



**State Public Charter School  
Commission  
(‘Aha Kula Ho‘āmana)  
2017-2018 Annual Report**

**Commission Approved: November 19, 2018**

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STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
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DATE: November 29, 2018

TO: The Honorable Ronald D. Kouchi, President  
Hawai‘i State Senate

The Honorable Scott Saiki, Speaker  
Hawai‘i State House of Representatives

The Honorable Catherine Payne, Chairperson  
Hawai‘i State Board of Education

FROM: John S.S. Kim, Chairperson  
Hawai‘i State Public Charter School Commission

SUBJECT: The 2018 State Public Charter School Commission Annual Report

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The State Public Charter School Commission is pleased to present its annual report for school year 2017-2018, pursuant to Hawai‘i Revised Statutes (“HRS”) §302D-7.

In 2012, the Legislature passed, and Governor Abercrombie signed, Act 130, Session Laws of Hawai‘i (“SLH”), which replaced the State’s previous charter school law with HRS Chapter 302D. Act 130 created the Commission whose principal focus was on accountability-related authorizer functions, including the development and implementation of a rigorous accountability system that safeguards student and public interests while at the same time valuing the autonomy and flexibility of Hawai‘i’s charter schools. Among other things, the new law directed the Commission to enter into a performance contract with every existing and every newly authorized public charter school and required this annual report and dictated its contents.

The Commission has implemented the changes to the charter school system brought forth under HRS Chapter 302D, as subsequently revised by Act 159, SLH 2013; Act 99, SLH 2014; Acts 110, 111, 112, 114, and 234, SLH 2015; and Act 113, SLH 2016.

As specified by HRS §302D-7, this report addresses:

1. The Commission's strategic vision for chartering and progress toward achieving that vision;
2. The academic performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in HRS Chapter 302D, including a comparison of the performance of public charter school students with public school students statewide;
3. The financial performance of all operating public charter schools overseen by the Commission, according to the expectations set forth in HRS Chapter 302D;
4. The status of the Commission's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed;
5. The authorizing functions provided by the Commission to the public charter schools under its purview, including the Commission's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles;
6. The services purchased from the Commission by the public charter schools under its purview;
7. A line-item breakdown of the federal funds received by the Department of Education and distributed by the Commission to public charter schools under its purview; and
8. Concerns regarding equity and recommendations to improve access to and redistribution of federal funds to public charter schools.

The Hawai'i State Public Charter School Commission's annual report presents an assessment of individual schools' performance based on data calculated through performance frameworks as stated in the Hawai'i state statute HRS Chapter 302D. The frameworks are utilized by the commission to provide oversight, evaluation, and information in contracting and renewal of charter schools. This report provides an overview of the Commission's performance measures and contains data collected by both the Commission and the Department of Education. It is not a holistic review or report of schools' mission, vision, accomplishments, outcomes, and contributions to public education.<sup>1</sup>

Hawai'i state law charges the Commission with the mission of authorizing high-quality public charter schools throughout Hawai'i. The Commission is committed to quality in every aspect of chartering and firmly believes that quality authorizing leads to quality schools.

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<sup>1</sup> By statute (HRS §302D-17), each public charter school may be requested to produce its own annual report that holistically encompasses their mission and vision to the public.

As the Commission moves forward to implement its new strategic plan and charter contracting matures, the Commission aims to improve to support the mission of authorizing high-quality public charter schools as delineated in HRS Chapter 302D. The Commission remains committed to working with the Legislature, Hawai'i's charter schools, and other stakeholders to improve chartering in Hawai'i. Hawai'i state public charter schools continue to provide students and their parents with educational choices in preschool through grade 12. As our public charter schools continue to improve, they offer the broader public education system, valuable insight for continued improvement. The state of Hawai'i offers chartering as a path of public education and the Commission holds the responsibility of authorizing with the utmost integrity. The future of our state demands this, and Hawai'i's keiki deserve nothing less.

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## Executive Summary

This annual report is the seventh issued by the State Public Charter School Commission (Commission) since its inception in 2012 and provides information on Hawai'i's charter school system for the 2017-2018 school year.

37 public charter schools were in operation during the 2017-2018 school year, with one school closed at the end of the 2017-2018 school year. Two of the 37 schools opened their doors as start-up schools in school year 2017-2018. No new charter applications were approved during the 2017-2018 school year.

The contracts of all of Hawai'i's charter schools include a performance framework which the Commission uses to evaluate their performance in three areas: academic, financial, and organizational.

### Academic Performance

The Commission annually evaluates the academic performance of all public charter schools in Hawaii using its Academic Performance Framework (APF), the Commission's academic accountability system. The current version of the APF, which was implemented in school year 2017-2018 for the first time, uses many measures from Strive HI, plus information related to school-selected measures approved by the Commission and included in a school's Charter Contract, and contains two sections:

1. Student Academic Outcomes
2. Value Added

Student academic outcomes consists of a variety of measures that focus on a fairly standard set of student outcomes — both those that are required by Hawaii Revised Statutes and drawn from Strive HI, and other optional measures of a school's choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff.

Value Added measures or goals, capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives. They focus on the unique aspects of a school's model that may not be captured by the Student Academic Outcomes portion of the APF or Strive HI and are intended to help to assess a school's effectiveness in fulfilling its mission and achieving the desired results of its educational program.

Overall, the academic performance of charter schools continues to be mixed. As in previous years, charter school performance is varied and spans a wide range, with charter schools appearing at both ends of the spectrum of academic accountability results for public schools statewide.<sup>2</sup> For all of the Strive HI measures discussed in this section, charter schools were among the top ten highest-performing schools of the state's 292 public K-12 schools and, in the case of science proficiency, language arts achievement gap, chronic absenteeism, four-year graduation, and college enrollment, were *the* highest-

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<sup>2</sup> The school year 2017-2018 Strive HI results for all public schools statewide are available on the DOE's website: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2017-18-results.aspx>



performing schools in the state; at the same time, charter schools were also represented, sometimes significantly so, at or near the low end of the performance range for these measures.

### **Financial Performance**

The fiscal year 2017-18 was the first year of a new Financial Performance Framework which incorporated a risk-based assessment to measure financial performance for Hawaii charter schools. Utilizing this method of assessment, the Commission was better able to assess the potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporated six fiscal measures.

The results of the risk assessment were encouraging. Twelve charters were assessed a risk of "Low", the lowest measure of risk for the assessment. Another eighteen schools received a risk rating of "Acceptable" and appear to have a solid fiscal foundation for sustainability. Only three schools received a risk rating of "Moderate", and two schools received a risk assessment rating of "High" in the Financial Performance Risk Assessment for 2017-18.

### **Organizational Performance**

Beginning July 2017 schools received a new charter contract. With this contract the Commission also adopted a new Organizational Performance Framework. Under the new framework, indicators are not used to determine an annual rating of "Meets Standard" or "Does Not Meet Standards", as in previous contracts, but rather data and findings are used to report on the school's fulfillment of compliance requirements and performance under the framework. For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators that were required submissions to verify compliance. One school was unable to verify its compliance with laws and/or the Charter Contract through the Governing Board Membership Roster indicator, and seven schools were unable to verify their compliance with laws and/or the Charter Contract through the Annual Fire Inspection Report indicator. One school was unable to verify their compliance under two indicators.

In addition, the Organizational Performance Framework requires that schools complete an Assurance of Compliance Statement on an annual basis. This document provides assurances to the Commission that a school is in compliance with the specified laws, rules, regulations, policies, and Charter Contract provisions. This document is signed by the school's board chair and school leader annually. In school year 2017-2018 four of 36 (thirty-six) schools did not submit an Assurance of Compliance Statement and did not meet performance under the framework.

If the school does not comply with the requirements of the Organizational Performance Framework, the school is subject to the Intervention Protocol of the Charter Contract. No Notices of Deficiency were issued in school year 2017-2018.

### **Commission's Priorities 2017-2018 School Year**

The Commission has taken feedback from charter school stakeholders to develop a vision and strategic plan that has been adopted by the commission. The commission continues to work on the implementation plan and timeline for implementing the ten strategies of the strategic plan. The ten strategies in the strategic plan address this year's commission priorities. The implementation will consist of conducting a needs assessment for commission and schools, address capacity needs for both schools and authorizer, a review of education policy and the responsibilities of the SEA/LEA, develop a communication plan, study per pupil and federal funding, and develop a plan for professional development for school administration and governing boards.

The commission has partnered with early learning advocates, state and federal officials, and funders to develop a plan for legislative support that would result in sustainable pre-kindergarten classes in charter schools.

The commission worked with the governor's office and Hawaii Teacher Standards Board to fund National Board Certified Teacher bonuses for this year and school year 2018-2019.

The commission continues to work with legislators and the Department of Education to assist with facilities. The Department of Education under the leadership of Dr. Kishimoto has led to greater access and support for charter school use of DOE facilities and resources. Charter conversion schools continue to receive support from DOE and strengthened relationships have led to shared facilities.

## I. Introduction

This Annual Report is the seventh to be issued by the State Public Charter School Commission (“Commission”), which was created under Act 130 (“Act 130”), Session Laws of Hawai‘i (“SLH”) 2012, as the State’s only statewide charter school authorizer. This report addresses developments during the 2017-2018 fiscal and academic years.

Act 130 established a new charter school law for Hawai‘i, codified in the new Hawai‘i Revised Statutes (“HRS”) Chapter 302D. Among other things, the new law:

1. Assigned to the Commission the mission of authorizing high-quality charter schools throughout the State and envisioned that the Commission focus primarily on its core accountability-related authorizer functions;
2. Mandated that the State Public Charter School Contract (“Charter Contract”) be executed with each charter school and incorporate a performance framework for the schools;
3. Required that each charter school be governed and overseen by its own governing board, with a shift in emphasis from a community and constituency-based board model under the previous law to one that emphasized a more robust governance role with substantive skill sets relevant to effective governance and school oversight; and
4. Required this Annual Report and its contents.

As of November 21, 2013, all 33 Hawai‘i public charter schools, then in existence, had entered into the first Charter Contract, which incorporated a Performance Framework comprised of three substantive areas: Academic, Financial, and Organizational. The Commission’s first Charter Contract was still a work-in-progress as the DOE’s Strive HI Performance System (the school accountability and improvement system for all Hawai‘i public schools, both DOE and charter), had not yet received federal approval. In order to allow for the development of the Academic Performance Framework, and to allow the Commission and the schools to gain experience with the other Frameworks and Charter Contract provisions, the first Charter Contract had a term of only one year. No school faced potential non-renewal of its Charter Contract for inadequate performance.

During the 2013-2014 school year, after extensive meetings with the charter schools, both the Academic Performance Framework and the second Charter Contract<sup>3</sup> were finalized and adopted. The second Charter Contract incorporated the new Academic Performance Framework, a more developed Organizational Performance Framework, and retained the same Financial Performance Framework approved in June 2013. The third Charter Contracts were for three years for 33 schools, from school year 2014-2015 to school year 2016-2017. Subsequently, charter schools received new charter contracts for terms ranging from two to five years based upon the individual school’s performance under the

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<sup>3</sup> A sample of the current Charter Contract can be viewed on the Commission’s website at: [http://docs.wixstatic.com/ugd/8c76b8\\_18d8eda8ef3e4d92a7e9d827686bba1f.pdf](http://docs.wixstatic.com/ugd/8c76b8_18d8eda8ef3e4d92a7e9d827686bba1f.pdf)

Performance Framework. This report encompasses the reviews of individual school performances for school year 2017-2018.

Throughout this Annual Report, charter schools will be referred to by either their official school names or their shortened names, as shown in the chart below. [Table 1: Charter School Names]

## II. Charter School Names

Throughout this report, charter schools will be referred to by either their official school names or their school-determined shortened names, as shown in the table below.

Table 1: Charter School Names	
Full School Names	Shortened School Names
1. Alaka'i O Kaua'i Public Charter School	Alaka'i
2. Connections Public Charter School	CPCS
3. Hakipu'u Learning Center	Hakipu'u
4. Hālau Kū Māna Public Charter School	Hālau Kū Māna
5. Hawai'i Academy of Arts & Science Public Charter School	HAAS
6. Hawai'i Technology Academy (HTA)	HTA
7. Innovations Public Charter School	Innovations
8. Ka 'Umeke Kā'eo Public Charter School	Ka 'Umeke
9. Ka Waihona o ka Na'auao Public Charter School	KWON
10. Ka'ū Learning Academy	KLA
11. Kamaile Academy, PCS	Kamaile
12. Kamalani Academy	Kamalani Academy
13. Kanu o ka 'Āina New Century Public Charter School	KANU
14. Kanuikapono Public Charter School	KANU PCS
15. Ka'ōhao School (formerly: Lanikai Elementary Public Charter School) <sup>4</sup>	Ka'ōhao
16. Kawaikini New Century Public Charter School	Kawaikini Charter School
17. Ke Ana La'ahana Public Charter School	Ke Ana La'ahana
18. Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	Nāwahī
19. Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	Kamakau
20. Ke Kula Niihau O Kekaha Learning Center	KKNOK
21. Kihei Charter School	KCS

<sup>4</sup> Effective July 1, 2017, Lanikai Elementary Public Charter School officially changed its name to Ka'ōhao Public Charter School. Ka'ōhao is the traditional Hawaiian name for the area in which the school is located and means "tying together" or "joining together." This report presents information about charter schools during the 2017-2018 school year; thus, throughout this report, the school will be referred to as Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)."

**Table 1: Charter School Names**

	<b>Full School Names</b>	<b>Shortened School Names</b>
22.	<b>Kona Pacific Public Charter School</b>	Kona Pacific
23.	<b>Kua o ka Lā New Century Public Charter School</b>	Kua o ka Lā NCPCS
24.	<b>Kualapu‘u Public Conversion Charter School</b>	Kualapu‘u School
25.	<b>Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>	KANAKA PCS
26.	<b>Laupāhoehoe Community Public Charter School</b>	LCPCS
27.	<b>Mālama Honua Public Charter School</b>	MHPCS
28.	<b>Myron B. Thompson Academy</b>	MBTA
29.	<b>Nā Wai Ola Public Charter School</b>	Na Wai Ola
30.	<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	SEEQS
31.	<b>The Kapolei Charter School by Goodwill Hawai‘i</b>	KCS
32.	<b>The Volcano School of Arts &amp; Sciences</b>	Volcano School
33.	<b>University Laboratory School</b>	ULS
34.	<b>Voyager: A Public Charter School</b>	Voyager
35.	<b>Wai‘alae Elementary Public Charter School</b>	Waialae School
36.	<b>Waimea Middle Public Conversion Charter School</b>	Waimea Middle School
37.	<b>West Hawai‘i Explorations Academy</b>	WHEA

### III. Strategic Vision

#### **Strategic Vision and Plan Project**

The Commission's strategic vision and plan project effort was triggered by a number of factors including the BOE's Fall 2016 Special Review Report. In the Spring of 2017, the Commission initiated a Strategic Vision and Plan project and organized a Permitted Interaction Group (PIG) as the project Steering Committee who periodically reported back to the Commission on the project's progress. The project scope acknowledged that vision and planning encompassed both chartering and authorizing.

Based on the Strategic Vision and Plan project activities, that included input from portfolio school communities, frameworks, plans, and strategies were implemented beginning July 1, 2018 (fiscal year ending June 30, 2019).

#### **Strategic Anchors**

The following purposes for chartering in Hawai'i function as anchors for the Commission's Strategic Vision and Plan and are in alignment with the BOE's Philosophy of Education (BOE Policy E-1 and the overall Need for Education<sup>5</sup> by:

- A. **Meeting Family and Community Educational Needs.** To meet the educational needs of families and communities—academically, socially and emotionally with educational *ea*<sup>6</sup> (essence).
- B. **Operating Laboratories of Innovation.** Charter schools are laboratories where action research innovations are hypothesized, researched, designed, implemented, refined and studied to improve the innovation to better meet the needs of families and communities.
- C. **Reflecting Hawai'i's Values and Practices.** Charter schools in Hawai'i reflect family and community choices, values, places, language, culture, practices and whole child perspectives. Project, place, *'āina* (land), Pacific, Hawai'i and Hawaiian culture based values, values, principles, pedagogies, mindsets and practices, are mechanisms uniquely valued by island families and communities.

#### **Commission's Statutory Mission**

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<sup>5</sup> **The Need for Education.** Individuals must develop their personal potentials to participate fully in a democratic, multicultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multicultural society require the formal schooling of its children, youth and adults. [BOE Policy E-1]

<sup>6</sup> **§5-9 State motto.** The motto "Ua mau ke ea o ka aina i ka pono", is adopted, established, and designated as the official motto of the State. It is translated into English to mean "The life of the land is perpetuated in righteousness". [L 1959, JR 4, §1; Supp, §14-5.3; HRS §5-9; am L 1979, c 145, §2]

The statutory mission of the Commission "**to authorize high-quality public charter schools throughout the State**" (HRS 302D-3(b)) remains unchanged.

### **High Quality Public Charter Schools**

High quality public charter schools are evidenced by:

- A. **Purpose.** A clearly stated and articulated mission statement (purpose) focused on meeting the needs of families in their communities, with a shared understanding of that purpose throughout the school community, including Governing Board members, administrators, teachers, school community members, students, parents, families, collaborators and communities at large; in utilizing or accessing educational sovereignty to resist “mission drift” pressures.
- B. **Program.** A holistic programming aligned to the school’s mission; Rigorous academic expectations with whole child perspectives and supports; Iterative, innovative, continuous improvement, action research and data informed approaches; Achievement of targeted academic, social and behavioral outcomes; Programming always to meet the needs of families and communities.
- C. **Perpetuity.** A long view of the premise and need for education<sup>7</sup>; management of resources—financial, human, social, community—responsibly and prudently with multi-faceted accountabilities; develops leaders; and is an integral, positive influence in their communities.

### **Commission’s Strategic Authorizing Vision**

The proposed vision of the Commission is to **authorize, actualize and amplify a portfolio of high-quality community based schools throughout the State that are meeting the educational needs of families and communities.**

The vision of the Commission is to authorize with ALOHA, actualize a learning organization and system, and to amplify its charter school portfolio.

- A. **Authorize with ALOHA.** As a member of the National Association of Charter School Authorizers (NACSA), the belief of improving families’ access to quality schools; providing school communities the autonomy they need for schools to excel; and holding schools accountable for their performance; are shared beliefs, implemented in ways that evidence Hawai’i’s uniqueness framed in the ALOHA spirit---Akahai

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<sup>7</sup> From Board of Education Policy E-1 - **The Premise.** The Board believes that a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society. The institution of government in this society is founded on a secular base, which allows and encourages the development of a pluralistic society that contains many cultures within that society. **The Need for Education.** Individuals must develop their personal potentials to participate fully in a democratic, multicultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multicultural society require the formal schooling of its children, youth and adults.

(kindness with tenderness), Lōkahi (unity with harmony), ‘Olu‘olu (agreeable with pleasantness), Ha‘aha‘a (humility with modesty), Ahonui (patience with perseverance).<sup>8 9</sup>

- B. **Actualize a Learning Organization and System<sup>10</sup>**. Authorizers should model learning organization practices by using the “component technologies”: systems thinking, personal (organization) mastery, mental models, shared vision and team (organization) learning. An authorizer that functions as a learning organization is better able to create the conditions and the support for learning and growth mindset environments and practices necessary for portfolio schools.
- C. **Amplify Charter School Portfolio and Practices**. A strategic authorizer recognizes the mission, identity, value and contribution of schools individually, and enables and strengthens, individual schools for the collective benefit of the portfolio and chartering in the State of Hawai‘i as a whole.

### **Strategic Framework<sup>11</sup>**

The Commission’s strategic framework operates with an understanding that the authorizer in Hawai‘i operates in the public chartering and choice context within the larger statewide public PK-12 education context. The framework has three dimensions to articulate and frame strategies; and then to enable monitoring and reporting about the progress of the implementation of strategies, tactics and activities of the plan itself.

- A. **Vision for Public Education**. Hawaii’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society (Board of Education Ends Policy E-2).
- B. **Strategic Anchors & Purposes of Chartering**. Meets family and community educational needs; operates laboratories of innovation; and reflects Hawai‘i’s values and practices.

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<sup>8</sup> Credited to Aunty Pilahi Pahi, beloved *kūpuna* (elder).

<sup>9</sup> Hawai‘i Revised Statutes Chapter 5 5-7.5 “Aloha Spirit” These are traits of character that express the charm, warmth and sincerity of Hawai‘i’s people. It was the working philosophy of native Hawaiians and was presented as a gift to the people of Hawai‘i. “Aloha” is more than a word of greeting or farewell or a salutation. “Aloha” means mutual regard and affection and extends warmth in caring with no obligation in return. “Aloha” is the essence of relationships in which each person is important to every other person for collective existence. “Aloha” means to hear what is not said, to see what cannot be seen and to know the unknowable. (b) In exercising their power on behalf of the people and in fulfillment of their responsibilities, obligations and service to the people, the legislature, governor, lieutenant governor, executive officers of each department, the chief justice, associate justices, and judges of the appellate, circuit, and district courts may contemplate and reside with the life force and give consideration to the “Aloha Spirit”.

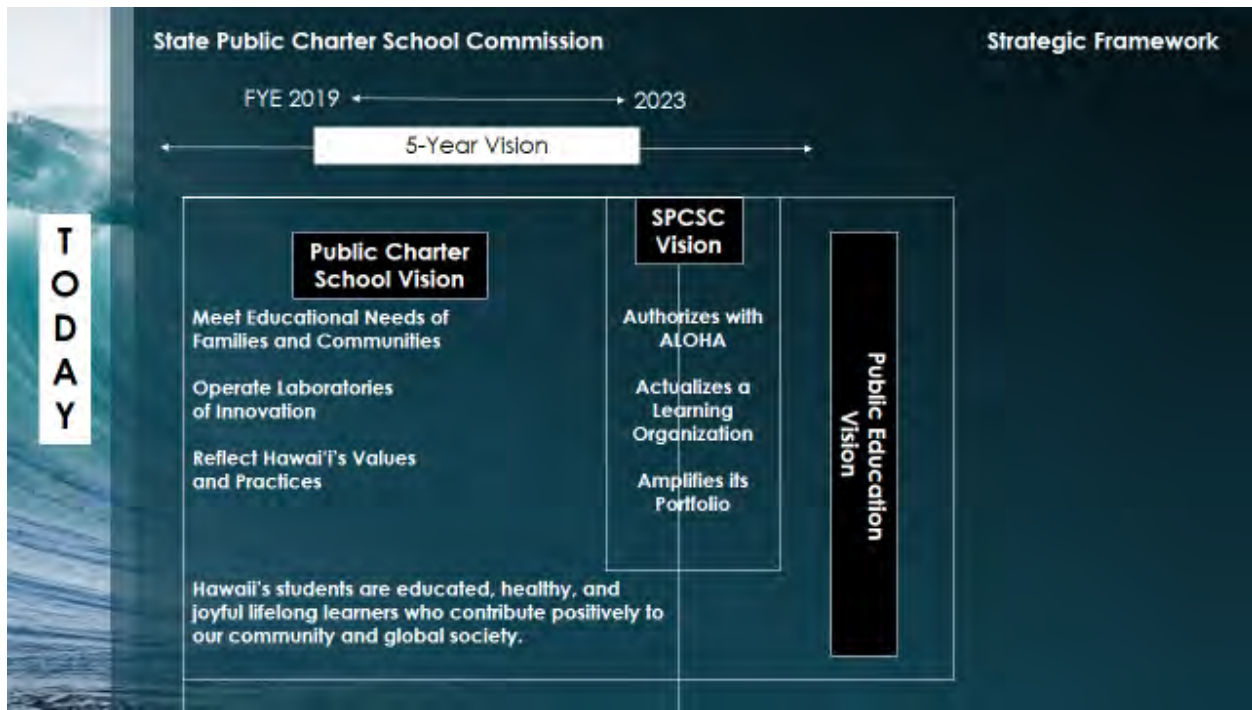
<sup>10</sup> Learning organization concepts, framework and descriptors from “The Fifth Discipline, The Art & Practice of the Learning Organization”, Peter M. Senge, Currency, New York, 2006

<sup>11</sup> Basic conceptual structure



- C. **Statutory Mission.** The statutory mission of the Commission **"to authorize high-quality public charter schools throughout the State"** (HRS 302D-3(b)) remains unchanged.
- D. **Vision for Authorizing.** Authorize with ALOHA; actualize a learning organization and system; and amplify the charter school portfolio and practices.

