

## **SPCSC Federal Programs Annual Report SY 2022-2023**

### **Introduction:**

This report provides an overview of the collaborative efforts and achievements of our team in working together on the Federal Programs for the 2022-2023 school year. Our team's primary focus was on three main goals: Expression of Identity, Building of Experiences, and Demonstrating Outcomes. Throughout the year, we actively engaged with Title I schools, providing support, guidance, and resources to help them achieve these goals. In this report, we will highlight the progress made, challenges faced, and plans for the future in each of these areas.

### **Goal 1: Expression of Identity**

Our primary objective was to ensure that all schools comprehensively express their unique identity through a professional culture focused on the success of their learners. We are proud to report that 66% of title I schools have actively collaborated with us in achieving this goal. One school shared their experience, stating, "Appreciated the guided slides, simplicity, and the reflection questions. Now that we have engaged in the process this year, we have a better understanding of which slides we would use and how we will utilize the slides provided moving forward."

We acknowledge that finding time to align this work with the pressing needs of the contract, WSAS accreditation, and other grants was a challenge. However, we are pleased to inform you that in the upcoming year, we will prioritize accountability and create leadership modules centered around mindsets and commitments, enabling us to address these challenges more effectively.

### **Goal 2: Building of Experiences**

Our second goal focused on providing dynamic, relevant, and meaningful curriculum and support systems to ensure student success and well-being. We are pleased to announce that 66% of title I schools have actively participated in our efforts to achieve this goal. One school expressed their satisfaction with the new approach, stating, "I loved the new format and ways of reporting that aligns more to an indigenous perspective. I loved the visual guides provided and the detailed and comprehensive support by Crissi and Kim. I actually enjoyed completing the CNA report, which is weird for me to say about a report in general."

Building capacity to understand the root causes posed challenges; however, we are moving forward with a strong sense of accomplishment. The quality of work and alignment between documents have been outstanding, and we are confident that our focus on inquiry-based approaches will drive sustainable growth and improvement.

### **Goal 3: Demonstrating Outcomes**

The objective of this goal was to ensure schools use data systematically to demonstrate continuous improvement. We are delighted to inform you that 66% of title I schools have actively collaborated with

us to achieve this goal. Although it remains a work in progress, we are pleased with the strides schools have made in utilizing mission-aligned outcomes and metrics to measure local and relevant data. Additionally, schools are working on collecting baseline data and creating the necessary systems to sustain this progress into the future.

A testimonial from one school representative highlights their positive experience: "You guys are great! You were always available to meet with me and answer my questions about the process. Really appreciated the leadership and thoughtfulness put forth in creating this process for our teams. We were able to really dig in deep and more clearly identify our goals and aspirations as a leadership team. Mahalo!"

Challenges included finding sufficient time and having a comprehensive understanding of the process required. To address these challenges, we have developed an Accountability Plus model, which will be shared with the schools during professional development sessions.

### **Conclusion**

By the end of the 2022-2023 school year, our goal is for 85% of schools to have relevant data and systems in place that inform and enhance their vision and mission. We are proud of the progress made thus far, with 66% of title I schools actively working towards each goal. Despite the challenges encountered, we are confident that the continuous efforts and collaboration between CSI Schools and the participating schools will result in a significant positive impact on the success of learners and the overall improvement of our educational community. Moving forward, our focus will be on formulating Objectives and Key Results (OKRs) for the upcoming three-year cycle.

## **Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) programs Annual Report**

### **Introduction:**

We are pleased to present the annual report for the Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) programs. These initiatives, mandated under the Every Student Succeeds Act (ESSA), aim to provide continued support for school improvement and ensure equitable and quality education for all learners. This report highlights the progress made in implementing rigorous interventions, aligning with the shared purpose of fostering student success and accountability.

### **Core Assumptions:**

Our work is grounded in the belief that equity and quality education for every learner starts with a clear moral purpose. By providing standards for discourse and fostering productive engagement, we hold schools and students accountable to the learning community, accurate knowledge, and rigorous thinking.

### **Foundational Space:**

We have established a foundational space where thoughts are defined, organized, and valued. Through inspiring spaces that encourage changing thoughts, we build and plan for transformative change. This includes creating and monitoring 100-day plans, engaging in professional development, and aligning actions with the school's vision and mission.

#### **Leadership and Governance:**

We prioritize effective leadership that charts a course focused on learning, ensuring alignment with the school's vision and mission. Our approach to governance is to emphasize viewing evidence of learning, while meaningful and effective instruction remains at the core of student success. Embracing accountability, we address challenges and root causes through an inquiry-based approach, creating a learning construct that fosters exploration and transformative change.

#### **100-Day Plans and Accountability:**

Our schools have successfully developed and implemented 100-day plans aligned with their visions and missions. These plans address key areas of focus, including organizational, evaluative, and instructional shifts. Content and curriculum changes, as well as improvements in student, family, teacher, and content relationships, have been emphasized. These plans contribute to constructing an accountability and impact plan that promotes best practices and success, particularly in improving the achievement of low-performing students in math and language arts.

