision-Making Teams.

To facilitate student academic progress and growth, instructional teams will:

- Analyze universal screener and formative assessment data to identify focus areas for students. Educators can differentiate instruction and resources for students.
- Identify critical content and foundational concepts and topics.
- Support colleagues and collaborate with one another, sharing best practices.
- Use data management systems to assist with the further analysis of students.

Operational teams will use data to make school-centered decisions, which may include decisions related to parent engagement, afterschool programming, and day-to-day operations.

Data is used for continuous quality improvement, supporting the implementation and assessment of strategies, programs and systems. State, complex area, school leaders and staff members regularly examine and analyze data to evaluate and make decisions. Examples of data strategies include:

- Assessing the utilization of programs and resources.
- Tracking student data to strengthen interventions.
- Identifying the progress of school-led initiatives.
- Determining specific areas of need for follow up, training or additional supports.

Student data derived from screeners and formative assessments are used to inform curricular and instructional decisions that impact student achievement and staff effectiveness. The focus is to ensure that students are progressing toward improvement.

Source: Board-approved [ESSER Education Plan](#) page 14.

Cost Estimate Details:

15 complex area (entry-level Educational Officers at \$100,000) and one state-level coordinator to facilitate the work: \$1.6million.

Fringe benefits incurred: \$1.6 million * 60% = \$960,000.

\$1,600,000 for salaries
 +\$ 960,000 for fringe benefits
 \$2,560,000 / year

2 years * \$2.56 million = \$5.12 million (for School Years 2022-2023 and 2023-2024).

Sustainability Issues:

As encouraged by the federal legislation and the Board, the Department is implementing a variety of strategies to:

1. Address the impact of COVID-19;
2. Address learning loss; and
3. Accelerate learning.

As it develops its budget for FY 2024-2025, the Department will evaluate each of the strategies that were funded with ESSER. The Department will seek funding through general funds or other federal funds for strategies which demonstrate substantial value and will sunset those which do not yield the intended results or are no longer necessary.

Description of work associated with advancing this systemwide strategy:

Implementing an established process for examining data related to the impact of COVID-19 to make instructional and operational decisions for students and schools.

Tri-level roles for implementation of Systemwide Strategy:

Implementation of these strategies will involve all levels of the Department. This systemic approach will provide direction and support for school, staff, and student success.

State Office	Complex Area	School
<ul style="list-style-type: none"> ● Leads and provides direction for the strategy implementation efforts across the complex areas and schools. ● Provides the funding for positions that support complex areas and schools. ● Helps to remove barriers for implementation. ● Provides professional learning and guidance for the systemwide strategies. 	<ul style="list-style-type: none"> ● Leads and supports school-level implementation. ● Identify complex area leads for the systemwide strategies. ● Adjusts implementation based on demographics and according to data/need. ● Provides professional learning and guidance for the systemwide strategies based on complex area plans. 	<ul style="list-style-type: none"> ● Leads implementation of school-level strategies. ● Ensures the systemwide strategies are well-implemented. ● Personalizes school-level implementation based on student demographics and data. ● Provides professional learning and guidance for the systemwide strategies based on school plans.

Source: BOE-approved [ESSER Education Plan](#) page 12.