**Illustration II-1. Strategic Framework**



- E. **NACSA Beliefs as Framing Guidelines.** Providing better schools to more children by improving families' access to quality schools; providing educators the autonomy they need for schools to excel; holding schools accountable for their performance; quality authorizing is essential; quality authorizers ensure access, autonomy and accountability; and authorizers are responsible for the overall performance of their portfolio of schools.
- F. **Time.** The strategic vision and plan is framed within a 5-year vision and three strategy focus areas: portfolio, practice and policy strategies. **Strategies and implementation actions will focus on five years to acknowledge the urgency and focus needed.**
- G. **Strategies**<sup>12</sup>. Strategies for moving from the current "AS IS" state to realize the visions of chartering and authorizing are organized into the following three strategy categories in order of priority:

<sup>12</sup>From [www.merriam-webster.com](http://www.merriam-webster.com) (strategy): **2 a** : a careful plan or method : a clever stratagem **b** : the art of devising or employing plans or stratagems toward a goal

**Portfolio Strategies.** Strategies to strengthen and/or risk mitigate individual schools and the portfolio as a collective and whole.

**Practice Strategies.** Strategies focused on the authorizer, its mission/statutory responsibilities and its opportunities to innovate and create conditions for quality chartering and charter schools to thrive.

**Policy Strategies.** Philosophical, high level policy, legislative, statutory, administrative rule or other strategies to provide a foundation and basis for quality chartering and authorizing.

#### **IV. Authorized Charter Schools in School Year 2017-2018**

In school year 2017-2018, there were 36 charter schools operating across the state. Hawai'i Island is home for 15 public charter schools. O'ahu has 14 public charter schools and Kaua'i has 4. Maui and Moloka'i each, have one charter school. And the Commission has one statewide charter school. Collectively, charter schools enrolled 11,160 students in kindergarten through grade 12, a slight increase over the previous year, during which charter school enrollment was 10,634 students.

Additionally, the Commission nearly tripled its reach to low income and moderately-low income families in Year 3 of the Federal Preschool Development Grant. The number of classrooms served on four islands increased from six to eighteen, giving 259 four-year-old keiki on Hawai'i Island, Kaua'i, Maui, and O'ahu access to a high-quality preschool program.

The following chart provides basic information on all charter schools that were authorized to operate in Hawai'i as of the 2017-2018 school year.

**Table 2: Basic Charter School Information 2017-18**

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>13</sup>	Title I Funding? <sup>14</sup>
1. <b>Connections Public Charter School</b>	Tierney McClary	John Thatcher	2000	Hilo Complex / East Hawai'i	K-12	363	Yes
2. <b>Hakipu'u Learning Center</b>	Ardis Eschenberg	Charlene Hoe, Polly Pidot, Nicole Ogimi	2001	Castle Complex/ Windward O'ahu	4-12	63	Yes
3. <b>Hālau Kū Māna Public Charter School</b>	Keoni Lee	Brandon Keoni Bunag	2000	Roosevelt Complex/ Honolulu	4-12	142	No
4. <b>Hawai'i Academy of Arts &amp; Science Public Charter School</b>	Michael Dodge	Steve Hiramami	2001	Pāhoa Complex/ East Hawai'i	K-12	644	Yes
5. <b>Hawai'i Technology Academy (HTA) (HTA)</b>	Wendy Markx-Cunitz	Leigh Fitzgerald	2008	Waipahu Complex/ Central O'ahu, Statewide (online)	K-12	1111	No
6. <b>Innovations Public Charter School</b>	Jolene Mears	Jennifer Hiro	2001	Kealakehe Complex/ West Hawai'i	K-8	239	Yes
7. <b>Ka 'Umeke Kā'eo Public Charter School</b>	Lima Naipo	Olani Lily	2001	Hilo Complex/ East Hawai'i	Pre-K-9	205	Yes

<sup>13</sup> Data are from the DOE's Official Enrollment Count Report for school year 2017-2018 and represent each school's official August enrollment count for all grades served from kindergarten through grade 12; these figures do not include preschool students.

<sup>14</sup> "Yes" = the school was eligible to receive Title I funding (because at least 47.2% of the students enrolled during the previous school year were eligible for free or reduced-price lunch) and both applied for and received funds.

"No" = the school was not eligible to receive Title I funding.

"No (but eligible)" = the school was eligible to receive Title I funding, but either chose not to apply for funding or did not apply in a timely manner.

**Table 2: Basic Charter School Information 2017-18**

	School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>13</sup>	Title I Funding? <sup>14</sup>
8.	<b>Ka Waihona o ka Na‘auao Public Charter School</b>	Roberta Searle	Alvin Parker	2001	Waianae Complex/ Leeward Oahu	K-8	653	Yes
9.	<b>Kamaile Academy, PCS</b>	Joe Uno	Anna Winslow	2007	Wai‘anae Complex/ Leeward O‘ahu	Pre-K-12	858	Yes
10.	<b>Kamalani Academy</b>	Ku‘uipo Laumatia	Jeff Vilardi	2016	Leilehua-Mililani-Waialua Complex/Central O‘ahu	Pre-K-8	286	--
11.	<b>Kanu o ka ‘Āina New Century Public Charter School</b>	Kanani (Marion) Kapuniai	Allyson Tamura, Faylene Mahina Duarte	2000	Kealakehe Complex/ West Hawai‘i	K-12	559	Yes
12.	<b>Kanuikapono Public Charter School</b>	Cecilia Dawson	Ipo Torio	2001	Kapa‘a Complex/ Kaua‘i	K-12	194	Yes
13.	<b>Ka‘ōhao School (formerly known as Lanikai Elementary Public Charter School)</b>	David Root	Ed Noh	1996	Kalaheo Complex/ Windward O‘ahu	K-6	327	No
14.	<b>Kapolei Charter School By Goodwill Hawai‘i</b>	Malcolm Lau	Wanda Villareal	2016	Campbell-Kapolei Complex/ West O‘ahu	9	49	--
15.	<b>Ka‘ū Learning Academy</b>	Nancy Sledziewski	Kathryn Tydlacka	2014	Ka‘u Complex/ East Hawai‘i	3-7	79	Yes
16.	<b>Kawaikini New Century Public Charter School</b>	Leiilima Rapozo	Jessel Tanaka	2008	Kaua‘i Complex/ Kaua‘i	K-12	147	No (but eligible)

**Table 2: Basic Charter School Information 2017-18**

	School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>13</sup>	Title I Funding? <sup>14</sup>
17.	<b>Ke Ana La'ahana Public Charter School</b>	D. Ka'ohu Martins	Mapuana Waipa	2001	Hilo Complex/ East Hawai'i	7-12	43	Yes
18.	<b>Ke Kula Niihau O Kekaha Learning Center</b>	Kelley Phillips	Tia (Jamie) Koerte	2001	Waimea Complex/ Kaua'i	Pre-K-12	54	Yes
19.	<b>Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School</b>	Tricia Kehaulani Aipia-Peters	Kauanoë Kamanā, D. Kaleihoku Kalai-Aguiar	2001	Pāhoa Complex/ East Hawai'i	Pre-K-8	426	Yes
20.	<b>Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School</b>	Carey Kamamilika'a Vierra	Meahilahila (Ivy) Kelling	2001	Kailua Complex/ Windward O'ahu	Pre-K-12	133	Yes
21.	<b>Kihei Charter School</b>	Mike Sweeney	John Colson	2001	Maui Complex/ Maui	K-12	520	No
22.	<b>Kona Pacific Public Charter School</b>	Phil Fisher	Kim Le Bas, Deann Canuteson	2008	Konawaena Complex/ West Hawai'i	K-8	216	Yes
23.	<b>Kua o ka Lā New Century Public Charter School</b>	Harald Barkoff	Susan Osborne	2001	Pāhoa Complex/ East Hawai'i	Pre-K-12	200	Yes
24.	<b>Kualapu'u Public Conversion Charter School</b>	Joe Uno	Lydia Trinidad	2004	Moloka'i Complex/ Moloka'i	Pre-K-6	325	Yes

**Table 2: Basic Charter School Information 2017-18**

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>13</sup>	Title I Funding? <sup>14</sup>
25. <b>Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>	Kuulei Keaumoana	Hedy Sullivan	2001	Waimea Complex/ Kaua'i	Pre-K-12 <sup>15</sup>	49	No (but eligible)
26. <b>Laupāhoehoe Community Public Charter School</b>	Pam Elders	Romeo Garcia	2011	Laupāhoehoe Complex / East Hawai'i	Pre-K-12	305	Yes
27. <b>Mālama Honua Public Charter School</b>	Herb Lee	Denise Espania	2012	Kailua Complex/ Windward O'ahu	K-5	103	Yes
28. <b>Myron B. Thompson Academy</b>	Myron Thompson	Diana Oshiro	2001	McKinley Complex/ Honolulu (online)	K-12	582	No
29. <b>Nā Wai Ola Public Charter School</b>	Renee Bellinger	Jason Wong	2000	Keaau Complex/ East Hawai'i	Pre-K-6	162	Yes
30. <b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	Jason D'Olier	Buffy Cushman-Patz	2012	Kalani Complex/ Honolulu	6-8	177	No
31. <b>University Laboratory School</b>	Denise Yoshimori-Yamamoto	Keoni Jeremiah	2001	Roosevelt Complex/ Honolulu	K-12	437	No
32. <b>The Volcano School of Arts &amp; Sciences</b>	Joan McDonald	Kalima Kinney	2001	Ka'u Complex/ East Hawai'i	K-8	190	Yes

<sup>15</sup> PreK contract ended on November 6, 2017.

**Table 2: Basic Charter School Information 2017-18**

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>13</sup>	Title I Funding? <sup>14</sup>
33. <b>Voyager: A Public Charter School</b>	Chuck Harris	Evan Anderson	2000	McKinley Complex/ Honolulu	K-8	294	No
34. <b>Wai'alaie Elementary Public Charter School</b>	Rod Todorovich	Kapono Ciotti	1999	Kalani Complex/ Honolulu	Pre-K-5	515	No
35. <b>Waimea Middle Public Conversion Charter School</b>	Joe Uno	Amy Kendziorski	2003	Honoka'a Complex/ West Hawai'i	6-8	258	Yes
36. <b>West Hawai'i Explorations Academy</b>	Andi Losalio-Pawarasat	Heather Nakakura	2000	Kealakehe Complex/ West Hawai'i	6-12	252	No

## V. School Year 2017-2018: Year in Review

The Commission worked on numerous issues and projects throughout 2018, acting in its authorizing, oversight, administrative, and advocacy role for chartering in Hawai'i. The major projects and actions taken during the 2017-2018 school year were:

### A. Authorizer & Oversight Functions

- 1. New Charter Applications:** Acting in its primary role, the Commission carried forward two separate application cycles and reviewed five (5) applications for new charter schools during the year. In July of 2017, the Commission approved the charter application for one applicant: DreamHouse Ewa Beach and denied charter applications for two applicants, North Shore Charter School and IMAG Academy. In June of 2018, the Commission did not approve any charter applications and denied the charter applications for two applicants: IMAG Academy, and Kulia Academy.
- 2. Opening of New Charter Schools:** In July of 2017, the Commission approved the fulfillment of the pre-opening assurances of two new charter schools, thereby clearing the way for the opening of the two newest schools to the Commission's portfolio. Kamalani Academy in Wahiawa, Oahu and Kapolei Charter School by Goodwill Hawai'i in Kapolei, Oahu, opened their doors to students in the 2017-2018 school year. Kamalani Academy opened a school for students in grades Pre-K through 8, and Kapolei Charter School opened its first two classes of 9<sup>th</sup> graders with plans to grow upward every year to 12<sup>th</sup> grade.

In June of 2018, the Commission approved Alaka'i O Kaua'i as a full-fledged charter school to open its doors to students in the 2018-2019 school year.

- 3. New Request for Proposals (RFP) for new charter schools with two-year pre-opening period:** In December of 2017, the Commission approved a new RFP for new charter schools with a two-year pre-opening period. Recognizing the difficulty of schools opening within a year from the approval of its application, the Commission extended the start-up period from one year to two years to meet all pre-approval requirements. This RFP, was part of the second application cycle in the 2017-2018 school year. No applicants were approved during this application cycle.
- 4. Adoption of the Charter School Closure Protocol:** As part of the National Association of Charter School Authorizers' Principles and Standards for Quality Charter School Authorizing, the Commission adopted a closure protocol that articulates how the Commission will work with the school governing board and leadership in the event of a school closure. The detailed protocol addresses the timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with state law.
- 5. Financial oversight:** The Commission reviewed the charter schools' Fiscal Year 2016-2017



Fourth Quarter Financial reports and annual audits and took action to ensure that all charter schools with audit findings take corrective action to address those audit findings.

- a. **Ka'ū Learning Academy (KLA):** As a result of the school's 2016-2017 annual audit, the Commission questioned KLA's governing board regarding the financial discrepancies identified in the audit. After hearing from the school's Director and complaints from employees, parents and other community members, the Commission investigated the matter further and determined that KLA had engaged in twenty-two (22) separate contract violations, resulting in the Commission issuing a prospect of revocation of KLA's charter contract.
  - b. **Ka Waihona o ka Na'auao Public Charter School (KWON):** As a result of the school's 2017-2018 fourth quarter report which showed the school's financial position in high risk status, the Commission moved to place KWON on a monthly financial monitoring using templates provided by Commission staff and to report the school's financial status. The Commission provided additional oversight and monitoring that led to further Commission action in the 2018-2018 school year.
6. **Administrative Rules:** The Commission amended and approved new administrative rules pertaining to the adoption, amendment or repeal of administrative rules related to charter schools, specifically, Hawai'i Administrative Rules 8-5-501 and 8-5-503. Public hearings were held and final rules were approved and presented to the Governor's Office for final approval.

## B. Administrative Functions

1. **Administrative support to Charter Schools:** The Commission initiated an annual survey to all charter schools to consolidate the requests for information into one place for the schools in an effort to lessen the reporting burden and responses to random inquiries from the Department of Education and other state agencies made during the school year.
2. **Distribution of Fiscal Year 2017 Federal Impact Aid Funds:** The Commission distributed Impact Aid fund allocations to charter schools for fiscal year 2017-2018 totaling \$2,470,119. In addition, \$158,212 was allocated to the charter schools for the Department of Defense Supplement to Impact Aid funds.

## C. Advocacy Functions

1. **Legislative Advocacy** - The Commission adopted and supported the following advocacy positions during the 2018 legislative session:
  - a. **Charter school funding and facilities:** The Commission's top priority during the 2018 legislative session was to continue to seek funding for school facilities. Other

organizations, such as certain public employee unions, introduced legislation supporting charter school facilities. The Commission collaborated with and supported these efforts. The Commission also supported legislation that would make funding and other tools available to support charter school facility needs.

- b. **Direct funding of certain employee costs:** Fund certain employee costs payable only by some schools, such as National Board teacher certification, to impacted schools rather than through per-pupil funding.
- c. **Ensuring that Charter Schools are included in funding and programmatic supports for public schools:** Ensured that funding and opportunities intended for the public school system would also include funding for public charter schools.
- d. **The Charter School Commission and Charter schools generally:**
  - i. **Amend the existing charter school law for clarity:** The Commission proposed legislation that clarified and strengthened the language in the existing charter school statute, Chapter 302D, Hawai'i Revised Statutes (HRS), to include the following areas:
  - ii. **Reporting Requirements:** Clarify existing statutory language on Commission and charter school reporting requirements to the Board of Education and the Department of Education.
  - iii. **New charter school application process:** Amend the new charter application process to allow for streamlining and simplification of the process.
  - iv. **Athletics:** Amend existing statutory language to allow charter schools students to participate in athletic programs either at their home geographic department school or the department school geographically closest to their charter school location, whichever is most accessible to the student. Currently, the law only allows participation at their home geographic department school, regardless of where the charter school student attends school.

## **2. Charter School Teacher of the Year:**

The Commission selected Cristin Priolo, a teacher of Science at SEEQS: the School for Examining Essential Questions of Sustainability as the 2018 Charter School Teacher of the Year.

## **D. Other Commission Action**

- 1. **Commission Strategic Planning and Vision:** The Commission's Strategic Planning and Vision Committee, drafted and presented the State Public Charter School Commission Strategic

Plan and Vision. The Commission then adopted the plan on June 29, 2018.

2. **Commission approved the creation of a division of support within the State Public Charter School Commission:** In recognition of the additional functions that the Commission serves in the provision of services required for the administration of state entities, the Commission approved the creation of a division of support within the State Public Charter School Commission and instructed staff to provide quarterly updates to the Administration & Operations Committee.

## VI. Academic, Financial, and Organizational Performance of Charter Schools

*Hawai'i Revised Statutes HRS §302D-7(2) and (3) states:*

*The academic performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in HRS Chapter 302D, including a comparison of the performance of public charter school students with public school students statewide.*

*The financial performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in HRS Chapter 302D.*

The Commission's accountability system, known as the Performance Framework, is comprised of three content-specific frameworks: the Academic Performance Framework, the Financial Performance Framework, and the Organizational Performance Framework. Each framework contains measures that the Commission uses to evaluate the performance of the charter schools in its portfolio.

### A. Academic Performance

The Hawaii Department of Education (DOE) annually evaluates all public schools statewide through a performance system known as Strive HI. The State Public Charter School Commission, as authorizer of Hawaii's charter schools, evaluates the academic performance of each school annually through the Academic Performance Framework (APF). The APF incorporates data from many of the Strive HI measures, but allows for additional flexibility — such as offering Hawaiian immersion charter schools the option to request the exclusion of English assessment results for grade levels taught primarily in Hawaiian — and includes school-selected and school-developed measures that provide a more comprehensive analysis of charter schools' academic performance, taking into account the unique features and innovative practices of charter schools.

This report presents charter school data for those Strive HI measures that are included in schools' Charter Contracts and, for comparison and reference, the statewide performance on these measures. Part two of this section of the report describes how the Academic Performance Framework differs from Strive HI and provides information about school-selected performance measures.

Overall, the academic performance of charter schools continues to be mixed. As in previous years, charter school performance is varied and spans a wide range, with charter schools appearing at both ends of the spectrum of academic accountability results for public schools statewide.<sup>16</sup> For all of the

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<sup>16</sup> The school year 2017-2018 Strive HI results for all public schools statewide are available on the DOE's website: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2017-18-results.aspx>

Strive HI measures discussed in this section, charter schools were among the top ten highest-performing schools of the state’s 292 public K-12 schools and, in the case of science proficiency, language arts achievement gap, chronic absenteeism, four-year graduation, and college enrollment, were *the* highest-performing schools in the state; at the same time, charter schools were also represented, sometimes significantly so, at or near the low end of the performance range for these measures.

In an effort to encourage the academic growth of charter schools at all levels of performance, the Commission shifted to a continuous improvement model. Under the new Charter Contracts that went into effect on July 1, 2017, the APF moved away from a points-based assessment and instead focuses on progress toward performance targets that are designed to support the improvement of individual charter schools and the state’s charter school sector as a whole. This shift is reinforced by the inclusion of school-selected measures, the purpose of which is to capture the work that a charter school is doing to impact student academic performance that may not be reflected in the Student Academic Outcomes portion of the APF or Strive HI, and to paint a more comprehensive picture of a charter school’s effectiveness in fulfilling its mission and achieving the desired results of its educational program.

## **1. Strive HI**

### ***a) Background***

In September 2012, the DOE responded to the invitation extended by the U.S. Department of Education (USDE) to all states to request a flexibility waiver from certain requirements of the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB). The DOE’s flexibility waiver request was approved in May 2013, and the result was the DOE’s Strive HI Performance System, which replaced many NCLB requirements in favor of measures that align with the DOE and BOE joint strategic plan.<sup>17</sup>

On December 10, 2015, President Obama reauthorized ESEA by signing the Every Student Succeeds Act (ESSA) into law. This law replaced No Child Left Behind (NCLB), the 2002 reauthorization of ESEA, and began full implementation in the 2017-2018 school year, replacing the second iteration of Strive HI (Strive HI 2.0), which was in effect for school year 2015-2016. Implementation of ESSA applied not only to the state accountability system, but also to the related reports; thus, the 2016-2017 school year Strive HI reports that were released in Fall 2017 follow the Hawaii Consolidated State Plan for ESSA<sup>18</sup>

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<sup>17</sup> For an overview of the history of Strive HI and a comparison of Strive HI and NCLB, see the DOE’s website: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>

<sup>18</sup> See the DOE’s website for the executive summary of the Hawaii Consolidated State Plan for ESSA, which was approved by the Hawaii State Board of Education on September 5, 2017, and has been submitted by the DOE to USDE for review and approval: <https://drive.google.com/file/d/0B4PHgAvFVDHWRIhLVXQ4T2NoT2c/edit>

For more information about the impact of ESSA on Hawaii public schools, including charter schools, see: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA.aspx>

(Strive HI 3.0) rather than Strive HI 2.0.

In order to ensure a smooth transition from the approved flexibility waiver to ESSA, the DOE approved revisions to Strive HI for the 2015-2016 school year performance evaluations, the most significant of which was the discontinuation of the Strive HI index score. Instead, each measure was reported with information about the school's performance in each indicator over multiple years with comparisons to the state and complex areas. The DOE continued this practice in school year 2016-2017, and the Commission followed suit, as Academic Performance Framework scores were no longer necessary for the new charter contracts that went into effect on July 1, 2017, which, as mentioned above, are based on a growth-to-target model rather than a points-based assessment.