#### **Professional Development and Data Systems:**

Professional development has been highly successful, with schools now equipped with scorecards to measure mission-aligned outcomes and baseline data. Schools have also embraced the spiral inquiry process, developing systems to collect, gather, hold, and present local, leading, and relevant data. A strong cohort of schools will be involved in further developing the Accountability Plus model.

Additionally, we are in the process of creating standardized data dashboards for each school, enhancing our ability to measure the positive impacts of community partnerships and practitioner-led initiatives on student outcomes.

#### **Moving Forward:**

As we move forward, our focus will be on continuous development and enhancement of our work. We will emphasize gaining insights from the evidence collected, demonstrating research models, and measuring the positive impacts of community partnerships and practitioner-led initiatives on student outcomes. By maintaining a collaborative approach and leveraging data-informed decision-making, we aim to ensure continuous improvement and provide the best educational experiences for all students.

#### **Conclusion:**

In conclusion, the CSI/TSI programs have made significant progress in supporting school improvement efforts and fostering student success. Through rigorous interventions, strategic planning, professional development, and data-informed decision-making, we have created a foundation for transformative

change. We remain committed to our shared purpose of providing equitable and quality education for all learners and look forward to further advancing our initiatives in the years to come.

## **Technical Support for T1 Schools Annual Report**

SY22-23 Kick Off/Close Out

### **Summary:**

The annual meeting held on September 1, 2022, provided an overview of the purpose of Title I and highlighted areas of emphasis for the current school year. These areas were identified by the Federal Programs Team (FPT) as areas of need or emphasized by the HIDOE School Transformation Branch based on federal communications.

All 24 Title I Charter Schools were invited to attend this year's meeting. In addition to discussing the fiscal, academic, and organizational requirements of the Title I grant, the FPT emphasized the importance of aligning contracts with vendors, consultants, etc., funded by Title I. The meeting also stressed the significance of aligning the required funding documents, including the Comprehensive Needs Assessment (CNA), Comprehensive Academic Plan (CAP), and Fiscal Requirements Form (FRF). Schools were informed about the opportunity to engage with FPT in using the spiral inquiry methodology to complete their CNAs for the SY23-24 to 25-26 school improvement cycle.

Comprehensive Needs Assessment (CNA) Support Sessions

### **Summary:**

The SPCSC Federal Programs Team (FPT) provided a series of 6 informational workshops to support schools interested in participating in the new CNA process. These workshops focused on learning and implementing the spiral inquiry methodology to help identify each school's unique and specific needs. Four of the 6 trainings were conducted virtually by FPT over a span of 4 months, providing scaffolded information and working with schools through each part of the process covered in the most recent training.

The remaining 2 workshops, held at the Charter Commission office in January and February, centered around understanding school identity in alignment with mission and vision. Additionally, these workshops delved into the practical application of spiral inquiry, allowing schools to design their own spirals and identify needs specific to their contexts.

It is worth noting that all charter schools were invited to participate in both the virtual and in-person meetings. Surprisingly, two non-Title I schools, Hālau Kū Māna and Hawai'i Technology Academy, completed their CNAs and implemented academic plans for SY23-24 based on the document.

End of the Year Title I Meeting

### **Summary:**

In April 2023, the SPCSC Federal Programs Team (FPT) organized a virtual meeting for all Title I Charter Schools. The purpose of this meeting was to provide information and technical support regarding end-of-the-year tasks for SY22-23, specifically focusing on the required Title I documents for funding: CNA, CAP, FRF, and Addendum.

During the meeting, schools were informed of the HIDOE's deadline of Friday, May 12, 2023, to upload the four documents to the Title I Next platform. Schools requiring an extension were instructed to submit their requests to the HIDOE School Transformation Branch (STB). Three schools, namely Kualapu'u, Kamalani, and Ka 'Umeke, requested an extension, while one school, Ke Kula o Niihau Kekaha, declined SY23-24 Title I funds.

Furthermore, all Title I schools received technical support and guidance to effectively and efficiently complete the required documents. The FPT also shared best practices regarding document alignment and fiscal practices.

## **Title II Annual Report**

### **Introduction:**

We are pleased to present the annual report for Title II, a program aimed at increasing student achievement, improving the quality of educators, and providing equitable access to effective teachers and leaders for low-income and minority students. This report highlights the key initiatives undertaken during the reporting period to achieve these objectives.

#### **Funding and Focus Areas:**

Under Title II, funding is allocated to support two crucial aspects: ensuring high-qualified teachers and providing funding for professional development. This year, we revamped the Title II forms to consolidate the requirements and streamline the application process, bringing both aspects together in one cohesive document. This improvement facilitated schools in accessing the necessary resources to enhance teacher quality and effectiveness.

### **Risk Assessment:**

During this reporting period, we assessed the risk level of schools participating in the Title II program. We are pleased to report that 75% of the schools were classified as low to moderate risk. This indicates that the majority of schools are effectively utilizing the allocated funds and implementing strategies to improve student achievement and educator quality.