As in previous years, the Commission continued to focus its academic performance assessment on the measures within four primary areas:

1. Student achievement
2. The achievement gap between high needs students and non-high needs students
3. Student growth
4. College and career readiness

### ***b) Guide to Reading School Results***

The school-level results for the Strive HI measures included in this report are presented in Appendix B. It is important to note that, for any one of the following reasons, these tables do not always include data for all 36 charter schools in operation during the 2017-2018 school year:

- Data were suppressed due to small sample sizes. (For more details, see the “Data Caveats” section below.)
- Data were not available for one of the following reasons:
  - The measure did not apply to the school. For example, as described in the “Readiness” section, there are different college and career readiness measures for each grade division; thus, the high school readiness measures do not apply to schools that only have elementary and/or middle school divisions.
  - There were no students in a particular group at a school and, therefore, data were not generated. For example, if a school did not have any non-high needs students, there would be no data for the non-high needs ELA/HLA and math proficiency rate measures.
  - A school was not required to submit information regarding its Value Added activities in a given school year, so the school did not have any data that year.

Please refer to the “Legend for Appendix Tables” at the beginning of Appendix B for more details.

### ***c) Data Caveats***

When reviewing the school-level data presented in this report, it is important to be aware of the data caveats that apply to both the Strive HI and APF results. The most important issues relate to the topics of data suppression and data pooling.

*i. Suppressed Data*

The federal Family Educational Rights and Privacy Act (FERPA) regulates the disclosure of student information and requires the suppression of any data that may potentially be used to identify individual students.

In order to comply with this requirement and protect the confidentiality of the students whose data were used to calculate the Strive HI and APF results, the Commission consulted with the DOE and developed the following data suppression guidelines:

1. Whenever the sample size (also referred to as “n-size”) of a reported group of students is smaller than 20,<sup>19</sup> the data and school name are excluded from the related data table.

*Rationale:* Small groups of students are more easily identifiable, so these students’ data are excluded (suppressed) as a precaution.

2. Whenever a reported percentage is at or near 100% or 0%, the data are masked as follows:
  - a. If a school’s data are in the range of 95% to 100%, the actual data are replaced with “(95-100%)” in the related data table.
  - b. If a school’s data are in the range of 0% to 5%, the actual data are replaced with “(0-5%)” in the related data table.

*Rationale:* Percentages at the extreme ends of the spectrum (*i.e.*, 100% and 0%) effectively reveal the performance of all students in a reported group. For example, if 100% of the tested students at a school met the standard on an assessment, then reporting this figure discloses the performance of all tested students at the school.

In order to protect students’ privacy, the Commission does not publicly report results that are either 100% or 0%; however, rather than completely suppress the data, the Commission has chosen to mask the data so that it may provide a general indication of school performance while still maintaining students’ privacy.

Rather than follow the practice of “blanket suppression,” which calls for the suppression of a school’s results on all measures if the results for at least one measure are suppressed, the Commission has

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<sup>19</sup> The sample size is the *total* number of students in a given group, not just the number of students who have met a target. For example, the sample size would be the total number of students who participated in an assessment, not the number of students who met the proficiency target for the assessment. Thus, data would be suppressed if the total number of students participating in an assessment was eight, but not if eight out of 20 students met the proficiency target for the assessment.

ected to apply its suppression rules to each measure individually and has only suppressed data when needed. For this reason, the schools whose data are suppressed varies from table to table.

## **ii. Pooled Data**

When sample sizes (n-sizes) are too small to be considered reliable, multiple years of data are “pooled” together and treated as one year’s worth of data. For the following Strive HI measures, if the current year’s n-size is fewer than 20 students, then the current year’s data will be pooled with the data from the previous one or two years until the size of the group reaches 20 students. If, after pooling the data for these three years, an *n* size of 20 students still has not been reached, then the data are not reported.

- Achievement:
  - Percentage of students meeting standard/testing proficient in English Language Arts (ELA)/Hawaiian Language Arts (HLA)
  - Percentage of students meeting standard/testing proficient in math
- Growth:
  - Median student growth percentiles for ELA
  - Median student growth percentiles for math
- Readiness:
  - Chronic absenteeism
  - Four-year graduation rate

For all other Strive HI measures, the data are not pooled and are only publicly reported if the n-size is 20 or more students for school year 2017-2018.

## **d) Achievement**

The Achievement measures present the collective results from a variety of statewide assessments in three subject areas:

1. English Language Arts/Literacy (ELA) and Hawaiian Language Arts (HLA)
2. Math
3. Science

For students enrolled at English medium schools, the applicable statewide assessments are:

For elementary, middle, and high schools:

- Smarter Balanced Assessment in ELA and math
- Hawaii State Alternate Assessment in ELA, math, and science,<sup>20</sup> if applicable

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<sup>20</sup> As described by the DOE, the Hawaii State Alternate Assessment is “a system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills.”



For elementary and middle schools:

- Hawaii State Assessment in Science

For high schools:

- DOE’s Biology I end-of-course (EOC) exam

For students enrolled at Ka Papahana Kaiapuni (Kaiapuni) schools or programs,<sup>21</sup> the applicable statewide assessments are:

For elementary and middle schools:

- Kaiapuni Assessment of Educational Outcomes (KĀ’EO), the Hawaiian language statewide assessment developed by the DOE and approved by the U.S. Department of Education for use for federal accountability purposes, in HLA, math, and science <sup>22</sup>

For high schools:

- Smarter Balanced Assessment in ELA and math
- DOE’s Biology I end-of-course exam

For elementary, middle, and high schools:

- Hawaii State Alternate Assessment in ELA, math, and science, if applicable

For more information about the specific assessment data used to calculate the Strive HI achievement measures, see Table 3 below.

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For more information, see the “Hawai’i State Alternate Assessment Parent Brochure 2017-2018” at: [https://hsa-alt.alohahsap.org/core/fileparse.php/3344/urlt/HSA\\_Alt\\_Parent\\_Brochure\\_2017-2018.pdf](https://hsa-alt.alohahsap.org/core/fileparse.php/3344/urlt/HSA_Alt_Parent_Brochure_2017-2018.pdf)

<sup>21</sup> For more information regarding Hawaiian language immersion/medium charter schools, see the “Kaiapuni (Hawaiian Language Immersion/Medium) Schools” section of this report below.

Additional information about Ka Papahana Kaiapuni may be found on the DOE website at: <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/translation.aspx>

The related Hawaii State Board of Education policy (Policy 105-8: Ka Papahana Kaiapuni) may be found here: <http://boe.hawaii.gov/policies/Board%20Policies/Ka%20Papahana%20Kaiapuni.pdf>

<sup>22</sup> Additional information about KĀ’EO may be found in the “Kaiapuni Assessment of Educational Outcomes” section of this report below and on the DOE website at: <http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>

**Table 3: School Year 2017-2018 Statewide Assessments for English Medium and Kaiapuni Schools**

English Medium Schools	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr11/HS
<b>ELA &amp; Math – Elementary, Middle &amp; High Schools</b>							
Smarter Balanced Assessment	✓	✓	✓	✓	✓	✓	✓
Hawaii State Alternate Assessment, <i>if applicable</i>	✓	✓	✓	✓	✓	✓	✓
<b>Science – Elementary &amp; Middle Schools</b>							
Hawaii State Assessment		✓	<i>Does not apply</i>			✓	
Hawaii State Alternate Assessment, <i>if applicable</i>		✓	<i>Does not apply</i>			✓	
<b>Science – High Schools</b>							
Biology I end-of-course exam	<i>Does not apply</i>						✓
Hawaii State Alternate Assessment, <i>if applicable</i>	<i>Does not apply</i>						✓

Kaipuni Schools	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr11/HS
<b>HLA/ELA &amp; Math – Elementary, Middle &amp; High Schools</b>							
Kaipuni Assessment of Educational Outcomes	✓	✓	<i>Field test</i>				<i>Does not apply</i>
Hawaii State Alternate Assessment, <i>if applicable</i>	✓	✓	✓	✓	✓	✓	✓
Smarter Balanced Assessment	<i>Does not apply</i>						✓
<b>Science – Elementary &amp; Middle Schools</b>							
Kaipuni Assessment of Educational Outcomes		✓	<i>Does not apply</i>			<i>Field test</i>	
Hawaii State Alternate Assessment, <i>if applicable</i>		✓	<i>Does not apply</i>			✓	
<b>Science – High Schools</b>							
Biology I end-of-course exam	<i>Does not apply</i>						✓
Hawaii State Alternate Assessment, <i>if applicable</i>	<i>Does not apply</i>						✓

### *e) Achievement Gap*

The student subgroups that are the focus of this section of the report are the three groups that comprise the “high needs” student population:

1. Students who qualify for free or reduced-price lunch (FRL)
2. Students receiving special education services (SPED)
3. English learners (EL), including those who exited within the past two years

Students who fall in one or more of these subgroups are considered “high needs” (HN). Students who do not fall into any of these subgroups are referred to as “non-high needs” (NHN).

Previously, the proficiency rates of the non-high needs and high needs students represented combined proficiency rates for both ELA and math. Then, beginning in the 2015-2016 school year, these data were reported separately by subject, to maintain consistency with the achievement gap measures, which were also separated out by subject (*i.e.*, ELA/HLA achievement gap rate and math achievement gap rate).

An additional change in school year 2016-2017 was the shift from achievement gap *rate* to *achievement gap*. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate. Achievement gap rates are calculated as follows:

$$\frac{\text{NHN proficiency rate} - \text{HN proficiency rate}}{\text{HN proficiency rate}}$$

Achievement gaps, on the other hand, are simply the difference between the proficiency rates of high needs and non-high needs students. The calculation methodology is:

$$\text{NHN proficiency rate} - \text{HN proficiency rate}$$

Unlike the Achievement measures, which include data for all tested subjects (ELA, math, and science), achievement gap only focuses on the statewide assessment data for ELA/HLA and math. These measures draw on the Smarter Balanced Assessment and KĀ‘EO results, as well as Hawaii State Alternate Assessment data, as SPED students are one of the high needs subgroups and the achievement gap looks specifically at the proficiency rates of high needs students.

While a low achievement gap rate is the goal because it demonstrates that high-needs and non-high needs students are performing at a similar level, ideally, a school would also have a high achievement rate; equity between the groups is desirable, but only when both are performing at the level of “proficient.” For this reason, it is important to keep the proficiency levels of both groups in mind when evaluating the achievement gap.

In order for an achievement gap to be reported, a school needs to have at least 20 tested students in its non-high needs group and at least 20 tested students in its high needs group, in accordance with the

Strive HI calculation methodology. No achievement gap is reported for schools that do not meet the minimum threshold for both groups.

### ***f) Growth***

Beginning with school year 2017-2018, the DOE started measuring language arts and math growth in two different ways: for the Smarter Balanced Assessment, Strive HI continues to use median student growth percentiles (median SGPs) produced by the Hawaii Growth Model to assess how well a school is helping to improve students' statewide assessment performance; in addition, Strive HI now reports growth results for students who participated in KĀ'EO and the Hawaii State Alternate Assessment, in the form of the percentage of students who have made at least one year's worth of growth.

For KĀ'EO and the Hawaii State Alternate Assessment, growth is assessed by comparing a student's assessment scores in one year to the same student's scores the year prior. The Hawaii Growth Model, on the other hand, uses assessment data from a single year and compares the performance of an individual student to that of other students statewide in the same grade level who performed similarly on the statewide assessments in previous years. This group is referred to as a student's "academic peers."<sup>23</sup>

Both of these growth measures only apply to elementary and middle schools/divisions and, because they require at least two consecutive years' worth of assessment data, exclude the assessment results for students in grade 3, as this is the earliest year that students participate in any statewide assessments. Unlike the Achievement measures, which focus on statewide assessment data in all tested subjects, the Growth measures only focus on English and Hawaiian language arts and math and exclude data from all statewide assessments in science.

### ***g) College and Career Readiness***

The measures used to assess college and career readiness differ depending on whether a school is considered an elementary, middle, or high school:

- For elementary, middle, and high schools:
  - Chronic absenteeism
- For high schools:
  - Four-year high school graduation rate

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<sup>23</sup> A student's academic peers may be enrolled at any DOE or public charter school statewide and may or may not include students enrolled at the same school. These students are identified using statewide assessment results only and not demographic information such as whether students fall within any high needs student subgroup.

For more information about the Hawaii Growth Model, visit the DOE website:

<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/Growth-Model/Pages/home.aspx>

- College-going (college enrollment) rate

Previously, chronic absenteeism was only calculated for elementary schools, and then only for elementary and middle schools; however, beginning in school year 2016-2017, the measure was broadened to apply to all types of schools/grade divisions. Chronic absenteeism now functions as a schoolwide measure that applies to all students at a school, regardless of which or how many grade divisions that school has, so no multi-division schools are “missing out” on this measure when categorized as a single-division school under Strive HI.

***i. Chronic Absenteeism***

Chronic absenteeism rates represent the percentage of students who were absent (either excused or unexcused) for 15 days or more during the school year. As the goal of this measure is to have as few chronically absent students as possible, lower percentages are more desirable.

***ii. Four-Year Graduation Rate***

To determine the four-year graduation rate for Strive HI, the DOE follows the federal four-year adjusted cohort graduation rate guidelines and calculates the percentage of students in a ninth-grade cohort who graduate by their fourth year of high school. This graduation rate is referred to as “adjusted” because adjustments are made to the cohorts as students transfer in and out of schools. When students leave a high school, they are removed from their ninth-grade cohort at their old school and are either added to the equivalent cohort at their new school, or, if they have exited the Hawaii public school system, are not added to any cohorts.

Students who earn a diploma in the summer after their fourth year of high school are still considered four-year graduates; therefore, in order for these students to be reflected in a school’s graduation rate, the DOE waits until the following fall to make its calculations and reports the data on a one-year lag. For this reason, the 2017-2018 school year data represent the Class of 2017 rather than the Class of 2018.

***iii. College-Going Rate***

The college-going rate, or college enrollment rate, represents the percentage of graduates who have enrolled at a National Student Clearinghouse<sup>24</sup>-participating college or university during the fall after

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<sup>24</sup> The National Student Clearinghouse is a non-profit organization that collects enrollment information from over 3,600 participating colleges (including community colleges) and universities worldwide. The institutions enroll 98% of the students who attend public and private U.S. colleges and universities, so their data cover most of the post-secondary institutions at which DOE and public charter school graduates enroll, but not all.

Because Strive HI results do not include college enrollment data from institutions that do not participate in the National Student Clearinghouse, some graduates who enroll in a college or university within the first fall of graduation may not be reflected in the Strive HI college-going rates.

For more information about the National Student Clearinghouse, visit; <http://www.studentclearinghouse.org>

graduation. Previously, this measure focused on a 16-month window, but the DOE shortened the timeline so that the four-year graduation and college-going results are both on a one-year lag and, therefore, present data about the same graduating class. For this reason, the college-going data for school year 2017-2018 represent students who graduated in the Class of 2017, the same cohort represented by the four-year graduation rates reported for school year 2017-2018.

## **2. The Academic Performance Framework**

The Commission annually evaluates the academic performance of all public charter schools in Hawaii using its Academic Performance Framework (APF), the Commission’s academic accountability system. The current version of the APF,<sup>25</sup> which was implemented in school year 2017-2018 for the first time, uses many measures from Strive HI, plus information related to school-selected measures approved by the Commission and included in a school’s Charter Contract, and contains two sections:

1. Student Academic Outcomes
2. Value Added

Beginning in school year 2016-2017, the Commission ended the practice of calculating APF scores. Although scores based on charter schools’ academic performance for school years 2013-2014 through 2015-2016 were essential to the contract renewal process that was implemented during the 2016-2017 school year, the renewal process for the contracts currently in place focuses instead on whether schools exceeded, met, or did not meet the academic performance targets outlined in their Charter Contracts and completed the activities related to their Value Added measures or goals.

### ***a) Student Academic Outcomes***

This section consists of a variety of measures that focus on a fairly standard set of student outcomes — both those that are required by Hawaii Revised Statutes and drawn from Strive HI, and other optional measures of a school’s choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff.

The required measures focus on student outcomes in the areas of:

- Student academic proficiency
- Student academic growth
- Achievement gaps in proficiency between high needs and non-high needs students

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<sup>25</sup> This version of the APF went into effect in July 2017, when 35 charter schools executed new Charter Contracts with the Commission. The previous version of the APF remained in place for only one charter school, Ka’u Learning Academy, which was still in the middle of its five-year contract term at that time.

The APF for Ka’u Learning Academy includes the required measures described in the “Student Academic Outcomes” section of this report, but does not include any School-Specific Measures; optional, school-selected measures, or Value Added measures or goals. The school’s results for the required student academic outcome measures appear in the tables in Appendix B.

- College and career readiness

Charter school performance on these measures is reported in the tables in Appendix B, as well as in the individual school reports in Appendix A.

The optional, school-selected measures center on student outcomes in these same areas, but utilize different assessment tools than the Strive HI measures or have a different, or more specific, focus. Some examples include:

- ELA/reading and/or math proficiency, as assessed by various standardized assessment tools
- Reading proficiency in Hawaiian, as assessed by school-developed assessment tools
- Growth over the course of a single school year (rather than from one year to the next) in ELA/reading and/or math, as assessed by various standardized assessment tools
- Average daily attendance (rather than chronic absenteeism)
- 11<sup>th</sup> grade ACT
- 5-year graduation rate (rather than 4-year graduation rate)
- Comparison of the proficiency rates of a school's high needs students with those of all charter schools statewide

For the school year 2017-2018 APF evaluation, 21 of 35 charter schools had at least one optional, school-selected measure. Results for these measures are included in the individual school reports in Appendix A.

### ***i. Value Added***

The second section contains Value Added measures or goals, the purpose of which is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives. They focus on the unique aspects of a school's model that may not be captured by the Student Academic Outcomes portion of the APF or Strive HI and are intended to help to assess a school's effectiveness in fulfilling its mission and achieving the desired results of its educational program.

The "Value Added" section is a new component of the APF and went into effect in July 2017. Value Added measures or goals are similar to their precursor, School-Specific Measures (SSMs), in that they are school-selected and mission-aligned. A key difference between the two is that SSMs were an optional component of the APF and only appeared in the Charter Contracts for two schools; Value Added measures or goals, on the other hand, are required and, therefore, appear in the APFs of all charter schools.

Due to the highly individualized nature of the "Value Added" section of the Charter Contract, there is a great deal of variation in what and how charter schools reported on their progress for the 2017-2018 school year. For more details, see the individual school reports in Appendix A.

For school year 2017-2018, charter schools' Value Added results can be grouped into four categories:

1. Target achievement
2. Completion
3. Progress
4. Not applicable

The primary distinction is between the first category and the remaining three: “**Target achievement**” looks at a charter school’s performance on a specified measure and assesses whether the school *exceeded, met, or did not meet* a performance target, whereas the other three categories are process-focused and look at whether a school successfully implemented or made progress on implementing a plan. In school year 2017-2018, the category of “Target achievement” applied to one charter school.

“**Completion**” applies to the 11 charter schools whose contracts contain Value Added activities that were only one year in duration.<sup>26</sup> Because the implementation plans for their Value Added goals did not extend beyond June 2018, it was possible to assess whether they *completed or did not complete* their Value Added activities as part of the school year 2017-2018 APF evaluation.

Seven of these 11 charter schools were found to have completed their Value Added activities. Of the remaining four, two did not because they made adjustments to the plans and activities outlined in their contracts due to changing realities on the ground, one did not complete all of its activities, and one did not submit any evidence or a progress update.

“**Progress**” applies to the 21 charter schools whose contracts contain Value Added activities that are more than one year in duration. Because the implementation plans for their Value Added goals extend beyond June 2018, it was not possible to assess whether they completed or did not complete their Value Added activities; instead, the school year 2017-2018 APF evaluation assess whether a school is *making progress or making limited progress* on its Value Added goal(s).

Twenty of these 21 schools were found to be making progress on their Value Added goals. The one school that was found to be making limited progress indicated that it would like to propose an amendment to its Charter Contract to modify its Value Added activities so that they better align with the ongoing activities related to the school’s federal Comprehensive Support and Improvement (CSI) plan.

“**Not applicable**” applies to the two charter schools whose contracts contain Value Added activities that

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<sup>26</sup> Value Added measures or goals are a required component of the APF, so these charter schools are in the process of developing proposals for new Value Added measures for the remainder of their respective contract terms.

Because the Commission seeks to use Value Added results as a means of assessing whether a school is effectively fulfilling its mission and achieving the desired results of its educational program, and measures focused on student outcomes are stronger, clearer indicators of this than the implementation of a plan to achieve a Value Added goal, charter schools are being transitioned away from Value Added *goals* and toward Value Added *measures* that include annual performance targets.

For more information, see the related submittal to the Commission’s Performance & Accountability Committee, dated October 23, 2018 (updated on October 26, 2018): [http://sharepoint.spcsc.hawaii.gov/SPCSC/Documents/III.%20%20Submittal%20on%20Value%20Added%20Measure%20Proposals\\_Redacted.pdf](http://sharepoint.spcsc.hawaii.gov/SPCSC/Documents/III.%20%20Submittal%20on%20Value%20Added%20Measure%20Proposals_Redacted.pdf)



are more than one year in duration and were not required to submit evidence of progress during the 2017-2018 school year.

For the Value Added results for all charter schools, see Table 20.

## ***ii. Interim Assessment Measures***

The purpose of this additional section is to provide the Commission with supplemental academic performance data for consideration during contract renewal deliberations for charter schools with shorter contract terms (two or three years).

Most of the data for the measures in the “Student Academic Outcomes” section of the APF are not available until the fall of the following year, when Strive HI results are released. This half-year lag limits the amount of academic performance data available to the Commission when making contract renewal decisions, which will occur by early spring of the final year of a charter school’s contract, especially for schools with shorter contract terms — in the case of a school with a two-year contract, the renewal process will begin about one-and-a-half years into the school’s contract term, at which time the Commission will have access to only one year’s worth of state accountability data.

In an effort to ensure that the Commission will have as much student outcomes-focused data as possible during the contract renewal process, four charter schools — Hakipu’u and Nā Wai Ola, both of which have a two-year contract term, and Kamaile Academy and Ke Ana La’ahana, both of which have a three-year contract term — have interim assessment measures in their APFs. For more information, see these schools’ individual school reports in Appendix A.

## ***b) Kaiapuni (Hawaiian Language Immersion/Medium) Schools***

Five charter schools are Kaiapuni schools, or Hawaiian language immersion/medium schools; in addition, Kualapu’u School, an English medium school, operates a Hawaiian immersion program within the school. Kaiapuni schools deliver instruction in the Hawai’ian language and, typically, instruction is entirely in Hawaiian until fifth grade, at which point English is introduced at an increasing rate.

One of the Kaiapuni schools, KKNOK, has adopted a heritage, two-way bilingual immersion program, also known as a dual language immersion. Native Niihau speakers and native English speakers maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. Academic content is taught and assessed in two languages over an extended period of time. KANAKA has adopted a 90/10 Niihau/English model in which 90% of classroom instruction is conducted in Niihau and 10% in English in kindergarten, with English instructional time increasing incrementally at each grade level until grade 6, when instruction is split evenly between English and Niihau.