### **Challenges:**

While we have observed overall positive engagement, we did encounter some challenges. Some schools did not apply for funds due to concerns over the allocated amount or a lack of clarity in identifying their

specific professional development needs. We recognize the importance of addressing these challenges to ensure equitable access to resources and support for all schools.

**Future Plans:**

To address the challenges identified, we are actively working on updating the forms to streamline the process for schools, making access to funds more efficient and transparent. Additionally, we are focusing on complex area initiatives centered around Mathematics Professional Development. These initiatives aim to enhance teacher proficiency in mathematics instruction, ultimately leading to improved student outcomes.

**Conclusion:**

As we move forward, we remain committed to the goals of Title II: increasing student achievement, improving educator quality, and promoting equitable access to effective teachers and leaders. We are confident that our efforts, coupled with the collaboration and dedication of schools, will continue to drive positive outcomes for students and educators alike. We will continue to refine our processes, provide support, and facilitate professional development opportunities to ensure the success of the Title II program.

**Title III Annual Report**

**Introduction:**

We are pleased to present the annual report for Title III, a program dedicated to supporting English learners (ELs) in attaining English proficiency and achieving academic success. This report highlights the initiatives undertaken during the reporting period to fulfill the program's objectives and provide guidance to state, district, and school personnel.

**Guidance and Resources:**

Throughout the year, we conducted quarterly information meetings to provide essential guidance to educators. These meetings focused on equipping state, district, and school personnel with the necessary information and resources to effectively serve ELs. The guidance covered various areas, including the appropriate use of Title III funds to support ELs, designing and delivering language instruction educational programs, engaging families, parents, and communities, and addressing the unique needs of distinct EL populations such as early learners, former ELs, immigrant students, and ELs with disabilities. Additionally, we provided clarifications on the rights of ELs under federal civil rights law and compiled a list of publications and resources for administrators and educators working with ELs.

**Data and Risk Assessment:**

In our commitment to program evaluation and continuous improvement, we recognize the importance of data analysis. This year, we focused on creating a comprehensive risk assessment to identify areas that require additional support or attention. By analyzing data related to ELs' progress, program effectiveness,

and resource allocation, we will be better equipped to address any potential challenges and maximize the impact of Title III initiatives.

**Challenges:**

Throughout the reporting period, we encountered specific challenges related to Sheltered Instruction Qualification (SIQ) and questions surrounding native Hawaiian language instruction. These challenges underscore the importance of ongoing collaboration and open dialogue between the Department of Education (DOE) and schools to address emerging issues and provide clearer guidance to ensure the effective implementation of language instruction programs.

**Future Plans:**

Moving forward, we are committed to developing a clearer guidance role between the DOE and schools. This will involve enhancing communication channels, fostering collaboration, and providing comprehensive guidelines that address emerging challenges. Additionally, we will continue to refine our risk assessment methodology to ensure that our efforts align with the needs of ELs and the schools serving them effectively.

**Conclusion:**

In conclusion, the Title III program has made significant strides in supporting English learners, facilitating language acquisition, and promoting academic achievement. The guidance and resources provided throughout the year have equipped educators with the tools necessary to provide effective instructional programs for ELs. We remain dedicated to continuous improvement, fostering collaboration, and addressing challenges proactively to ensure that all ELs receive the support they need to thrive academically.

**Title IV Annual Report**

**Overview:**

We are pleased to present the second year of the Title IV program, a three-year initiative focused on promoting well-rounded education, ensuring safe and healthy students, and facilitating the effective use of technology. In this report, we highlight the progress and challenges encountered by the nine schools that have been awarded funds for their projects in these areas.

**School Progress:**

Each school has provided a comprehensive semester report, outlining the outcomes achieved, challenges faced, and the next steps for their projects. We commend the schools for their dedication and efforts in implementing their initiatives. However, one challenge that emerged was related to schools uploading sufficient and relevant documents in a timely fashion. To address this issue, we have implemented strategies to improve the document submission process and ensure timely reporting in the future.

**Risk Assessment:**

Out of the nine schools participating in the Title IV program, we have identified that 66% fall under the low to moderate risk category. This indicates that the majority of schools are effectively managing their projects and are on track to achieve the desired outcomes. We appreciate the commitment of these schools to adhere to program guidelines and regulations.

**Future Plans:**

Looking ahead, we recognize the need to build capacity among the schools in collecting evidence that demonstrates student progress and agency aligned with mission-aligned outcomes. To address this need, we have developed professional development programs scheduled for the coming year. These programs will equip school staff with the necessary skills to effectively evaluate student progress and determine appropriate next steps for continuous improvement.

**Conclusion:**

As we progress into the final year of the Title IV program, we are confident in the positive impact it will continue to have on the participating schools. The dedication and commitment demonstrated by the nine schools have laid a strong foundation for achieving the program's objectives of promoting well-rounded education, ensuring the safety and health of students, and leveraging technology effectively. We remain committed to providing ongoing support and guidance to help schools overcome challenges and maximize the outcomes of their Title IV projects.