**Table 4: Hawaiian Language Immersion/Medium Charter Schools**

<b>1. Ka 'Umeke Kā'eo Public Charter School</b>
<b>2. Kawaikini New Century Public Charter School</b>
<b>3. Ke Kula Niihau O Kekaha Learning Center</b>
<b>4. Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School</b>
<b>5. Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School</b>
<b>6. Kualapu'u Public Conversion Charter School</b>

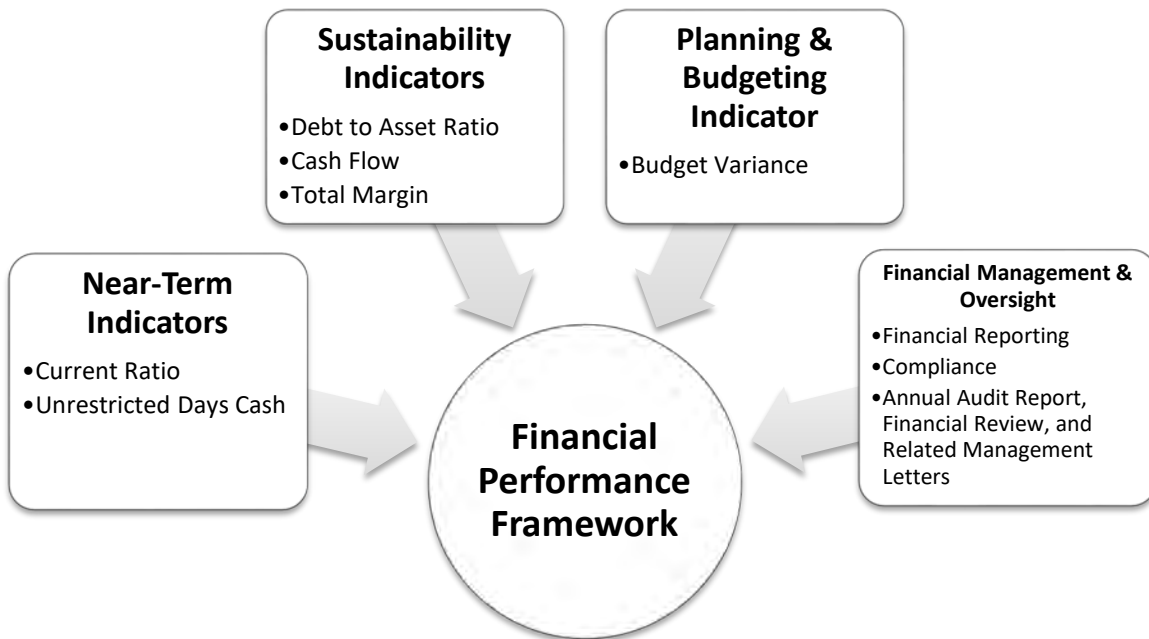
## B. Financial Performance

### 1. Financial Performance Framework

The Financial Performance Framework (“Framework”) serves as a tool for the Commission to assess the financial health and viability of charter schools in its portfolio. The framework intends to provide a financial frame of reference based on current and past financial performance of charter schools. The indicators used in the framework are based on industry standard financial measures (e.g. ratios, variances) designed to be viewed in the aggregate with other complementary and supplementary information (e.g. timely and accurate financial and reporting practices, management practices). No single indicator or point in time data point gives a full picture of the financial situation of a school. Taken together, however, the indicators provide a qualitative assessment of the school’s near-term financial health, mid-term capacity, and long-term financial sustainability.

#### a) Changes to the Financial Performance Framework

For the Fiscal Year 2017-2018 the Commission adopted a new Financial Performance Framework that utilizes a risk-based assessment model in lieu of a framework that relied on a standards-based assessment model for each financial indicator as well as an overall rating. The Financial Performance Framework now utilizes a balanced weighted formula that identifies each indicators risk as well as providing an overall risk assessment rating for each school. Financial indicators for *Change in Total Fund Balance* and *Unrestricted Fund Balance Percentage* that were assessed in the prior standards-based assessment model have been eliminated in the risk-based model. Also, the *Enrollment Variance* indicator has been modified to *Budget Variance*, creating a more comprehensive analysis of revenue planning and budgeting by incorporating all sources of revenues available to charter schools.



***b) Risk-Based Approach***

The Framework adopts a risk assessment model as part of the Commission’s ongoing oversight and monitoring of a charter school’s fiscal activities, and the renewal decision-making process. The model aligns the Framework to the unique funding and governance environment for charter schools in the State of Hawai`i. This risk-based approach identifies areas of strengths and weaknesses, highlighting controls that are designed to mitigate risks.

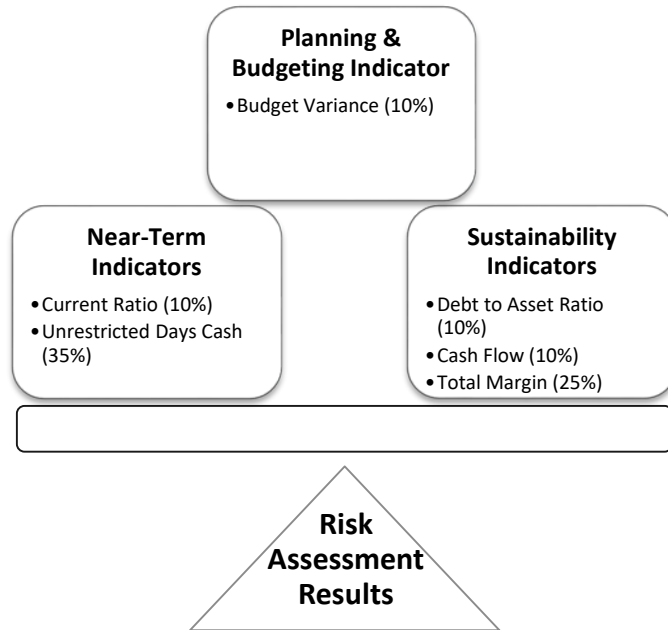
Schools are closely monitored if there is a heightened risk of financial problems. Financial monitoring may include, but is not limited to, requests for reports or other documentation, inquiries through written or telephone communications, desk audits, or on-site visits. A school may be requested to develop an appropriate corrective action plan in accordance with the Intervention Protocol of their charter contract to address any monitoring issues identified during the risk assessment. The corrective action plan provides a school an opportunity to explain any issues; identify measurable solutions; identify anyone who will be responsible for each solution; set timelines; and monitor the progress of the corrective action plan.

***c) Annual Risk Assessment Process***

The annual risk assessment evaluates whether the financial viability of a school is at-risk based on the Commission’s review of financial information which will be drawn from the school’s annual audited financial statements or financial review. The inclusion of a “component unit” (an affiliated non-profit entity) may apply when a school’s annual audited financial statements include the presentation of reporting the audited component unit. The Commission’s assessment may also include other financial information and/or a more detailed examination of the school’s financial position and practices, as needed. The Commission may also consider the more current and more detailed information to determine whether the risk assessment result is still applicable throughout the assessment period and the degree to which it is, in fact, an indication of financial risk or distress or mitigation.

The risk assessment focuses on six indicators, or measures. Each indicator is assessed on a scale from 1 to 5, with 1 being the lowest risk and 5 the highest risk. All six indicators collectively make up a school’s overall risk level. The annual risk assessment result for a school is determined using a balanced weighted formula utilizing the individual scores calculated for each indicator as follows:

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10)$$



The individual and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations as color-coded below and will be rounded to the nearest whole number.

<b>Low</b>	<b>Acceptable</b>	<b>Moderate</b>	<b>High</b>	<b>Significant</b>
1	2	3	4	5

***d) Near Term Indicators***

**Current Ratio**

$$\text{Current Ratio} = \text{Current Assets} \div \text{Current Liabilities}$$

The current ratio shows the relationship between a school’s current assets and current liabilities. Current assets are balance sheet accounts (e.g. cash, receivables) that include the value of all assets that are expected to be converted to cash through normal operations within the current fiscal year. Current liabilities represent obligations (e.g. payables, accrued payroll, accrued vacation) that are payable in cash within a fiscal year. This ratio gives an indication of a school’s ability to pay its obligations over the next twelve months. A school may be at-risk if it is unable to meet its current obligations.

This indicator accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is greater than (>) 1.5	Ratio is between 1.35 – 1.5	Ratio is between 1.2 – 1.35	Ratio is between 1.0 – 1.2	Ratio is less than (<) 1.0

**Unrestricted Days of Cash on Hand**

$$\text{Unrestricted Days Cash} = \text{Days Cash} \div [(\text{Total Expenses} - \text{Depreciation Expense}) \div 365]$$

The unrestricted days of cash on hand provides the number of days a school can pay its current expenses without another inflow of cash. Cash balances fluctuate since schools can expend and receive money on an almost daily basis. It indicates whether a school maintains a sufficient cash balance to meet its cash obligations. A school may be at-risk if there is insufficient cash to meet its cash obligations.

The indicator looks at a fixed point in time (the time the financial statement is prepared) and a trend over a period of time. Although this indicator is at a fixed point in time, it tells whether a school may have challenges in meeting its cash obligations. Note that this indicator looks at unrestricted cash, not cash that already has been earmarked for a specific purpose, such as renovations or facilities.

This indicator accounts for **35 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Days Cash is more than 60 days and having an upward or downward trend over three years or more	Days Cash is between 50 – 60 days and having an upward or downward trend over three years or more	Days Cash is between 30 – 50 days and having an upward or downward trend over three years or more	Days Cash is between 20 – 30 days and having an upward or downward trend over three years or more	Days Cash is less than 20 days and having a downward trend over three years or more

*e) Sustainability Indicators*

**Debt to Asset Ratio**

$$\text{Debt to Asset Ratio} = \text{Total Liabilities} \div \text{Total Assets}$$

The Debt to Asset Ratio compares a school’s financial liabilities against the assets it owns. A lower ratio generally indicates stronger financial health. A higher ratio indicates that the school may be at-risk of not being able to pay back its debts. It is a generally accepted indicator of potential long-term financial issues.

This indicator accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is less than (<) 0.2	Ratio is between 0.2 – 0.4	Ratio is between 0.4 – 0.5	Ratio is between 0.5 – 0.75	Ratio is greater than (>) 0.75

**Cash Flow**

$$\text{Cash Flow} = \text{Year-end Cash Balance} - \text{Beginning Year Cash Balance}$$

Cash Flow measures a school’s change in cash balance from one period to another. This indicator is similar to days cash on hand, but it provides insight into a school’s long-term stability, as it helps to assess a school’s sustainability over a period of time in an uncertain funding environment. A positive cash flow over time generally indicates increasing financial health and sustainability.

This indicator and accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Cash Flow is positive (+) and having an upward trend over three years or more	Current Year Cash Flow is positive (+) and having an upward or a down trend over three years or more	Current Year Cash Flow is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having a downward trend over three years or more

**Total Margin**

$$\text{Total Margin} = \text{Net Income} \div \text{Total Revenue}$$

Total Margin measures the surplus or deficit a school yields out of its total revenues. This indicator is important because a school cannot operate at a deficit for a sustained period of time without the risk of closure. The intent of this indicator is for charter schools to operate within its available resources in a particular year and to build a reserve to support growth and sustainability.

This indicator is calculated by dividing net income by total revenue and accounts for **25 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Margin is positive (+) and having an upward trend over three years or more	Current Year Margin is positive (+) and having an upward or a downward trend over three years or more	Current Year Margin is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having a downward trend over three years or more

**f) Planning and Budgeting**

**Budget Variance**

*Budget Variance = Actual Total Revenues ÷ Projected Total Revenues in the Charter School’s Board-Approved Budget*

The budget variance depicts actual versus projected incoming revenues for a fiscal year. This indicator is important because revenues drive the development of a school’s budget. While the per-pupil funding is the primary revenue source for charter schools, there are other sources (e.g. federal funds, grants, other state funds) that provide the basis for determining costs such as staffing and supplies. A budget based on revenues that are significantly more than its actual revenues may be at-risk of not meeting all of its budgeted expenses. Budgeted revenues that do not exceed actual revenues would not have a significant impact to the risk assessment rating scale.

This indicator accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Variance is greater than (>) 99%	Variance is between 96% – 98%	Variance is between 94% – 95%	Variance is between 91% – 93%	Variance is less than (<) 90%

**g) Financial Management and Oversight**

**Compliance**

A primary function of the Commission is to ensure that public charter schools comply with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements. This also includes financial management and oversight expectations as evidenced by an



annual independent audit or review, including but not limited to:

- Complete and on-time submissions of financial reports, including an annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- No charging of tuition
- Adequate management and financial controls
- All reporting requirements related to the use of public funds
- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

If the School does not comply with the requirements of this Financial Performance Framework, the School is subject to the Intervention Protocol, provided in Exhibit D of their Charter Contract.<sup>27</sup>

## 2. Financial Performance Framework Results

The fiscal year 2017-18 was the first year of a new Financial Performance Framework which incorporated a risk-based assessment to measure financial performance for Hawaii charter schools. Utilizing this method of assessment, the Commission was better able to assess the potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporated six fiscal measures.

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<sup>27</sup> in accordance with **§302D-17 Ongoing oversight and corrective actions;**

(a) An authorizer shall continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the Charter Contract.

The results of the risk assessment were encouraging. Twelve charters were assessed a risk of "Low", the lowest measure of risk for the assessment. Another eighteen schools received a risk rating of "Acceptable" and appear to have a solid fiscal foundation for sustainability. Only two schools received a risk rating of "Moderate", and one school received a risk assessment rating of "High" in the Financial Performance Risk Assessment for 2017-18.

## **C. Organizational Performance**

### **1. Organizational Performance Framework**

The Organizational Performance Framework serves as the means by which the Commission addresses one of an authorizer's core responsibilities: protecting the public interest. The Framework ensures that charter schools meet applicable federal, state, local laws and regulations as well as contractual requirements.

The Organizational Performance Framework requires the School to complete the Assurance of Compliance Statement on an annual basis. The Assurance of Compliance Statement specifies federal, state, and local laws and regulations and contractual requirements. Regardless of the specific references to law, rule, regulation, or contractual provision contained in the Statement, the School is required to comply with all relevant laws and regulations at all times.

The revised Organizational Performance Framework for the new Charter Contract, effective July 1, 2017, incorporates first-hand observations from site visits and feedback from the charter schools.

### **2. Overall Evaluation of Organizational Performance**

The Commission evaluates and assesses performance under the framework by:

1. Conducting audits of any compliance requirements associated with the references identified in the Statement of Assurances;
2. Conducting at least one school site visit during the term of the Charter Contract;
3. Requiring submission of documentation verifying compliance through the Commission's online compliance management system; and
4. Reporting on the School's fulfillment of compliance requirements specified in this framework.

If the School does not comply with the requirements of the Organizational Performance Framework, the School is subject to the Intervention Protocol of the Charter Contract.

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators that are required submissions to verify the school's compliance. The data from the indicators are no longer used to determine an annual rating of "Meets Standard" or "Does Not Meet Standards", as in previous contracts. Documentation currently submitted through the Commission's online compliance management system is used to report on the School's fulfillment of compliance requirements.

During the 2017-2018 school year, no schools were required to go through the renewal process and one school was closed for contractual violations during the summer of the following school year.

Table 5: Organizational Performance Measures								
School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Connections Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Hakipu'u Learning Center	✓	✓	✓	✓	✓	✓	✓	✓
Hālau Kū Māna Public Charter School	✓	✓	✓	✓	✓	✓	✓	X
Hawai'i Academy of Arts & Science Public Charter School	✓	✓	✓	✓	✓	✓	X	✓
Hawai'i Technology Academy (HTA)	✓	✓	✓	✓	✓	✓	X	✓
Innovations Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Ka 'Umeke Kā'eo Public Charter School	✓	✓	✓	✓	✓	✓	X	✓
Ka Waihona o ka Na'auao Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Ka'ū Learning Academy	✓	✓	X	✓	✓	✓	✓	✓
Ka'ōhao Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Kamaile Academy, PCS	✓	✓	✓	✓	✓	✓	✓	✓
Kamalani Academy	✓	✓	✓	✓	✓	✓	✓	✓
Kanu o ka 'Āina New Century Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Kanuikapono Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Kawaikini New Century Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓

Table 5: Organizational Performance Measures

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Ke Ana La'ahana Public Charter School	✓	✓	✓	✓	✓	✓	X	X
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	✓	✓	✓	✓	✓	✓	X	✓
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Ke Kula Niihau O Kekaha Learning Center	✓	✓	✓	✓	✓	✓	✓	X
Kihei Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Kona Pacific Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Kua o ka Lā New Century Public Charter School	✓	✓	✓	✓	✓	✓	X	✓
Kualapu'u Public Conversion Charter School	✓	✓	✓	✓	✓	✓	*	✓
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	✓	✓	✓	✓	✓	✓	✓	✓
Laupāhoehoe Community Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Mālama Honua Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓
Myron B. Thompson Academy	✓	✓	✓	✓	✓	✓	✓	✓
Nā Wai Ola Public Charter School	✓	✓	✓	✓	✓	✓	✓	X
SEEQS: the School for Examining Essential Questions of Sustainability	✓	✓	✓	✓	✓	✓	✓	✓

**Table 5: Organizational Performance Measures**

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>The Kapolei Charter School by Goodwill Hawai'i</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>The Volcano School of Arts &amp; Sciences</b>	✓	✓	✓	✓	✓	✓	X	✓
<b>University Laboratory School</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Voyager: A Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Wai'ala'e Elementary Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Waimea Middle Public Conversion Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>West Hawai'i Explorations Academy</b>	✓	✓	✓	✓	✓	✓	✓	✓

## VII. Portfolio Status

*The status of the authorizer's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed.<sup>28</sup>*

All schools whose charter contract expired on June 30, 2017 underwent the Commission's contract renewal process and all were awarded new contracts of varying lengths between 2 years to 5 years in length that were based on the performance on that contract during the three-year term.<sup>29</sup> The previous contract, had a three-year term from July 1, 2014 to June 30, 2017. Under the terms of the last contract, a school that achieved high levels of performance under the Performance Framework was eligible for an automatic two-year extension and was not required to undergo the Commission's contract renewal process. Newly authorized schools currently receive a five-year contract.

When the Commission first began in 2012, all charter schools in operation initially were given the same one-year contract term for the 2013-2014 school year, in part to give the Commission the opportunity to revisit the Charter Contract and Performance Framework and make necessary revisions before adopting the first multi-year Charter Contract. School year 2014-2015 was the first year of the three-year Charter Contract.

As of the 2017-2018 school year, there are 36 public charter schools operating, 1 approved and opening in school year 2018-2019.

**Table 6: Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio**

School	2017-18
Connections Public Charter School	<b>Operating</b>
Hakipu'u Learning Center	<b>Operating</b>
Hālau Kū Māna Public Charter School	<b>Operating</b>
Hawai'i Academy of Arts & Science Public Charter School	<b>Operating</b>
Hawai'i Technology Academy (HTA)	<b>Operating</b>
Innovations Public Charter School	<b>Operating</b>
Ka 'Umeke Kā'eo Public Charter School	<b>Operating</b>

<sup>28</sup> HRS §302D-7(4)

<sup>29</sup> Kau Learning Academy had a 5-year contract and was not required to go through the renewal process.

**Table 6: Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio**

School	2017-18
Ka Waihona o ka Na'auao Public Charter School	<b>Operating</b>
Kamaile Academy, PCS	<b>Operating</b>
Kamalani Academy	<b>Operating</b>
Kanu o ka 'Āina New Century Public Charter School	<b>Operating</b>
Kanuikapono Public Charter School	<b>Operating</b>
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	<b>Operating</b>
Kapolei Charter School by Goodwill Hawai'i	<b>Operating</b>
Ka'ū Learning Academy	<b>Operating</b>
Kawaikini New Century Public Charter School	<b>Operating</b>
Ke Ana La'ahana Public Charter School	<b>Operating</b>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	<b>Operating</b>
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	<b>Operating</b>
Ke Kula Niihau O Kekaha Learning Center	<b>Operating</b>
Kihei Charter School	<b>Operating</b>
Kona Pacific Public Charter School	<b>Operating</b>
Kua o ka Lā New Century Public Charter School	<b>Operating</b>
Kualapu'u Public Conversion Charter School	<b>Operating</b>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<b>Operating</b>
Laupahoehoe Community Public Charter School	<b>Operating</b>
Mālama Honua Public Charter School	<b>Operating</b>
Myron B. Thompson Academy	<b>Operating</b>
Nā Wai Ola Public Charter School	<b>Operating</b>
SEEQS: the School for Examining Essential Questions of Sustainability	<b>Operating</b>
University Laboratory School	<b>Operating</b>
Volcano School of Arts & Sciences	<b>Operating</b>
Voyager: A Public Charter School	<b>Operating</b>

**Table 6: Status of Charter Schools and Applicants in State Public Charter School Commission’s Portfolio**

School	2017-18
Wai’alae Elementary Public Charter School	<b>Operating</b>
Waimea Middle Public Conversion Charter School	<b>Operating</b>
West Hawai’i Explorations Academy	<b>Operating</b>
Alaka’i O Kaua’i Charter School	<b>Approved</b>
DreamHouse Ewa Beach	<b>Approved</b>
IMAG Academy	<b>Not Approved</b>
Kulia Academy	<b>Not Approved</b>
North Shore Charter School	<b>Not Approved</b>

## VIII. Authorizing Functions Provided to Schools

*The authorizing functions provided by the authorizer to the public charter schools under its purview, including the authorizer’s operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles.<sup>30</sup>*

### A. Authorizing Functions

Pursuant to statute, HRS §302D-5(a), authorizers are charged with a number of essential powers and duties, specifically:

- Soliciting and evaluating charter applications;
- Approving quality charter applications that meet identified educational needs and promoting a diversity of educational choices;
- Declining to approve weak or inadequate charter applications;
- Negotiating and executing sound Charter Contracts with each approved applicant and with existing public charter schools;
- In accordance with Charter Contract terms, monitoring the performance and legal compliance of public charter schools; and
- Determining whether each Charter Contract merits renewal, nonrenewal, or revocation.

<sup>30</sup> HRS §302D-5



On November 19, 2016, the Commission approved a renewal process, criteria, application, and guidance, for schools that have a charter contract. This renewal process resulted in charter schools entering into the Commission's first multi-year contract to begin on July 1, 2017. The renewal process was completed well into the second contract term due to the fact that the Charter Contract was negotiated at the end of the 2013-2014 school year and there was not a renewal of the previous one-year Charter Contract.

During the 2013-2014 school year, the Commission went through a charter school application cycle during which it solicited and evaluated charter applications, approved one quality charter application, and declined weaker charter applications. It also began monitoring charter schools during the 2013-2014 school year for organizational and financial compliance. Academic monitoring was not in place during the 2013-2014 school year because the Academic Performance Framework was not approved until the end of the 2013-2014 school year. The Commission continues to solicit and evaluate charter applications and monitor charter schools to ensure compliance with the Academic, Organizational, and Financial performance frameworks.

The Commission, as an authorizer, is also statutorily charged with:

- Acting as the point of contact between the DOE and charter schools;
- Being responsible for and ensuring the compliance of a charter school with all applicable state and federal laws, including reporting requirements;
- Being responsible for the receipt of applicable federal funds from DOE and the distribution of funds to the charter schools; and
- Being responsible for the receipt and distribution of per-pupil funding from the State Department of Budget and Finance.<sup>31</sup>

In addition to fulfilling its statutorily charged duties, the Commission also provides administrative assistance to the charter schools including: human resources support for schools that do not purchase payroll and human resources services from DOE; federal program support; serving as the point of contact and conduit of data and information between Charter Schools and other State agencies (such as the Department of Human Resources Development, the Hawai'i Employees' Retirement System, and the Hawai'i Employer-Union Health Benefits Trust Fund); serving as the point of contact for charter school sector-wide issues relating to unions; and relaying information to all public charter schools on required accountability data information systems, among other functions.

The Commission continues to evaluate these functions with an eye towards determining whether and to what degree any of these functions should be distinct from the Commission's role as authorizer. The Commission has continued to provide many non-authorizing functions to the charter schools, such as

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<sup>31</sup> HRS §302D-5(b)

payroll, federal funding pass-through, and human resources support so that charter schools could continue to operate seamlessly without additional costs. The Commission continues to explore ways to ensure that schools or other third parties can assume some of these necessary non-authorizer functions.

## **B. Authorizer’s Operating Costs and Expenses**

Total operating costs and expenses cover a range of services, as required by statute, to support the Commission in its role as the only authorizer in the State of Hawai‘i. For FY 2017-2018, the legislature appropriated \$1.5 million in general funds for the Commission.

During FY 2017-2018, the Commission’s operating costs, supported with general funds, totaled approximately \$1.4 million.

The Commission’s audit report was prepared by CW and Associates, Certified Public Accountants, and is attached as Appendix E.

## **C. Authorizer Services Purchased by Charter Schools**

*The services purchased from the authorizer by the public charter schools under its purview.*<sup>32</sup>

No services were purchased from the Commission by charter schools in the 2017-2018 fiscal year.

## **D. Federal Funds**

*A line-item breakdown of the federal funds received by the department and distributed by the authorizer to public charter schools under its control.*<sup>33</sup>

*Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.*<sup>34</sup>

### **1. Federal Funds Received**

Since July 1, 2013, the Commission staff has been responsible for receiving and distributing federal funds to charter schools. The Commission serves as a pass through entity allocating federal funds from the DOE to charter schools. In fiscal year 2017-2018, approximately \$11.8 million was allocated from the federal government, an increase of approximately \$3.8 million from the previous fiscal year. The following table sets forth the federal funds that the Commission disbursed to the schools for the 2017-2018 fiscal year.

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<sup>32</sup> HRS §302D-7(6)

<sup>33</sup> HRS §302D-7(7)

<sup>34</sup> HRS §302D-7(8)

<b>Table 7: Schedule of Expenditure of Federal Awards For the Year Ended June 30, 2018</b>				
<b>Federal Program Title<sup>35</sup></b>	<b>Federal CFDA<sup>36</sup> Number</b>	<b>Federal Expenditures</b>		<b>Amount Provided to Subrecipients<sup>37</sup></b>
Title I Grants to Local Education Agencies <sup>38</sup>	84.010	\$	5,520,183	\$ 4,598,004
Impact Aid <sup>39</sup>	84.041	\$	2,709,050	\$ 2,709,050
Special Education Grants to States	84.027	\$	507,421	\$ 507,421
Supporting Effective Instruction State Grants (Title IIA) <sup>40</sup>	84.367	\$	433,338	\$ 417,444
English Language Acquisition State Grants (Title III) <sup>41</sup>	84.365	\$	12,204	\$ 3,040
Preschool Development Grants	84.419	\$	2,593,605	\$ 2,150,306
<b>Total Expenditures of Federal Awards</b>		<b>\$</b>	<b>11,775,801</b>	<b>\$ 10,385,265</b>

### **E. Equity Concerns and Access and Distribution Recommendations**

The Commission continued its effort raise awareness regarding access and equity of funding for public charter schools within the public school system of Hawai'i. These efforts have included increased communication and collaboration with multiple state agencies, such as the Departments of Education and Budget and Finance and the Office of Hawaiian Affairs, and various stakeholders, such as The Kamehameha Schools.

The intent of these communications and collaboration have been to increase efficiency in the release and distribution of funds to charter schools, specifically increased federal funds and support provided primarily through the Title I program. As gains in efficiency are achieved, the Commission will focus on and work with charter schools and affected stakeholders on alternative methodologies for fund

<sup>35</sup> Funding for these programs is provided by the United States Department of Education (USDOE), then passed to the Commission through the Hawai'i Department of Education, with the exception of the Preschool Development Grant, which is provided directly to the Commission from USDOE.

<sup>36</sup> The Catalog of Federal Domestic Assistance (CFDA) is a government-wide compendium of federal programs, projects, services, and activities that provide assistance or benefits to the American public.

<sup>37</sup> For the purpose of this schedule, sub-recipients are the public charter schools of Hawai'i.

<sup>38</sup> To help disadvantaged students enrolled in schools with the highest concentrations of poverty to meet the same high standards expected of all students.

<sup>39</sup> To provide financial assistance to local education agencies affected by Federal presence.

<sup>40</sup> To improve teacher and principal quality and increase the number of highly qualified teachers in the classroom.

<sup>41</sup> To supplement efforts to improve the education of limited English proficient students.

allocation and distribution.

## **IX. BOE Special Review of the State Public Charter School Commission**

### **Corrective Action Plans to Address BOE Performance Review Deficiencies**

In 2016, the BOE formed a Special Review Investigative Committee (Investigative Committee) that conducted a performance review of the Commission. As described in the document “Board Process for Special Review of the State Public Charter School Commission,”<sup>42</sup> the goal of this review to determine whether or not the Commission meets statutory requirements and national principles and standards for quality charter authorizing (as outlined in the National Association of Charter School Authorizers’ Principles & Standards for Quality Charter School Authorizing, 2015 Edition<sup>43</sup>) in the following areas:

- A. Organizational capacity and infrastructure; and
- B. Authorizer processes and decision-making, specifically:
  - Application process and decision-making;
  - Performance contracting;
  - Ongoing oversight and evaluation; and
  - Revocation and renewal decision-making.

The BOE found that the Commission did not meet the standards for three of its 23 performance measures: Performance Measures A.2 (Strategic Vision and Organizational Goals), A.4 (Operational Conflicts of Interest), and A.5 (Self-Evaluation of Capacity, Infrastructure, and Practices).

As a result, the BOE required the Commission to:

- 1) Provide corrective action plans to address the deficiencies found in Performance Measures A.2, A.4, and A.5; and
- 2) Report to the Board quarterly on, as well as include in the Commission’s annual report to the Board, the corrective actions taken to address the deficiencies found in this report (for

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<sup>42</sup> For the “Board Process for Special Review of the State Public Charter School Commission,” see Exhibit A to the submittal from the Investigative Committee to the BOE regarding the special review of the Commission, dated August 16, 2016:

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20160816\\_Report%20on%20Charter%20School%20PIG.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20160816_Report%20on%20Charter%20School%20PIG.pdf)

<sup>43</sup> [http://www.qualitycharters.org/wp-content/uploads/2015/08/Principles-and-Standards\\_2015-Edition.pdf](http://www.qualitycharters.org/wp-content/uploads/2015/08/Principles-and-Standards_2015-Edition.pdf)

each Performance Measure that did not receive a rating of “Meets”) until the Board determines sufficient progress has been made.<sup>4445</sup>

**Performance Deficiencies:**

- **Performance Measure A.2: Strategic Vision and Organizational Goals**

Applicable National Association of Charter School Authorizers (NACSA) Standard: Standard #1 – Agency Commitment and Capacity; Planning and Commitment to Excellence, Advanced Standards

**Guiding Question:** *Does the authorizer have a comprehensive long-term strategic vision for Hawai‘i’s charter schools with clear organizational goals and timeframes for achievement that are aligned with, support, and advance the intent of law?*

**BOE Finding:** The Commission’s “...lack of a ‘long-term strategic vision for Hawai‘i’s public charter schools’ is not complying with the Commission’s role as provide[d] for by statute (HRS §302D-3(d)).”

**Corrective Action Plan Completed on June 28, 2018:** The Commission appointed a Permitted Interaction Group to engage in a strategic planning process, and completed the process of creating a long-term strategic vision for Hawai‘i’s public charter schools. The Commission’s Strategic Plan can be viewed here:

<http://sharepoint.spcsc.hawaii.gov/public/Documents/SPCSC%20Strategic%20Vision%20and%20Plan%20Final.pdf>

- **Performance Measure A.4: Operational Conflicts of Interest**

Applicable NACSA Standard: Standard #1 – Agency Commitment and Capacity; Planning and Commitment to Excellence

**Guiding Question:** *To what degree does the authorizer implement a clear policy to address conflicts of interest in all decision-making processes concerning the portfolio of charter schools?*

**BOE Findings:**

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<sup>44</sup> [Commission’s response to BOE Special Review and corrective actions](#) taken as of the 2016-2017 Annual Report (pages 64-75) still applies to BOE Request 2, with the caveat that the Commission did adopt a strategic plan on June 28, 2018.

<sup>45</sup> From Exhibit B to the submittal from the Investigative Committee to the BOE regarding the special review of the Commission, dated February 7, 2017 (“Board of Education Special Review Report: A report on the special review of the State Public Charter School Commission Initiated on September 6, 2016,” dated February 21, 2017):

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20170221\\_Board%20Action%20n%20Special%20Review%20recommendations.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20170221_Board%20Action%20n%20Special%20Review%20recommendations.pdf)

More details about the special review process and both the BOE’s performance ratings and prescribed outcomes may be found in this document and the related submittal.

- The Commission does not have “...a comprehensive conflict of interest policy that defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.”
- Although the Commission is subject to the State Ethics Code, “HRS §302D-8 requires more protections against conflicts of interest for authorizers.”
- The Commission “...does not have procedures to implement the State Ethics Code or HRS §302D-8.”

**Corrective Action Plan Completed on August 15, 2017:** [The Commission drafted and adopted \(August 15, 2017\) a Standard of Conduct and Conflict of Interest policy and procedure.](#)

- **Performance Measure A.5: Self- Evaluation of Capacity, Infrastructure, and Practices**

Applicable NACSA Standard: Standard #1 – Agency Commitment and Capacity; Planning and Commitment to Excellence

**Guiding Question:** *To what degree does the authorizer self-evaluate its internal ability (capacity, infrastructure, and practices) to oversee the portfolio of charter schools?*

**BOE Finding:** The Commission “...does not have a documented or systematic process for regularly evaluating its work against national standards for quality authorizing and recognizing effective practices.”

**Corrective Action Plan Completed:** The Commission conducted an internal self-evaluation that used the NACSA Principles and Standards as an evaluation framework, and then brought in NACSA to conduct an independent, external evaluation of the Commission and its work to date. The Commission analyzed the findings of its self-evaluation, the BOE’s special review report, and NACSA’s external evaluation in order to ensure a comprehensive understanding of its strengths and weaknesses from a variety of perspectives, and then used this information to develop a plan to address the areas identified for improvement. The NACSA Authorizer Evaluation Report was issued on May 26, 2017 and can be found here:

[https://docs.wixstatic.com/ugd/8c76b8\\_940d0104d830493eb44b7bcd90315d5a.pdf](https://docs.wixstatic.com/ugd/8c76b8_940d0104d830493eb44b7bcd90315d5a.pdf)

The Commission’s strategic plan included a process with scheduled dates for self-evaluation that begin after the initial implementation of the plan. A year after implementation begins, the Commission will revisit the strategic plan.

On August 10, 2017, the Commission held a meeting convened by Governor Ige to discuss the original intent behind the establishment of charter schools in Hawai’i. The Commission further worked to improve BOE and Commission communications, including reaching out and meeting with BOE members.

To better define and reflect the goals and purpose of its work, the Commission solicited stakeholder feedback on the Commission and the internal changes made regarding the

Commission staff's reorganization and federal programs support. The Commission met with stakeholders on Kauai on February 22, 2018, Hawai'i island on March 2, 5, and 8, 2018, on Oahu on March 22, 2018.

## **X. Conclusion**

In the 2017-2018 school year, the Commission continued to implement its statutorily mandated mission and responsibilities. Working diligently with the National Association of Charter School Authorizers (NACSA), the Hawaii State Legislature, the Hawaii Department of Education, our public charter schools, and the community, the Commission continued to improve its practices and procedures to both support and hold accountable our public charter schools while at the same time solidifying our commitment to high quality education in public charter schools.

During this time, the Commission also drafted and adopted its first strategic plan providing the vision and roadmap to producing a high-performing and accountable charter school portfolio, chartering system, and charter school sector.

Charter schools across the state serve various demographics and have the ability to develop and design unique methods of delivering education to the communities they serve. This flexibility and autonomy presents both opportunities and challenges in meeting high quality expectations. Charter schools operate under a contract between the Commission and each school's governing board. The Commission continues to work with a school board's to strengthen their responsibility of high quality student outcomes while working to operate sustainably within limited resources.

Among the Commission's priorities for the 2018-2019 school year:

- Implementing the Commission's strategic vision with the goal of improving the overall quality of its authorizing functions;
- To assist with and provide support to schools to address efficiency and effectiveness of governance, management, and student achievement.
- Engaging charter school governing boards to improve their understanding of and capacity to carry out governance best practices, with emphasis on their fiduciary obligations and responsibilities.
- Continue to engage with the DOE and the BOE about ways to further improve and facilitate the DOE's interface with public charter schools in its capacities both as local education agency and state education agency;
- Continue to collaborate with charter schools, the DOE, and other stakeholders to answer and/or clarify issues surrounding resource allocation, support systems, and programs;
- Work with charter schools, early learning advocates, state and federal officials, private funders, and other stakeholders to secure sustainability funding of high quality pre-kindergarten

programs in charter schools beyond the four-year life of the Commission's federal Preschool Development Grant; and

- Continuing the Commission's advocacy efforts to fully fund Hard to Staff and National Board Certified Teacher bonuses, as well as funding to address charter schools' facilities needs.
- Implement a communication plan, aligned with the Commission's newly adopted Strategic Plan and Vision that assists the general public (*i.e.*, prospective families, government agencies, educators, etc.) in understanding the role of the Commission, and Public Charter Schools in Hawaii's Pre-K through 12 public education system

With the primary focus of providing students and their parents with high quality choices in public education, the Commission looks forward to the work of implementation and further improvements to the Public Charter School system as guided by the Commission's newly adopted Strategic Plan and Vision..



## XI. Glossary of Defined Terms

Term	Definition
<b>Academic Performance Framework</b>	The framework used by the Commission to assess the academic performance of charter schools, as described in Section VI.A. of this report
<b>Act 130</b>	Act 130 of the 2012 Session Laws of Hawai'i
<b>ARRA</b>	Federal American Recovery and Reinvestment Act of 2009
<b>Blended School</b>	A school where the education of a student occurs in both an online environment and a "brick-and-mortar" setting
<b>BOE</b>	State of Hawai'i Board of Education
<b>Charter Contract</b>	State Public Charter School Contract
<b>Commission</b>	State Public Charter School Commission
<b>DOE</b>	State of Hawai'i Department of Education
<b>ELL</b>	English Language Learners, a student subgroup that is made up of students with limited English proficiency
<b>ESEA</b>	Federal Elementary and Secondary Education Act of 1964
<b>ESSA</b>	Federal Every Student Succeeds Act of 2015.
<b>EUTF</b>	State of Hawai'i Employer-Union Health Benefits Trust Fund
<b>FERPA</b>	Federal Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education
<b>Financial Performance Framework</b>	The framework used by the Commission to assess the financial performance of charter schools, as described in Section IV-C of this report
<b>FRL</b>	Students who qualify for free and reduced-price lunch under the National School Lunch Program
<b>High Needs Students</b>	Students that are classified as FRL, ELL, or special education
<b>HQT</b>	Highly Qualified Teacher
<b>HRS</b>	Hawai'i Revised Statutes
<b>HSA</b>	Hawai'i State Assessment
<b>HSTA</b>	Hawai'i State Teachers Association
<b>LDS</b>	Longitudinal Data System

Term	Definition
<b>IDEA</b>	Federal Individuals with Disabilities Education Act
<b>LEA</b>	Local Education Agency
<b>NACSA</b>	National Association of Charter School Authorizers
<b>NCLB</b>	No Child Left Behind
<b>NHQT</b>	Non-Highly Qualified Teacher
<b>Non-High Needs Students</b>	Students who are not classified as “High Needs” (see definition above)
<b>Organizational Performance Framework</b>	The framework used by the Commission to assess the organizational performance of charter schools, as described in Section IV-D of this report
<b>Performance Framework</b>	The Commission’s accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks
<b>School-Specific Measures</b>	School-specific indicators to measure the school’s academic performance
<b>SGP</b>	Student Growth Percentile, growth measure used to compare students to their academic peers
<b>SIG</b>	School Improvement Grant, grants awarded by the U.S. Department of Education to make grants to local educational agencies that “demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest performing schools.”
<b>SLH</b>	Session Laws of Hawai‘i
<b>SPED</b>	Students who receive special education services
<b>Strive HI</b>	Strive HI Performance System, the DOE’s accountability and improvement system that is applied to all Hawai‘i public schools, including charter schools
<b>Task Force</b>	The charter school governance, accountability, and authority task force
<b>UPW</b>	United Public Workers
<b>USDE</b>	United States Department of Education
<b>Virtual School</b>	A school where the students enrolled in the school complete their curriculum online, in a web-based environment, rather than attending school in a “brick-and-mortar” setting

## **XII.**      **Appendices**

- A. Appendix A: Performance Frameworks – Individual School Performance Summaries
- B. Appendix B: Charter School Academic Performance Data for School Years 2014-15, 2015-16, 2016-17, and 2017-18
- C. Appendix C: Charter School Financial Performance Framework Data for School Years 2014-15, 2015-16, 2016-17, and 2017-18
- D. Appendix D: Charter School Organizational Performance Framework Data for School Years 2014-15, 2015-16, 2016-17, and 2017-18
- E. Appendix E: Commission’s Audited Financial Statements for Fiscal Year 2017-18

**A. Appendix A: Performance Frameworks – Individual School  
Performance Summaries**

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	35% - 44%	17%	Did Not Meet
ELA	49% - 58%	37%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	38	Did Not Meet
ELA	50 - 54	52	Met

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	<i>Not available<sup>1</sup></i>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
60% - 70%	52%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
54% - 65%	33%	Did Not Meet

<sup>1</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

<b>Achievement Gap</b>			
<b>Subject</b>	<b>% Proficient High Needs: TARGET</b>	<b>% Proficient High Needs: ACTUAL</b>	<b>Met target?</b>
Math	31% - 40%	16%	Did Not Meet
ELA	45% - 54%	33%	Did Not Meet

## II. Value Added

All teachers will develop and maintain an individual professional development plan (IPDP) that identifies areas for targeted growth and learning based on an annual completion of the Learning Cultures Professional Development Survey. Each teacher’s IPDP will include individual goals, a description of how the desired change will lead to improvement in professional practice and how it will impact student achievement, proposed professional learning activities, a plan for collecting evidence documenting progress, reflections, and a timeline for completion.

This SMART goal outlines a three phase process to be implemented each year from 2017-2018 to 2021-2022:

Phase 1: Create/modify Learning Cultures Professional Development Survey

Phase 2: Implement Action Steps

Phase 3: Evaluate and Revise

<b>Action</b>	<b>Measurable Outcomes</b>	<b>Lead</b>	<b>Evidence of Completion</b>	<b>Due Date</b>
1. All teachers complete Learning Cultures Professional Development Survey at end of school year or when hired	<ol style="list-style-type: none"> <li>Confidence level relating to Social Norms</li> <li>Ability to create standards and curricular activities using Work Time</li> <li>Ability to generate high-priority lesson content through analysis of Lessons assessments</li> <li>Confidence level implementing Learning Conferences</li> <li>Confidence level using Oral Reading Assessment</li> <li>Confidence level implementing Cooperative Unison Reading</li> <li>Ability to provide specific feedback through Writing Conference process</li> <li>Confidence level implementing Genre Practice</li> </ol>	Principal/ Director	Summary of survey results	Last day for teachers or upon being hired  June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022

## Connections Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
2. All teachers use the IPDP worksheet to submit annual goals for targeted growth	<ol style="list-style-type: none"> <li>1. Set goals related to needs identified in Learning Cultures Professional Development Survey</li> <li>2. Ability to link goal(s) with improvement(s) in professional responsibilities</li> <li>3. Proposal of learning activities to meet goals</li> <li>4. Collection of evidence generated through activities</li> <li>5. Completion by target date</li> </ol>	Principal/ Director	Goals of 3 randomly selected teachers	First Friday of September 2018, 2019, 2020, 2021, 2022
3. All teachers meet with school principal or vice principal to clarify/discuss/revise IPDP	<ol style="list-style-type: none"> <li>1. Ability to link goals to Learning Cultures Professional Development Survey</li> <li>2. Creation of plan linking goals to improvement(s) in professional responsibilities</li> <li>3. Link goals to learning activities</li> <li>4. Development of process for collecting evidence generated through activities</li> <li>5. Completion by target date</li> </ol>	Principal/ Director	Statement of completion	End of first quarter SY 2017-2018, SY 2018-2019, SY 2019-2020, SY 2020-2021, SY 2021-2022
4. All teachers submit completed IPDP worksheet to school principal	<ol style="list-style-type: none"> <li>1. Completion of IPDP worksheet</li> <li>2. Submission by due date</li> <li>3. Evaluation of IPDP worksheet</li> </ol>	Principal/ Director	IPDP worksheet for same 3 randomly selected teachers	Last day for teachers or by June 30 <sup>th</sup> of each year SY 2017-2018, SY 2018-2019, SY 2019-2020, SY 2020-2021, SY 2021-2022

Value Added	
Evidence for school year 2017-2018:	Random selection of three teachers' completed IDPD worksheets submitted by June 30, 2018.
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Connections Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.50 + 0.20 = 1.35 \text{ (Rounded Down) } = 1$$

**Final Fiscal Year 2017-18 Risk Assessment: LOW**



## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Connections Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	21% - 26%	(0-5%)	Did Not Meet
ELA	30% - 36%	21%	Did Not Meet
Science	<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	43 - 49	25	Did Not Meet
ELA	45 - 49	21	Did Not Meet

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	<i>Not available<sup>2</sup></i>	<i>N/A</i>

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
15% - 20%	(0-5%)	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
65% - 70%	52%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

<sup>2</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

chievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No Target	(0-5%)	Not applicable
ELA	No Target	25%	Not applicable

## II. Value Added

Inaugurate Windward Community College (WCC) and Hakipu'u Learning Center (HLC) Middle College Collaboration to complement current WCC/HLC Running Start collaboration.

Being situated on the campus of WCC has given HLC students several post-secondary education opportunities, e.g., Running Start Program in which HLC juniors and seniors can receive dual credits for college and high school, participation in the TRiO program, access to noted speakers, etc. To further contribute to student readiness for community, post high learning/college, and career readiness, HLC is working with WCC to launch a Middle College option for HLC students in SY2017-18. This initiative will enable HLC students to enter a college pathway in the summer after their 8th grade and work toward obtaining an associate's degree while also fulfilling requirements for their high school diploma.

Key milestones include:

- Inaugurate Middle College collaboration with Windward Community College (WCC) to give HLC and other students the opportunity to graduate from high school and obtain an AA simultaneously
- Develop the HLC student support framework for the expanded WCC/HLC Middle College collaboration
- Finalize plans to launch the Middle College initiative in the 2018 Spring semester
- Focus on Student development, growth, and achievement
  1. Readiness for contribution to Career, College, and Community
  2. Enhance student engagement in lifelong learning
  3. Introduction to post high learning experiences

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
1. Finalize plan to launch WCC HLC Early College initiative during SY 2017-18; target launch for Spring	<ul style="list-style-type: none"> <li>· Finalize plan to launch Middle College initiative – class location(s), participation requirements</li> <li>- Identify initial choice(s) for study and course progression options, and</li> <li>- Set preferred course progression and timeline</li> </ul>	HLC Admin/ WCC VC of Academic Affairs/ HLC Board	Statement of completion due October 15, 2017	yes	The Middle College Plan is now referred to as WCC HLC Early College Program. Recruitment of middle school (8th grade) students took place in April with informational meetings with 8th graders and a parent/student orientation. A College and	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amendment req?
Term Design process to incorporate students from surrounding schools	<ul style="list-style-type: none"> <li>- Set up timely WCC and HLC staff communication processes to address and support student success</li> <li>- Finalize HLC and family communication and support plan and processes</li> <li>- Explore processes to support participation of students from other windward schools</li> </ul> <p>Data Collection/Assessment:</p> <ul style="list-style-type: none"> <li>- Plan review and approval of processes completed (WCC and HLC) addressing recruitment, enrollment, and monitoring processes</li> <li>- WCC/HLC Middle College Plan adopted - documentation</li> </ul>				Career Fair took place on Friday May 4, 2018 at WCC. [redacted] HLC 8th [redacted] and [redacted] 9th [redacted] have applied to WCC for Fall 2018. Current (Spring 2018) Early College (EC) students have registered for two Early College courses for Fall 2018.	
2. Develop expanded HLC student support framework for participants in WCC/HLC Middle College initiative inclusive of: <ul style="list-style-type: none"> <li>- orientation,</li> <li>- weekly consultation, and</li> <li>- mentoring process</li> </ul>	<ul style="list-style-type: none"> <li>- Identify best practices to ensure student success</li> <li>- Set participation expectations</li> <li>- Establish criteria for student participation and identify potential indicators of student struggle</li> <li>- Plan for intervention strategies</li> <li>- Determine points of, schedule for, and level of interventions to support student success</li> <li>- Attend to lessons learned throughout program progression</li> </ul> <p>Data Collection/Assessment:</p>	HLC Admin, Learning Pathway/ Senior Support Staff, HLC Kumu	October 15, 2017	yes	An Early College Resource Specialist (ECRS) was assigned to Early College students to ensure student success. The ECRS attended classes, took attendance, provided study sessions, checked assignments and communicated regularly with staff on student concerns and progress to ensure student success.	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amendment req?
	<ul style="list-style-type: none"> <li>- Resource reference of strategies for integration of PBL and EM completed</li> <li>- Resource reference of strategies</li> </ul>					
3. Develop and launch family/student communication plan	<ul style="list-style-type: none"> <li>· Develop informational and recruitment materials for the Middle School collaboration/opportunity</li> <li>· Inform families of the opportunity, expectations of student and family, and school support framework</li> </ul> <p>Data Collection/Assessment:</p> <ul style="list-style-type: none"> <li>- Communication plan and timeline completed</li> <li>- Related materials developed for distribution</li> </ul>	HLC Admin Team lead, Learning Pathway/ Senior Support Staff	October 15, 2017		HLC Family and Communication Plan	no
4. Recruit HLC junior/senior students attending Running Start to help mentor Middle College participants  Develop divergent strategies for integration of student-centered, PBL & development of an entrepreneurial mindset (EM) toward learning	<ul style="list-style-type: none"> <li>· Determine framework/expectations for mentoring</li> <li>· Develop process to support students in both roles – active WCC student and mutual support between HLC students</li> <li>· Schedule whole group, partner, and individual student sessions to address barriers to and celebration of success</li> <li>· Process and peer supporters identified to mentor WCC HLC Middle College cohort(s)</li> </ul> <p>Data Collection/Assessment:</p> <ul style="list-style-type: none"> <li>- Student report of use, value, and impact of PBL &amp; EM</li> <li>- Record of meeting agenda, notes, and</li> </ul>	HLC Admin Team lead, Learning Pathway/ Senior Support Staff	October 15, 2018	yes	An Early College Resource Specialist (ECRS) met with Early College students on Monday and Wednesday from 1:00-2:00 to assist with the completion of assignments and preparing for tests. The Running Start program is now referred to as the Early College program. WCC and HLC are working collaboratively together to create an Early College Program for HLC students that will allow the in coming 9th grade cohort (Fall 2018) to earn an Associates degree at WCC by the time they graduate in 2022. HLC students enrolled in the Spring 2018 term will earn between 3-12 Early College credits by the end	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amendment req?
	follow up				of the school year with some students earning a Certificate in Plant Biotechnology.	
5. Launch program for first student cohort · First cohort successful participation in orientation process and · Students enrolled in first tier courses	<ul style="list-style-type: none"> <li>· Identify initial Middle College student cohort,</li> <li>· Conduct orientation and preparation sessions and identify expectations of participation and continuation</li> <li>· Enroll interested students in WCC HLC Middle College cohort(s)</li> </ul> <p>Data Collection/Assessment: -Course enrollment: orientation journal &amp; registration - Attendance, productivity, evidence of learning: weekly status checks, grades, review of artifacts of learning</p>	Kumu, HLC Admin Team, Learning Pathway/ Senior Support Staff	May 10, 2018	yes	Weekly status checks do not take place at a collegiate level; however, HLC ECRS was working closely with all EC students checking to ensure assignments were completed and preparing students for assessments. Grades for Spring 2018 will not be available till the week of May 14, 2018. Average Daily Attendance for ■ HLC students enrolled in HWST 195 Voyaging met state attendance benchmark - ■■■■■. Average Daily Attendance for ■ HLC students enrolled in BOT 105 and BOT 199 met the state attendance benchmark - ■■■■■. ■■■■■ enrolled in Logic, Ceramics, and Photography, having perfect attendance in these courses. ■ HLC students in grades 9-11 were enrolled in Spring 2018 term at WCC. Visit HLC's Facebook account (facebook.com/hakipuulearningcenter) to review evidence of learning and artifacts of learning. WCC student presentations are available for viewing. On May 30, 2018 EC student hō'ike at HLC (evidence of learning). On April 19, 2018 a Early College Parent Orientation meeting was conducted for 8th	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
					grade parents. Parents completed all paper work required to apply to WCC HLC Early College Program.	
					Early College Orientation and Sign In Sheets	
6. Conduct on-going assessment of student progress and determine/deliver interventions as needed  Support students toward successfully completing each course	<ul style="list-style-type: none"> <li>Set timeline for and schedule individual student and cohort meeting/check in dates to support student success</li> <li>Ensure timely communication with families of progress and struggles</li> <li>Collectively, identify and implement support strategies</li> </ul> <p>Data Collection/Assessment:</p> <ul style="list-style-type: none"> <li>Attendance, productivity, evidence of learning: weekly status checks, grades, review of artifacts of learning</li> <li>Level of readiness for contribution to Career, College, and Community</li> <li>Course completion: registration, grades, products</li> </ul>	Learning Pathway/ Senior Support Staff, student's Kumu/ Advisor, monitored by Admin Team lead	May 30, 2018	yes		no
7. Evaluation and Revisions	<ul style="list-style-type: none"> <li>Review WCC awards</li> <li>Survey students and families about the process, the struggles, the successes, and ideas to improve</li> <li>Integrate input into planning for summer and fall semester options</li> </ul> <p>Data Collection/Assessment:</p> <ul style="list-style-type: none"> <li>Student surveys, feedback during discussion groups;</li> </ul>	Learning Pathway/ Senior Support Staff, student's Kumu/ Advisor, student self-report, monitored by Admin Team lead	May 30, 2018	yes	Student and parent surveys were emailed on May 30, 2018 and the results will be shared with instructional staff. █ out of █ students enrolled in WCC HLC EC Program completed. █ students withdrew from the program.	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
	Parent feedback;overall satisfaction of all stakeholders - Lifelong Learning Journal: student self-report - What proportion of students who elect this option is successful (defined in terms of courses completed and/or Course enrollment and marks and/or degree completion rates, and what strategies helped achieve this success					

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Did not complete all Value Added activities, specifically Actions 4 and 6. Because this Value Added goal is only one year long, the school has developed a new Value Added Measure for the remainder of its contract term.

### III. Interim Assessment Target

Hakipu'u Learning Center implements the Renaissance STAR math and reading assessments as an internal assessment for students in grade 4 through 11. The data is used to establish each students annual math and reading growth targets, guide overall project and content goal setting, and inform curriculum and support strategies to support student needs. The percentage of full school year students with an SGP of 50 or more on STAR reading and math will increase from the fall assessment administered between August 15th and October 15th to the Spring assessment administered between April 15th and May 15<sup>th</sup> by 2% in reading and 3% in math.



Student Growth Percentiles for Renaissance STAR			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Reading	Fall 2017 SGP + 2 percentage points = 38% + 2% = <b>40%</b>	42%	Exceeded
Math	Fall 2017 SGP + 3 percentage points = 51% + 3% = <b>54%</b>	64%	Exceeded

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hakipu`u Learning Center

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (2 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.20 = 1.9 \text{ (Rounded Up)} = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Hakipu‘u Learning Center</b>	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	20% -29%	13%	Did Not Meet
ELA	40% - 49%	38%	Did Not Meet
Science	20% - 29%	15%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	37 - 45	37	Met
ELA	35 - 44	53	Exceeded

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
10% - 15%	<i>Not available<sup>3</sup></i>	N/A

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
25% - 34%	<i>Data suppressed</i>	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
70% - 79%	76%	Met

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Exceeded

<sup>3</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	(0-5%)	Did Not Meet
ELA	30% - 39%	21%	Did Not Meet

## II. Value Added

Design and implement a Senior Capstone project that 1) is reflective of student’s Hālau Kū Māna journey, and 2) thoroughly explore a post-secondary opportunity.

- Since its inception, all Hālau Kū Māna Public Charter School (HKM) seniors are expected to create, conduct and successfully complete a senior project in order for graduation. Until SY 2016-2017, the senior project was 1 of the 6 elective credits required for graduation. Beginning with the class of 2018, the Senior Project has been added as a core requirement for graduation bringing the total number of credits to 25.

Action	Measurable Outcomes	Lead	Evidence	Due Date	On track? (yes/no)	Update (narrative update, including description and reason for any minor changes)	Contract amendment required? (yes/no)
1. Identify critical elements of a Senior Project	<ul style="list-style-type: none"> <li>· Review Hanover Research (2013), “Best Practices in High School Capstone Projects”</li> <li>· Identify pros and deltas in the current process at HKM</li> <li>· Establish criteria and critical components of what a project should entail</li> </ul>	Principal	Summary of criteria and critical components of project	October 31, 2017	Yes	<p>Completed and Submitted via Epicenter; Copy Uploaded into Share Drive (1_Critical Elements of a Senior Project (171031)).</p> <p>Effective SY1718, completion of the Senior Project became an additional credited-course, required for graduation from Halau Ku Mana. While it has always been a part of the school's coursework, students who completed it were</p>	NO

Action	Measurable Outcomes	Lead	Evidence	Due Date	On track? (yes/no)	Update (narrative update, including description and reason for any minor changes)	Contract amendment required? (yes/no)
						awarded an elective credit. Starting in SY 1718, Senior Project became its own credited course and a required one for graduation - thus, increasing the graduation credits requirement from 24 to 25. HKM's school governing board voted to approve this addition during SY1617 and remains in full support.	
2. Establish a working committee	<ul style="list-style-type: none"> <li>· Designate lead teacher</li> <li>· Determine critical milestones and timeline</li> <li>· Identify needs for success</li> </ul>	Principal	Statement of completion	December 10, 2017	No	See in Drive (2_Working Committee, Milestone and Timeline, Needs for Success)	Yes
3. Develop curriculum for Senior Project	<ul style="list-style-type: none"> <li>· Skills for success identified</li> <li>· Develop scope and sequence – identify when skills will be taught and reinforced (i.e., research skills to be taught in Social Studies courses; research writing to be scaffolded from ELA (9 through ELA 11)</li> </ul>	Committee Lead Teacher	Scope and sequence	May 30, 2018	No	See in Drive (3_Scope and Sequence)	YES - Would like to propose changing Value Added Submission for SY1819 and SY1920 to reflect CSI efforts (See CSI Application in Drive -> Documents (180531_CSI_Attachment B

# Hālau Kū Māna Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence	Due Date	On track? (yes/no)	Update (narrative update, including description and reason for any minor changes)	Contract amendment required? (yes/no)
							Application HKM (FINAL))
4. Develop expectations	<ul style="list-style-type: none"> <li>· Outline timeline and components</li> <li>· Create rubrics for each component (i.e., research paper; post-secondary exploration; presentation, etc.)</li> </ul>	Committee Lead Teacher	Rubrics	July 15, 2018			
5. Implement Senior Project	<ul style="list-style-type: none"> <li>· Seniors (SY 18-19) to follow new/updated criteria</li> <li>· Begin implementation of Scope and sequence</li> </ul>	Lead Teacher	Statement of implementation	August 30, 2018			
6. Evaluate	<ul style="list-style-type: none"> <li>· Assess students at the various grade levels about their learning of specific skills</li> <li>· Survey seniors about their experience</li> </ul>	Lead Teacher	Summary of survey responses	May 30, 2019			
7. Revise	<ul style="list-style-type: none"> <li>· Revise as needed based on survey feedback and assessment data</li> </ul>	Lead Teacher	No evidence required	Ongoing - May 2019 onward			
8. Ongoing improvement	<ul style="list-style-type: none"> <li>· Repeat Implement, evaluate, revise</li> </ul>	Lead Teacher	Summary of revisions and improvements	August 30, 2019			

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Making limited progress on Value Added goals. The school would like to propose an amendment to modify the “Value Added” section of its charter school contract to reflect the school’s federal Comprehensive Support and Improvement (CSI) plan.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Halau Ku Mana Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (3 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.10 + 0.40 + 1.00 + 0.30 = 2.25 \text{ (Rounded Down) } = 2$$

**Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task – Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Hālau Kū Māna Public Charter School	✓	✓	✓	✓	✓	✓	✓	X



## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	44% - 53%	28%	Did Not Meet
ELA	55% - 64%	56%	Met
Science	45% - 54%	49%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	37	Did Not Meet
ELA	55 - 58	43	Did Not Meet

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	<i>Not available<sup>4</sup></i>	<i>N/A</i>

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
63% - 72%	70%	Met

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
57% - 66%	37%	Did Not Meet

<sup>4</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

<b>Achievement Gap</b>			
<b>Subject</b>	<b>% Proficient High Needs: TARGET</b>	<b>% Proficient High Needs: ACTUAL</b>	<b>Met target?</b>
Math	44% - 47%	27%	Did Not Meet
ELA	52% - 55%	52%	Met

## II. Value Added

Value Added Goal: Develop the HAAS PCS Community Service (CS) model to support all students to experience service opportunities and ensure high school students engage in relevant learning with self-directed options while earning credit towards graduation.

**Goal 1:** 85% of students will successfully complete the community service requirements.

<b>Action</b>	<b>Measurable Outcomes</b>	<b>Lead</b>	<b>Due Date</b>
1. Review existing community service opportunities for K-12 students, analyze available data for opportunities and participation	Baseline for # of opportunities, hours of participation  directory / database of opportunities	Academic Directors with Dean of Students, Registrar & Faculty	August 2017
2. Develop targets for increasing opportunities and partners in the community	Increased opportunities evidenced by database entries	Academic Directors with Resource Developer	October 2017
3. Identify resources needed to offer expanded opportunities (transportation to projects, mentors)	Requests/Needs  Fulfilled Requests ratio increases by annually	Academic Directors with Resource Developer	January 2018
4. Implement expanded opportunities	New opportunities increase annually	Faculty	asap/ongoing

Evidence: Community Service completion is logged in Infinite Campus. School will provide data of percent complete at the end of each school year (June 15).

<b>Value Added</b>		
<b>% successfully completing community service requirements: TARGET</b>	<b>% successfully completing community service requirements: ACTUAL</b>	<b>Met target?</b>
75% - 78%	83%	Exceeded

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawai`i Academy of Arts & Science Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.20 + 0.50 + 0.20 = 1.55 \text{ (Rounded Up) } = 2$$

**Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Hawaii Academy of Arts & Science Public Charter School (HAAS)	✓	✓	✓	✓	✓	✓	X	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	49% - 56%	45%	Did Not Meet
ELA	63% - 70%	68%	Met
Science	45% - 51%	52%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	46	Did Not Meet
ELA	50 - 55	56	Exceeded

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	24%	Did Not Meet

4-Year Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
60% - 65%	83%	Exceeded

5-Year Graduation Rate		
% Grad in 5 yrs: TARGET	% Grad in 5 yrs: ACTUAL	Met target?
83% - 90%	<i>Data not available at time of reporting</i>	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	44% - 47%	32%	Did Not Meet
ELA	52% - 55%	56%	Exceeded

## II. Value Added

**GOAL 1:** Design and create a Core Values report to supplement the academic report card.

HTA implements a cores value report in which all students collect pieces of evidence submitted by teachers, learning coaches, and themselves that demonstrates how the student has mastered HTA’s Core Values (Collaboration, Communication, Critical Thinking, Creativity, and Character).

This SMART goal outlines a three phase process:

- Phase 1: All students have at least one piece of evidence for each core submitted by teacher: SY 17-18.
- Phase 2: All students have at least one piece of evidence for each core submitted by teacher and one piece of evidence for any core submitted by learning coach and student: SY 18-19.
- Phase 3: All students have at least one piece of evidence for each core submitted by teacher and one piece of evidence for all cores submitted by learning coach and student: SY 19-20.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
1. Add core values to Learning Management System (HonuHub, HH)	Values added to Personalized Learner Profile for each student	School Systems Director	Statement of Completion	July 30, 2017	Yes	See tab 3 for evidence. Student Evidence 1	No
2. Create an alert system to notify	Automatic email notifications sent to student, learning coach,	School Systems	Statement of	July 30, 2017	Yes	alert system created and activated July 30, 2017. In	No

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
appropriate stakeholders	advisor, counselor/admin if necessary of core values evidence	Director	Completion			operation for full school year.	
3. Educate all stakeholders on the attributes and entry process of HTA's core values in HH	<p>Teacher PD of all core value logistics, purpose, and responsibilities during PLC</p> <ul style="list-style-type: none"> <li>· All Learning Coach Trainings (Systems &amp; Tech., Orientations, Reboots, Workshops)</li> </ul> <p>include core value PD</p> <ul style="list-style-type: none"> <li>· All external school communications are updated with core values</li> <li>· Embed core value entry process to all Learning Coach Trainings</li> </ul>	Director of Pedagogical Practices	<p>Agenda and description of teacher PD</p> <p>Agenda and description of coach training</p>	October 30, 2017	Yes	Email to Learning Coaches & Students re: Inputting Core Values	No
4. Display Core Values	All learning centers and classrooms across the state have core values posted	Director of Communication	Statement of completion or Commission site visit	August 30, 2017	Yes	Displayed in all classrooms and offices on all campuses.	No
5. Quarterly check in's with all teachers to ensure all students have core value entries	<ul style="list-style-type: none"> <li>· Addressed and reviewed in PLC's across all divisions and islands</li> <li>· PLC agendas</li> <li>· Core value reports (Identifies students lacking recognized)</li> </ul>	Assistant Directors	End of year summary of PD's held	June 30, 2018	Yes	Completed by Instructional Coaches- reminders sent to those advisors/teachers who were not completing cores for students. Reminders	No

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	cores)					also sent to parents and support staff reminding them that they could also enter cores. We did find that some students had many and others had few.	
6. Quarterly check in's on core values with all learning coaches and students during F2F Conferences	<ul style="list-style-type: none"> <li>Core values assessed and reviewed during F2F conferences</li> <li>Ensure students and learning coaches are entering core values</li> </ul>	Assistant Directors	Statement of Completion	June 30, 2018	Yes	Conferences were changed to semester only after the VAM was approved. Cores were reviewed at semester conferences.	No
7. Create a printable and formalized core value report	<ul style="list-style-type: none"> <li>Families have access to both academic and core values report card</li> <li>HTA core values report card is used in the college and career entrance package</li> </ul>	Director of Records	Report sample	June 30, 2018	Yes	Core Value Report is currently on the end-of-year report card. See 3rd tab for example. This is the 3rd page of the report card, after the grades and comments.	No

**GOAL 2:** Design and establish Learning Coach orientation and training to address the needs of families adjusting to a Blended Learning Model

Prior to the start of the school year, all new K-12 Learning Coaches will attend a Systems and Technology training and an orientation. At end of quarter one, Learning Coaches K-12 of struggling students will attend a refresher course on Learning Coach processes and best practices. Throughout the year, workshops for Learning Coaches on curriculum and pedagogy will be offered K-5 statewide.

This SMART goal:

- Create and conduct Learning Coach training on HTA's Systems and Technology and Orientation SY 17-18



- Create and conduct refresher course for Learning Coach- SY 17-18
- Create and conduct curriculum and pedagogy workshops for Learning Coach- SY 17-18
- Statewide SBAC academic proficiency targets are met:
  - SY 17-18- Math 50%; ELA 65%; Science 45%
  - SY 18-19- Math 55%; ELA 70%; Science 50%
  - SY 19-20- Math 60%; ELA 72%; Science 52%
  - SY 20-21- Math 65%; ELA 75%; Science 55%

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
1. Create and conduct Learning Coach training on HTA's Systems and Technology	<ul style="list-style-type: none"> <li>· Design Systems and Technology workshops for Learning Coaches</li> <li>· Create and publish statewide schedule for trainings</li> <li>· Invite current successful Learning Coaches to sign up to support other LC in the workshops (6th grade and 9th grade all LC's considered new)</li> <li>· Create and disseminate Learning Coach sign-up in HH and via email for Trainings</li> <li>· Create and distribute survey to determine effectiveness and steer modifications</li> </ul>	Assistant Directors	Statement of Completion	August 30, 2017	Yes	Back to School Learning Coach Support Slideshow that includes all dates for student orientation and LC 101 Workshops	No
2. Create and conduct Learning Coach and student orientation	<ul style="list-style-type: none"> <li>· Create and publish school- wide general slides for orientation to ensure same messaging</li> <li>· In division PLC's, create student and LC orientations</li> <li>· Create statewide orientation schedule</li> </ul>	Assistant Directors and Teachers	Statement of Completion and description of orientation	September 30, 2017	Yes	Please see folder linked in final box	No

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	and conduct orientations · Create and distribute survey to determine effectiveness and steer modifications						
3. Create and conduct Learning Coach refresher	<ul style="list-style-type: none"> <li>· Design refresher workshop for Learning Coaches</li> <li>· Pull data on students who are failing or not completing assignments</li> <li>· Create and publish a statewide schedule for trainings</li> <li>· Invite Learning Coach to mandatory refresher via email and phone call from teacher/advisor</li> <li>· Teacher/advisor documents LC attendance in HH under student interventions in PLP</li> <li>· Create and distribute survey to determine effectiveness and steer modifications</li> <li>· Continue to monitor the student data and meet with family as necessary, possibly bringing in next levels of support (Counselor, admin SSC)</li> <li>· Follow-up with families who did not attend the refresher and set up</li> </ul>	Assistant Directors and Teachers	A Sign-in Sheets/ Statement of Completion	October 30, 2017	Yes	Please see folder linked in final box	no

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	one- on-one meetings when possible						
4. Create and conduct curriculum and pedagogy workshops for Learning Coaches K-5 Statewide	<ul style="list-style-type: none"> <li>· Design curriculum and pedagogy workshops for Learning Coaches with focus on ELA and Math</li> <li>· Create and publish a statewide schedule for trainings</li> <li>· Invite current successful Learning Coaches to sign up to support other LC in the workshops</li> <li>· Create and disseminate Learning Coach sign-up in HH and via email for trainings</li> <li>· Create and distribute survey to determine effectiveness and steer modifications</li> </ul>	K-5 Coordinator or NI Assistant Directors	A Sign-in Sheets/ Statement of Completion	May 30, 2018	Yes	Please see folder linked in final box	no
5. Create and conduct weekly (monthly in Kona/Maui) trainings/open support at Oahu, Maui and Kona Learning Centers	<ul style="list-style-type: none"> <li>· Create and publish a schedule for trainings/open support for Maui, Kona and Oahu</li> <li>· Invite current successful Learning Coaches to sign up to support other LC in the workshops/ open support</li> <li>· Create and disseminate Learning Coach sign-up in HH and via email for workshops/open</li> </ul>	K-5 Coordinator or NI Assistant Directors	A Sign-in Sheets/ Statement of Completion	May 30, 2018	Yes	Learning Coach Training Evidence Folder	no

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	support · Create and distribute						

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Completed Value Added activities. Because these Value Added goals are only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) +$$

$$(Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Hawai`i Technology Academy

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.20 + 0.20 + 0.50 + 0.10 = 1.45 \text{ (Rounded Down) } = 1$$

Final Fiscal Year 2017-18 Risk Assessment: **LOW**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Hawaii Technology Academy	✓	✓	✓	✓	✓	✓	X	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	49% - 57%	54%	Met
ELA	65% - 72%	65%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	55	Met
ELA	50 - 55	58	Exceeded

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
15% or less	(0-5%)	Exceeded

Achievement Gap				
Subject	% Proficient High Needs: TARGET	% Proficient High Needs - Charter-wide: ACTUAL	% Proficient High Needs: ACTUAL	Met target?
Math	35% or higher and equal to or better than charter rate % Proficient High Needs	22%	43%	Exceeded
ELA	37% or higher and equal to or better than charter rate % Proficient High Needs	37%	54%	Exceeded

## Additional Student Outcomes

Innovations Public Charter School students will be complex thinkers and communicators who take ownership of their own learning.

This is accomplished by developing high-interest project units that allow students some autonomy over the work they do, encourages their journey toward mastery, and awakens their sense of purpose.

Specifically, this measure will be a tool for assessing Innovations effectiveness in its School Essential Term: The learning environment is inquiry-based, using projects and technology to foster the development and use of thinking skills, empowering students as independent thinkers, decision-makers and problem solvers while allowing them to learn by focusing on personally meaningful questions.

Making use of these school-wide project rubrics will help students and teachers get the most out of their project learning opportunities. It will help teachers target common reasoning and communication skills throughout the grade levels. These common objectives can be used for data collection to indicate the status and growth of individuals, grade levels, and the general student body. They also serve as a guide for teachers who are new to inquiry & project based learning, providing them with a manageable set of outcomes that they can work towards with their students. These rubrics target three categories that will serve to enrich the body, mind, and spirit of our students, preparing them to be lifelong learners who can succeed in the variety of environments that they will encounter in the future. The rubrics also scaffold skills in each category, providing new, developmentally appropriate target areas for each grade level.

Innovations goal will be to have 80% of students be "Developing" in any given school year with 80% of 8th graders scoring in the "Secure" range for students who have attended Innovations since at least 5<sup>th</sup> grade. Data will be collected twice yearly with data review teams addressing changes needed in curriculum, project-development and student achievement through proposals to the teacher team. Changes may be proposed for schoolwide curriculum development, individual teacher development or to address specific student achievement groups.

Baseline Data will inform curriculum and instructional decisions as we work towards the goal of 80%. An upward trend in % of students at the Developing/Secure range will “meet” our goal annually with this school specific measure aligned to our vision of education through an inquiry approach to project-based learning.

Grade levels	Baseline Data: Complex Thinking	Baseline Data: Creativity	Baseline Data: Communication	All 3 Domains	Target 2017-2018
5 <sup>th</sup> – 8 <sup>th</sup> grades	66% Developing or Secure on rubric	60% Developing or Secure on rubric	55% Developing or Secure on rubric		Upward trend in each domain
8 <sup>th</sup> graders who have been enrolled at the school since 5 <sup>th</sup> grade				68% Secure on rubric	69%-75% Secure on rubric

<b>Additional Student Outcomes</b>			
<b>Domain</b>	<b>% of students in grades 5-8 “Developing” or “Secure” on rubric: TARGET</b>	<b>% of students in grades 5-8 “Developing” or “Secure” on rubric: ACTUAL</b>	<b>Met target?</b>
Complex Thinking	Upward trend from baseline data (66%)	69%	Met
Creativity	Upward trend from baseline data (60%)	72%	Met
Communication	Upward trend from baseline data (55%)	61%	Met

<b>% of students in grade 8 enrolled at the school since grade 5 “Secure” on rubric: TARGET</b>	<b>% of students in grade 8 enrolled at the school since grade 5 “Secure” on rubric: ACTUAL</b>	<b>Met target?</b>
69% - 75%	70%	Met

## **II. Value Added**

Design and establish a Student Transition Plan and Parent Education Plan for students and parents adjusting to project based learning. The outcome of the plan will be to build partnerships through awareness and understand of the project-based curriculum model with parents and community members who are integral components of successful project based learning implementation.

Purpose: The purpose of this value added goal is to explain and engage parents and new students in the Innovations Project Based Learning (PBL) approach to education as compared to traditional teaching methods. Embracing PBL by students and parents is an important part of strategic implementation of PBL. PBL has the following benefits:

- PBL makes school more engaging for students
- PBL improves learning
- PBL builds success skills for secondary school, college, career and life
- PBL helps address standards
- PBL provides opportunity for students to use technology
- PBL connects schools with communities and the real world

The SMART goal outlines a five phase process:

Phase 1: Design the Student Transition and Parent Education Plan 17-18

Phase 2: Implementation of the Plan SY 18-19



Phase 3: Implementation with Revisions SY 19-20

Phase 4: Implementation with Revisions SY 20-21

Phase 5: Implementation, Final Reflection and Evaluation 21-22

Background: Innovations Public Charter School vision and mission is to educate the whole child through project based learning. While project based learning has been a foundational principle for Innovations, its implementation and design continue to develop and improve. Teachers at Innovations have engaged in professional development in project based learning design through an inquiry approach and have worked to develop units and curriculum with this design structure, meeting rubric descriptors of project based learning at the “Exploration” level. Through the development of a Student Transition and Parent Education Plans, Innovations seeks to move to the next level of Gold Standard Project Based Learning: “Refinement” in order to maximize the impact of project based learning on its students and make visible the essential components required for project-based curriculum to be most effective. This next level of implementation requires developing a clear understanding of project based learning for/with students, parents and community members of Innovations’ learning environment – moving beyond and alongside teacher development of understanding. The process of making project-based learning components visible, identifiable and understood builds ownership, accountability and connectedness in its implementation.

Jennifer Hiro, Director, was selected in 2015 to become part of the Hawaii Innovative Leaders Network. This group’s goal is to be leaders in project based learning schools of the future. The goal of Hiro and the Innovations School was to expand and strengthen the project based curriculum. Jennifer will be working with this group through 2018. Through the Department of Education and various grant sources, the Buck Institute for Education has been commissioned to lead the Hawaii Innovation Leader Network to move Innovations toward a deeper project based approach in teaching, learning and leading. As part of this journey, our school goal is to design a student transition, staff education and parent education plan so that all students can transition successfully into student-centered project based learning and teachers can employ deeper, more meaningful project based

learning with targeted strategies included critical thinking/problem solving, collaboration, and self-management. Additionally, a parent education will be structured so that parents can understand the value of project based learning in their child’s education and can share their real world experiences in the classroom as applicable.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Monthly professional development (PD) for staff to improve PBL in the classroom. PD will be administered by the director using curriculum obtained from Buck Institute for Education and Other Best Practices. There will be 45 – one hour professional developments for year one shall include: <ul style="list-style-type: none"> <li>• PBL and Risk Taking</li> </ul>	Monthly professional development in student centered project based learning will be performed  Topic, attendees and relevance will be monitored  90% of teachers will attend and 90% rate of satisfaction will be the benchmark	Director	Attendance sheets and PD surveys	June 30 <sup>th</sup> of each year

# Innovations Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
<ul style="list-style-type: none"> <li>• PBL and Proximity</li> <li>• PBL and Continuous Improvement</li> <li>• PBL and Coherence</li> <li>• PBL and Shared Decision Making</li> <li>• PBL and Collaborative Relationships</li> <li>• PBL and Authenticity</li> <li>• PBL and Essential Project Design Elements,</li> <li>• PBL Student Learning Goals</li> </ul>	<p>Attendance sheets and surveys will be taken to monitor effectiveness</p>			
<p>2. Continue to attend Hawaii Innovative Leaders Network Meetings, Educational Trainings in PBL and Learning Walks. This consists of:</p> <ul style="list-style-type: none"> <li>• 10 Learning Walks will take place</li> <li>• 10 face to face meetings each lasting 2-3 days educational trainings</li> <li>• Online component of participation, research and tasks that are ongoing simultaneously</li> </ul>	<p>Building a network among innovative leaders in Hawaii that are embracing project based learning and will establish necessary mentors, resources and a forum for reflection as we journey on the rubric of Gold Standard Project Based Learning</p> <p>Learning portfolio will be completed with reflections and data for research and training</p> <p>No PD credit is received for this training. The training is for the sole purpose of improving the school PBL program and bringing resources and data tools to the program for improved implementation</p>	Director	Documentation of all dates of attendance for meetings, trainings and learning walk. Submission of annual portfolio	June 30 <sup>th</sup> of each year
<p>3. Spring school tours – During Spring tours for potential new students. The PBL school culture will be shared with all families touring the school</p>	<p>Sign in sheets will be required from all visitors</p> <p>100% families touring will be educated in the student centered project based learning environment at IPCS</p> <p>Survey will be given to tour participants regarding PBL understanding. Director and administration will lead tour. Video highlighting PBL curriculum will be shared</p>	Director	Sign in sheets for families touring school. Summary of survey results of tour participants	June 30 <sup>th</sup> of each year
<p>4. Annual progress check in with teachers regarding the teacher climate</p>	<p>Develop survey to administer to teachers each spring. This survey will measure teacher trust, satisfaction, PBL support, engagement.</p>	Director	Copy of survey and survey results	June 30 <sup>th</sup> of each year

## Innovations Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	The goal is to have 90% of teachers feel well educated, engaged and invested in the school and the PBL culture			
5. Project based rubrics will be designed for each cluster of grades K, 1/2, 3/4, 5/6 and 7/8. These rubrics will be shared and improved by the teacher team and the school governing board	<p>Project based rubrics will be made available in the office for all visitors, parents and community members detailing standards</p> <p>These rubrics will be reviewed and updated annually</p>	Director / Grade level teachers	Copy of rubric for each cluster	June 30 <sup>th</sup> of each year
6. Parents will be surveyed regarding their understanding of the PBL curriculum and their students learning	<p>Surveys will be sent to parents in annually</p> <p>Goal is 90% will be satisfied with their understanding of the components and structures of project based curriculum and their child's learning</p>	Director / Grade level teachers	Summary of survey results. Copy of survey	June 30 <sup>th</sup> of each year

Value Added	
Evidence submitted for school year 2017-2018:	<ul style="list-style-type: none"> <li>Attendance sheets and surveys for nine professional development sessions for staff to improve PBL in the classroom (Task 1).</li> <li>Copy of "Teacher Climate Annual Progress Check-In 2017-2018" survey and survey results (Task 4).</li> </ul>
Status:	Making progress on Value Added goals.

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

### Innovations Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.50 + 0.10 = 1.55 \text{ (Rounded Up)} = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Innovations Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target	19%	Not applicable
HLA	No target	36%	Not applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	14	Not applicable
HLA	No target	43	Not applicable

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	Not available <sup>5</sup>	N/A

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
N/A	–	Not applicable

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
N/A (No seniors)	–	Not applicable

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
No target	–	Not applicable

<sup>5</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No target	Data suppressed	Not applicable
HLA	No target	Data suppressed	Not applicable

### Optional Student Academic Outcome Measure

For the next three years Ka 'Umeke will continue to collect data to inform instruction and work to improve its instructional program through the implementation of STAT, an onsite teacher coaching program, related Papakū Makawalu and literacy professional development, implementation of a daily literacy block, and the introduction of new vocabulary. Of particular focus will be improving academic achievement in Hawaiian and English Language Arts. Ka 'Umeke will be utilizing two different assessments to measure progress towards our literacy student goals. To measure Hawaiian language literacy achievement, we will be utilizing our Ke Au assessment currently administered three times a year (Fall, Winter, and Spring). Grade level proficiency will be measured by a score of 90% or better in reading fluency and 75% or better in reading comprehension in the Spring. Current Ke Au scores (Fall) in 3<sup>rd</sup> and 8<sup>th</sup> grades show that less than 20% of students in both grades are at grade level (18% 3<sup>rd</sup> grade, and 15% 8<sup>th</sup> grade), with the average score being 58% for 3<sup>rd</sup> grade and 55% for 8<sup>th</sup> grade. English language arts achievement will be measured by NWEA MAP with grade level proficiency being measured by the national median. This assessment is being administered three times a year and current 8<sup>th</sup> grade scores show an average RIT score of 210 with just under 25% of students at grade level. At the end of each year Ka 'Umeke will report on the percent of students in 3<sup>rd</sup> and 8<sup>th</sup> grade that meet grade level proficiency in language arts. Checks for understanding will also be used to determine the ability for students to read, deconstruct and apply appropriately oli to their Papakū Makawalu research.

Optional Student Academic Outcome Measure			
Grade level and subject	% at grade level: TARGET	% at grade level: ACTUAL	Met target?
3 <sup>rd</sup> graders – HLA (Ke Au)	25%	Data suppressed	Exceeded
8 <sup>th</sup> graders – HLA (Ke Au)	25%	Data suppressed	Exceeded
8 <sup>th</sup> graders – ELA (NWEA MAP)	25%	Data suppressed	Did not meet

## II. Value Added

In efforts to improve instruction at Ka ‘Umeke, we will be continuing to implement a robust teacher coaching program based on our Theory of Action. Administration, along with onsite teacher coaches and teachers, will utilize grade level band Stat Sessions (as trained by UPD, Ka Umeke’s data use consultants) to ensure implementation of the following instructional strategies:

- Behavior Management Cycle
- Independent Practice
- Checks for Understanding

STAT sessions will be used to track the implementation of the strategies, as a feedback loop (sharing of best practices and challenges), and as an observation guide for teacher coaches. To support this work, we have developed internal data systems that track teacher implementation of new strategies (both observed and self-reported) and student achievement. These efforts are aligned with research that support instructional coaches being onsite and job-embedded to provide professional development regularly and collaboratively with teachers, empowering them to incorporate research based instructional methods into their practice. The intent of the teacher coaches is to build the will, skill, knowledge, and capacity of teachers to use data to inform practice, as well as building relationships that can foster conditions in which deep reflection and learning can take place.

**Value Added Goal 1:** To implement the attached Theory of Action (TOA) holding one Stat session per quarter, per grade level band (Prek-2, 3-5, 6-9).

**Value Added Goal 2:** To provide observation and feedback and teacher coaching sessions to each kumu every other week (2 times per month). This will include a completed observation form and feedback log.

Academic Performance – Reading and Math	
<b>Goal 1:</b>	
GOALS	<ul style="list-style-type: none"> <li>● 75% of haumāna participating in our Pre-K programs will be prepared for Papa Mālaa‘o.</li> <li>● 80% of Papa ‘EkoLu will be at grade level or higher in Reading and Math</li> <li>● 70% of Papa ‘Ewalu will be academically prepared to engage in self-directed research based on the Papakū Makawalu methodology</li> </ul>
THEORY OF ACTION STATEMENT	If we build a school culture based on the school’s core values and we implement an objective-focused instructional model with fidelity, then we will reach our goals.
SHORT-TERM OUTCOME METRICS	<ul style="list-style-type: none"> <li>● Goal: 75% of haumāna participating in our Pre-K programs will be prepared for Papa Mālaa‘o.               <ul style="list-style-type: none"> <li>○ Metric: % of students scoring “Ready” on Papa Mālaa‘o readiness checklist</li> </ul> </li> <li>● Goal: 80% of Papa ‘EkoLu will be at grade level or higher in Reading and Math</li> </ul>

Academic Performance – Reading and Math		
(progress towards goals)	<ul style="list-style-type: none"> <li>○ Metric: % of K-3rd grade students scoring 90% or higher on fluency and 75% or higher on comprehension on Ke Au</li> <li>○ Metric: % of K-3rd grade students scoring at or above national average on NWEA in math</li> <li>● Goal: 70% of Papa 'Ewalu will be academically prepared to engage in self-directed research based on the Papakū Makawalu methodology               <ul style="list-style-type: none"> <li>○ Metric: % of 4th-8th grade students scoring 90% or higher on Ke Au in fluency and comprehension</li> <li>○ Metric: % of 4th-8th grade students scoring at or above national average on NWEA in math</li> <li>○ Metric: % of 4th-8th grade students scoring at or above national average on NWEA in reading</li> <li>○ Metric: % of 8th grade students scoring 75% on Papaku Makawalu 8th grade competency assessment</li> </ul> </li> </ul>	
LEADERSHIP SUPPORT for Key Activities:	<p>Coaching: Includes short, 15-minute scheduled observations and feedback/planning meetings once every other week. During these meetings the coach will support the kumu by identifying the one or two most important areas for growth via key action steps and providing direct face-to-face feedback and support on lesson planning and observations. These sessions will be an opportunity to create specific action steps for improvement to ensure that feedback translates to practice.</p>	
EVIDENCE OF COMPLETION	<p>Statement of Completion, summary of progress for one de-identified teacher</p> <p>Due: May 30, 2017</p>	
<b>Goal 2:</b>		
LONG-TERM VISION	Ka 'Umeke will have consistent school-wide <b>school culture</b> based on the school's vision of the school's mission statement	Teachers implement an <b>instructional model</b> that includes objective-focused lessons that reflect high expectations for student performance, data-based assessment of student learning, and frequent opportunities for individual and small group work.
SHORT-TERM STRATEGIES/ KEY ACTIVITIES	Teachers will use the behavior management cycle to direct and reinforce student behavior that exemplifies the values of Ka Umeke	Teachers will check mastery through daily "checks for understanding."
		Teachers will include 10 - 20 minutes of student independent practice in every lesson.



Academic Performance – Reading and Math			
<b>INPUT-OUTPUT METRICS</b> (fidelity of key activity implementation)	<u>Teacher self-tracking:</u> % of time teachers record successful or unsuccessful behavior management cycle interventions  <u>Classroom Walkthroughs:</u> % of time students are following expectations % of time teacher directs/redirects using BMC  <u>Coaching log:</u> # of Coaching sessions dedicated to strategy  Correlation of each of the above with short-term outcomes	<u>Teacher self-tracking:</u> # and % of students achieving “Meets Proficiency” on CFUS by objective  <u>Classroom Walkthroughs:</u> % of CFUs in a classroom deemed to meet objective-focused standards by coach  <u>Coaching log:</u> # of Coaching sessions dedicated to strategy Correlation of each of the above with short-term outcomes	<u>Teacher self-tracking:</u> Avg. Length of time, number of interruptions, and count of sessions of independent practice  <u>Classroom Walkthroughs:</u> % of time independent practice was aligned with objective # of sessions observed with no teacher interruptions  <u>Coaching log:</u> # of Coaching sessions dedicated to strategy Correlation of each of the above with short-term outcomes
<b>EVIDENCE OF COMPLETION</b>	Copy of one teacher self-tracking log, one classroom walkthrough log, one coaching log. Commission staff observation.  Due: October 30 of each year, January 30 of each year, April 30 of each year		

**Update:**

Ka ‘Umeke is on track towards meeting the goals of our academic program. In the 2017-2018 School year we continued our work to collect data to inform instruction and with support from our consultants at UPD completed four Stat Sessions for each grade band, one in each quarter. We also ensured teachers utilized and tracked implementation of the strategies noted on our TOA.

We also committed to our teacher coaching program providing each kumu with monthly coaching, observation, and feedback sessions and developing a new kumu induction program to help bring new kumu up to speed on expectations and strategies, and we created a Ka ‘Umeke specific substitute teacher training program.

In addition, in the 17-18 school year we received a School Improvement Grant (SIG) for \$600,000. This grant has allowed us to get more specific and deeper into our improvement plan. With these funds we have been able to provide teachers with six hours of grade ban planning time each week. This time is spent providing in depth professional development in PKM8 and literacy, tracking how teachers are responding to the PD and using it with students, developing specific learning targets and implementing the instructional cycle (from planning and prep to scope and sequence and CFU). We have also extended the school day for students.

**Proposed changes to Contract Value Added Optional Student Academic Outcomes:**

1. Revise grade level bands: PreK-3, 4-5, 6-12 (grade 12 expected in 2020-21)
2. Measure Hawaiian language literacy achievement utilizing Ke Au instead of a score of 90% or better in reading fluency we will look at a score of 90% or better for reading accuracy.
3. Remove Commission Staff Observation

<b>Value Added</b>	
Evidence submitted for school year 2017-2018:	<ul style="list-style-type: none"> <li>Updated Theory of Action</li> <li>Teacher Self-Reported Tracking Form/Data</li> <li>Sample Pre-Stat Survey Responses</li> <li>Sample Stat Session Slide Deck</li> <li>Coaching Log/Classroom Walkthrough Log</li> <li>Documentation of School Improvement Grant activities that are aligned with school's Value Added goals and federal Title I plan.</li> </ul>
Status:	<p>Making progress on Value Added goals.</p> <p>The school would like to propose an amendment to modify the "Value Added" section of its charter school contract, as described below.</p> <p><i>Note: Commission staff agrees with the proposal to remove observations by Commission staff from Goal 2, as the Commission conducts its own contract monitoring site visits at each charter school.</i></p>

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka `Umeke Ka`eo

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.20 + 0.20 + 0.50 + 0.10 = 1.45 \text{ (Rounded Down) } = 1$$

Final Fiscal Year 2017-18 Risk Assessment: **LOW**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Ka 'Umeke Kā'eo</b>	✓	✓	✓	✓	✓	✓	X	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	29% - 38%	21%	Did Not Meet
ELA	33% - 42%	28%	Did Not Meet
Science	16% - 25%	11%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	36	Did Not Meet
ELA	50 - 54	44	Did Not Meet

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% or less	25%	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	22% - 31%	12%	Did Not Meet
ELA	25% - 34%	21%	Did Not Meet

## II. Value Added

**Goal 1:** Ka Waihona has been exploring educational philosophies and strategies that we believe will help engage students in deeper and more meaningful work. S.T.R.E.A.M (Science, Technology, Research, Engineering, Art, ‘Aina, and Mathematics) is just another “stream” we are exploring. Ka Waihona will develop and implement a plan to acquire resources, training, and allocate time to increase the use of effective strategies to improve academic outcomes as measured by the Smarter Balance Assessment, particularly in Science, and align instruction in all content areas, and across all grade levels.

**Goal 2:** Ka Waihona has been collaborating with B.E.R.C (Baker Evaluation Research Consulting) to develop a practical Teacher Evaluation Model that will guide our teachers in refining and improving their instructional practices. Through this partnership we have constructed a handbook which includes a well-defined process and rubric (STAR Protocol). We would now like to focus this work on teacher collaboration and growth by developing learning opportunities using these same processes and rubric in a setting that is non-evaluative. The administration will provide opportunities for teachers to identify common teaching practices to be used in all content areas and across grade levels, including differentiated and small group instruction, in order to support Tier 1 classroom practices which align with the school’s academic tenet through comprehensive support and targeted instruction, including SSM.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
<b>GOAL 1</b>				
1. Hire STREAM teacher(s) to support teachers in developing curriculum	Teacher will be hired	Administration	Statement of verification of hire(s)	July 30, 2017
2. Create STREAM Spaces for teachers and students to work	STREAM spaces will be created	Leadership team with support of STREAM teachers	Physical documentation (pictures or school visit) of learning spaces (STREAM Makerspace and Hale)	May 31, 2018
3. Design, implement and assess at least 3 STREAM professional developments (PD’s)	3 STREAM PD’s will be conducted	Leadership team with support of STREAM teachers	Documentation of at least three trainings through agenda	June 30, 2018
4. Create and document STREAM infused teaching/learning practices and opportunities	STREAM curriculum guide containing teaching and learning practices and opportunities	Leadership team with support of STREAM teachers	STREAM Curriculum Guide  A physical document (Possibly a website) of the projects and practices the school has developed which could include lesson	May 30, 2019

# Ka Waihona O Ka Na'auao Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	will be developed		plans, video documentation of learning, student artifacts, etc.	
5. Gather data on teacher and student impact to measure effectiveness of STREAM practices	Program will be evaluated for impact on student learning	Leadership team with support of STREAM teachers	Summary report of data	June 30, 2019
6. Continue to create and document STREAM infused teaching/learning practices and opportunities making modifications where needed to improve learning outcomes	Updated Curriculum Guide	Leadership team with support of STREAM teachers	Revisions, updates and additions to the previous year's curriculum guide sent to Commission	May 30, 2020
7. Gather data on teacher and student impact to measure effectiveness of STREAM practices	Annual review for effectiveness will be completed.	Leadership team with support of STREAM teachers	Meeting agenda and minutes	June 30, 2020
<b>GOAL 2</b>				
1. Continue to implement and refine our evaluation handbook and processes	Handbook revised	Administration	Copy of evaluation handbook	September 30, 2017
2. Develop a set of professional development "Practices" focused on the STAR Protocol that can be utilized in Professional Learning Communities (PLC's) meetings by admin, coaches and teachers	Collection of best practices created.	Administration with Baker Evaluation Research Consulting Group support	Documentation of developed protocols and practices	January 30, 2018
3. Pilot STAR Protocol Practices in PLC meetings with various groups of teachers.	Collection of best practices shared	Admin and curriculum department	Documentation of at least three trainings (agenda and sign in sheets)	June 30, 2018
4. Fully implement STAR Protocol Practices in PLC meetings with various groups of teachers	Practices implemented	Admin and curriculum department	Documentation of analysis (meeting agendas)	May 30, 2019

# Ka Waihona O Ka Na'auao Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
5. Monitor impact of these practices by collecting data using Teacher Evaluation Process (Possible calculate the gap between comprehensive and focus observations)	Data collected	Leadership team	Documentation of analysis (meeting agendas)	June 30, 2019
6. Modify and refine STAR Protocol Practices in PLC	Practices shared	Leadership team	Documentation of trainings (agenda and sign in sheets)	July 30, 2019
7. Implement modified STAR Protocol Practices in PLC	Practices implemented	Admin and curriculum department	Documentation of at least three trainings (agenda and sign in sheets)	May 30, 2020
8. Monitor impact of these practices by collecting data using Teacher Evaluation Process (Possible calculate the gap between comprehensive and focus observations)	Data collected	Leadership team	Documentation of analysis (meeting agendas)	June 30, 2020

Value Added	
Evidence submitted for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Statement of verification that school hired STREAM teacher(s) to support teachers in developing curriculum (Goal 1 – Action 1).</li> <li>• Documentation of at least three STREAM professional development sessions (Goal 1 – Action 3).</li> <li>• Copy of teacher evaluation handbook (Goal 2 – Action 1).</li> </ul>
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Ka Waihona O Ka Na`Auao Public Charter School

$(5 \times 0.10) + (5 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (2 \times 0.10) = 4.50 + 1.75 + 0.10 + 0.30 + 0.75 + 0.20 = 3.60 \text{ (Rounded Up)} = 4$   
 Final Fiscal Year 2017-18 Risk Assessment: HIGH

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Ka Waihona o ka Na‘auao Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓



## Academic Performance Framework<sup>6</sup>

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	Does not apply	9%	N/A
ELA	Does not apply	20%	N/A
Science	Does not apply	Data suppressed	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	Does not apply	35	N/A
ELA	Does not apply	35	N/A

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
Does not apply	57%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	Does not apply	8%	N/A
ELA	Does not apply	20%	N/A

<sup>6</sup> Ka'u Learning Academy did not set targets under the current academic performance framework

## II. Value Added

**Not applicable**

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

<b>Low</b>	<b>Acceptable</b>	<b>Moderate</b>	<b>High</b>	<b>Significant</b>
1	2	3	4	5

Ka`u Learning Academy

$$( \times 0.10) + ( \times 0.35) + ( \times 0.10) + ( \times 0.10) + ( \times 0.25) + ( \times 0.10) = N/A$$

Final Fiscal Year 2017-18 Risk Assessment: N/A

## Organizational Performance Framework<sup>7</sup>

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<sup>7</sup> Organizational performance framework does not apply to Ka'u Learning Academy.

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	18% - 27%	8%	Did Not Meet
ELA	28% - 37%	21%	Did Not Meet
Science	20% - 29%	14%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	43 - 49	38	Did Not Meet
ELA	45 - 49	41	Did Not Meet

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
39% - 30%	<i>Not available<sup>8</sup></i>	<i>N/A</i>

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
39% - 48%	21%	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
88% - 100%	65%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

<sup>8</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

<b>Achievement Gap</b>			
<b>Subject</b>	<b>% Proficient High Needs: TARGET</b>	<b>% Proficient High Needs: ACTUAL</b>	<b>Met target?</b>
Math	14% - 23%	8%	Did Not Meet
ELA	25% - 34%	21%	Did Not Meet

## **II. Value Added**

**Goal 1:** Design and Implement the “Increasing Student Attendance System (ISA)” to prevent excessive absences before they occur and promote positive school and family connections.

<b>Action</b>	<b>Measurable Outcome</b>	<b>Lead</b>	<b>Evidence of Completion</b>	<b>Due Date</b>
1. Hire social worker (or delegate duties)	New hire/delegated duties	Director	Email verification	August 31, 2017
2. Establish criteria for effective attendance interventions	Strategies and practices are chosen	Leadership Team	Articulation of strategies	December 10, 2017
3. Creation of flowchart of triggers/interventions	Staff is trained	Leadership Team	Statement and description of staff training	January 31, 2018
4. Create ISA system handbook	Handbook developed	Leadership Team	Email that handbook has been developed and distributed	April 15, 2018
5. Program launched	System is in use	Director	Statement from Director/interview of staff	September 30, 2018
6. Evaluation of Program	Report of program that includes consistency in implementation and outcomes	Director	Evaluation Report	January 01, 2019

**Goal 2:** Design and Implement a Portfolio Defense System.

This SMART goal outlines a three-phase process:

Phase 1: Design the Portfolio Defense System SY 17-18

Phase 2: Implementation SY 18-19

Phase 3: Evaluation and Revision SY 19-20

Action	Measurable Outcome	Lead	Evidence of Completion	Due Date
1. Create a Kamaile Academy portfolio Defense System Handbook for internal use and share for feedback	Draft 1 of handbook, shared with admin, executive leadership team	Leadership Team	Statement of completion	October 31, 2017
2. Create, gather, and compile Portfolio Defense System Supporting Documents that are already created and organize them into shared Google Drive Folder(s).	Creation and population of the Kamaile Defense Hub folders	Leadership Team	Allow Commission staff to access folder	November 30, 2017
3. Create, gather, and compile task creation documentation - including task creation rubrics and project planning tools	Organize in the Kamaile Defense Hub folder	Leadership Team	Statement of completions	November 30, 2017
4. Complete Draft of Kamaile Academy Portfolio Defense System Handbook and present draft to secondary teachers for review	Draft 2 of handbook - looking for feedback on clarification needed so that the document is user friendly.	Leadership Team	Copy of handbook	December 30, 2017
5. Create program evaluation criteria	Evaluation criteria	Leadership Team	Copy of evaluation criteria	January 30, 2018
6. Create, gather, and compile teacher training documents and presentations	Organize in the Kamaile Defense Hub folders	Leadership Team	Statement of completion	January 30, 2018
7. Survey teachers who have learned the Kamaile Portfolio Defense System in the past about which training methods worked and what did not - incorporate feedback into the teacher training plan	Survey completed  Plan reflective of teacher input	Leadership Team	Statement of completion	March 30, 2018
8. Create external - student and parent facing documentation to	Draft for Admin to	Leadership	Copy of finished	April 30,

Action	Measurable Outcome	Lead	Evidence of Completion	Due Date
explain the Kamaile Academy Portfolio Defense System	review	Team	materials	2018
9. Implementation	Launch Portfolio Defense System	Principal/ Associate Principal	Statement of completion  Or  Commission staff visit	August/September 2018  Written statement of completion due September 30, 2018.
10. Evaluation	Coaches and Admin will analyze the effectiveness of the Portfolio Defense System with input from secondary teachers	Director	Informal report	October 30, 2018
11. Revisions	Coaches and Admin will revise the Portfolio Defense System based on the effectiveness of strategies/practices	Director	The next school year's Portfolio Defense System Handbook (Addendum Section in the front)	July 30, 2019
12 Implement revised strategies/practices	Implement revised strategies/practices	Director	Written update to Commission staff	August/September 2019  Written update due September 30, 2019

**Value Added**

<p>Evidence submitted for school year 2017-2018:</p>	<ul style="list-style-type: none"> <li>• Articulation of selected strategies for effective attendance interventions (Goal 1 – Task 2).</li> <li>• Copy of Draft 2 of the Kamaile Academy Portfolio Defense System Handbook (Goal 2 – Task 4).</li> </ul>
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	<ul style="list-style-type: none"> <li>Copy of external (student- and parent-facing) documentation to explain the Kamaile Academy Portfolio Defense System (Goal 2 – Task 8).</li> </ul>
Status:	Making progress on Value Added goals.

### III. Interim Academic Targets

Kamaile's interim assessment goal is to achieve growth targets on the Developmental Reading Assessment (2nd version) (DRA) detailed in below.

For the mid-year and year-end administration of the DRA, Kamaile will have met their target if five of the seven grade levels tested have met their growth goal.

### DRA2 Tracking

SY 2017-2018

Overall Reading Gains:	Total DRA2 Gains (years):	DRA2 Beg-Year Level	Grade Equiv.	DRA2 Mid-Year Level	Grade Equiv.	Mid-Year Grade Level Gain	DRA2 End-Year Level	Grade Equiv.	Total Grade Level Gain
									1.17
Kindergarten		AA	-0.3	1	0.3	0.50	4	1.0	1.25
1st Grade		3	0.8	8	1.3	0.55	14	1.8	1.05
2nd Grade		12	1.6	18	2.0	0.40	24	2.8	1.15
3rd Grade		18	2.0	20	2.5	0.50	28	3.0	1.00
4th Grade		24	2.8	30	3.3	0.50	38	3.8	1.00
5th Grade		30	3.3	38	3.8	0.50	50	5.0	1.75
6th Grade		50	5.0	50	5.0	0.00	60	6.0	1.00

\*\*End-Year Goal= "Instructional 50"  
 \*\* Mid-year Goal= Independent 50"; End-Year Goal= "Instructional 60"

	Kinder-garten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<b>Met mid-year growth goal?</b>	No (84% met)	No (46% met)	No (75% met)	No (82% met)	No (58% met)	No (57% met)	No (58% met)
<b>Met year-end growth goal?</b>	No (30% met)	No (47% met)	No (75% met)	No (73% met)	No (49% met)	No (45% met)	No (51% met)

Note: Only students with all 3 data points included (BOY, MOY & EOY)

Mid-year assessment		
# of grade levels meeting growth goal: TARGET	# of grade levels meeting growth goal: ACTUAL	Met target?
5 of 7	0 of 7	Did Not Meet

Year-end assessment		
# of grade levels meeting growth goal: TARGET	# of grade levels meeting growth goal: ACTUAL	Met target?
5 of 7	0 of 7	Did Not Meet

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Kamaile Academy Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.20 + 0.50 + 0.20 = 1.45 \text{ (Rounded Down)} = 1$$

Final Fiscal Year 2017-18 Risk Assessment: **LOW**



## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Kamaile Academy, PCS</b>	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	<i>No target, establish baseline</i>	36%	<i>Not applicable</i>
ELA	<i>No target, establish baseline</i>	61%	<i>Not applicable</i>
Science	<i>No target, establish baseline</i>	44%	<i>Not applicable</i>

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	<i>No target, establish baseline</i>	26	<i>Not applicable</i>
ELA	<i>No target, establish baseline</i>	33	<i>Not applicable</i>

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
<i>No target, establish baseline</i>	(0-5%)	<i>Not applicable</i>

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	<i>No target, establish baseline</i>	24%	<i>Not applicable</i>
ELA	<i>No target, establish baseline</i>	50%	<i>Not applicable</i>

Optional Student Academic Outcome Measure			
Subject	% Proficient on Developmental Reading Assessment (DRA): TARGET	% Proficient on DRA: ACTUAL	Met target?
Math	<i>No target, establish baseline</i>	<i>School will purchase tool and provide teacher professional development</i>	<i>Not applicable</i>
ELA	<i>No target, establish baseline</i>		<i>Not applicable</i>

## II. Value Added

**Goal for Beginning Reading & Literacy:** All (100%) teachers will attend research-based PD activities in literacy instruction and Hawaiian culture-based and place-based instruction through arts integration (including Drama Strategies, Visual Arts Strategies, and Focus Advanced Arts Integration Strategies), and/or Collaborative Residencies, as measured by attendance records.

**Objective 1.1:** Participants will complete at least 20 hours of Literacy & Arts Integration and Hawaiian-focused PD and/or Collaborative Residency PD activities delivered over each school year, as evidenced by attendance logs.

**Objective 1.2:** Classroom teachers will identify and utilize common arts integration strategies and language across all content areas (English Language Arts (ELA), Math, Science, and Social Studies), as reflected by professional development attendance logs, coaching observations.

**Objective 1.3:** Participants will demonstrate an increase in quality literacy instruction through arts integration facilitation as measured by bi-annual pre/post classroom observation. In school year 2017-2018, the school will also establish an arts integration usage baseline for ELA using self-reported pre/post teacher survey data.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date (& Interim Due Dates, if applicable)
<b>Objective 1.1:</b> Participants will complete at least 20 hours of Literacy & Arts Integration and Hawaiian-focused PD and/or Collaborative Residency PD activities delivered over each school year, over the 3-year goal period, as evidenced by attendance logs.				
1. Schedule Literacy & Arts Integration and Hawaiian focused PD and/or Collaborative Residency PD.	Multiple professional development activities will be scheduled.	Arts Integration Curriculum Coordinator (AICC)	Professional development logs	July 1, 2020  (July 1, 2018, July 1, 2019)

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date (& Interim Due Dates, if applicable)
<b>Objective 1.2:</b> Classroom teachers will identify and utilize common arts integrations strategies and language across all content areas (ELA, Math, Science, and Social Studies), as reflected by professional development attendance logs and coaching observations.				
2. Identify common arts integration strategies and language across all content areas.	Teachers and administrators will agree on common arts integration strategies and language.	AICC	Professional development logs	July 1, 2018
3. Utilize common arts integration strategies and language across all content areas.	Teachers will utilize common arts integration strategies and language across all content areas.	AICC	Bi-annual pre/post classroom coaching observation.	July 1, 2020 (July 1, 2019)
<b>Objective 1.3:</b> Participants will demonstrate an increase in quality literacy instruction through arts integration facilitation over the 3-year goal period, as measured by bi-annual pre/post classroom coaching observation.				
4. Kamalani will establish an arts integration usage baseline.	Teachers will identify how often they use arts integration strategies in ELA and their comfort level with using these strategies.	AICC	Pre/post teacher survey	July 1, 2018
5. Participants will demonstrate an increase in quality literacy instruction through arts integration facilitation.	Teachers will increase their implementation of arts integration strategies in ELA from the beginning to the end of the school year.	AICC	Bi-annual pre/post classroom coaching observation.	July 1, 2020 (July 1, 2019)

Value Added	
Evidence submitted for school year 2017-2018:	None – no evidence was required during school year 2017-2018.
Status:	Not applicable. Status will be assessed in school year 2018-2019.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Kamalani Academy

$(4 \times 0.10) + (4 \times 0.35) + (5 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 3$   
 $0.40 + 1.40 + 0.50 + 0.10 + 0.25 + 0.10 = 2.75$  (Rounded Up) = 3

Final Fiscal Year 2017-18 Risk Assessment: MODERATE

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Table xx: Organizational Performance Measures								
School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Kamalani Academy	✓	✓	✓	✓	✓	✓	✓	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	41% - 50%	24%	Did Not Meet
ELA	60% - 69%	52%	Did Not Meet
Science	43% - 52%	50%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	39	Did Not Meet
ELA	50 - 54	53	Met

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	<i>Not available<sup>9</sup></i>	<i>N/A</i>

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
82% - 91%	40%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

<sup>9</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

<b>Achievement Gap</b>			
<b>Subject</b>	<b>% Proficient High Needs: TARGET</b>	<b>% Proficient High Needs: ACTUAL</b>	<b>Met target?</b>
Math	41% - 50%	22%	Did Not Meet
ELA	57% - 66%	43%	Did Not Meet

**Optional Student Academic Outcome Measure**

Kanu o ka 'Āina implements the Renaissance STAR Math and Reading Assessments as an internal assessment for students in grades 2-12. Student STAR assessment data measures student growth; guides student and school goal setting; informs curriculum and instruction; and guides decisions about educational programs and resources.

**GOAL 1a & 1b:**

60% of students in grades 2-12 will increase their STAR Math Pre to Post assessment SGP by 10% in SY17-18.

65% of students in grades 2-12 will increase their STAR Math Pre to Post assessment SGP by 10% in SY18-19.

**GOAL 2a & 2b:**

70% of students in grades 2-12 will increase their STAR Reading Pre to Post assessment SPG by 10% in SY17-18.

75% of students in grades 2-12 will increase their STAR Reading Pre to Post assessment SPG by 10% in SY18-19.

Optional Student Academic Outcome Measure			
Subject	% of students in grades 2-12 increasing STAR Pre to Post assessment SGP by 10 percentage points: TARGET	% of students in grades 2-12 increasing STAR Pre to Post assessment SGP by 10 percentage points: ACTUAL	Met target?
Math (Goal 1a)	60%	<i>Data not available at time of reporting</i>	N/A
Reading (Goal 2a)	70%	<i>Data not available at time of reporting</i>	N/A

## II. Value Added

All Hawaiian-focused Charter Schools agreed to the Vision of the Graduate. Each HFCS has developed a school specific Vision of the Graduate that derives from their place, community, culture, and language context. Kanu o Ka 'Āina New Century Public Charter School (KANU) will measure Cultural Competency as defined as haumāna knowledge, skills, and perspectives that are aligned to ancestral learning within a contemporary context. KANU will find evidence of Cultural Competency within ceremony. Within this context, ceremony is defined as the opportunity for formal demonstration and recognition of readiness to advance to a higher level of kuleana and learning expectations.

Goal 1: Kanu o Ka 'Āina New Century Public Charter School

By June 2019, KANU faculty members and staff will generate performance tasks and accompanying assessments for 5th and 7th grade students and set measurable targets for 2nd, 10th and 12th grades to measure the achievement of the following cultural competency dimensions:

- Recognize and accept leadership roles to manifest cultural knowledge
- Know a place as piko and foundation for making larger connections
- Understand importance of reciprocal relationships and responsibilities in a cultural context

Action	Measureable Outcome	Lead	Evidence of Completion	Due Date
1. Grades 12, 10, 7 and 5 teachers will meet with Hawaiian cultural experts to develop presentation rubrics based on ceremony	Completed presentation rubric based on ceremony	Lead: Secondary Program Po'o Kula  Kumu: Grades 12, 10, 7 and 5 kumu	Final version of the presentation rubric for grades 12, 10, 7 and 5 submitted to Commission	September 28, 2017



## Kanu o ka 'Āina New Century Public Charter School

School Year 2017-2018

Action	Measureable Outcome	Lead	Evidence of Completion	Due Date
2. Grades 7 and 5 teachers will review and refine performance tasks to demonstrate research of a significant site and a contemporary community issue	Revised performance tasks	Lead: Admin  Kumu: Grades 7 and 5	Final version of performance tasks for grades 7 and 5 submitted to Commission	October 26, 2017
3. Grades 7 and 5 teachers collect and assess student work using the rubric	Student work is compiled, rated and organized in student learning portfolios and process	Lead: Admin  Kumu: Grades 7 and 5	Sample of completed rubric.	December 21, 2017
4. Grades 7 and 5 teachers review inter-rater reliability rates. If reliability is below 80%, task or rubric should be revised.	Reviewed for interrater reliability. Revised rubrics or performance tasks.	Lead: Admin  Kumu: Grades 7 and 5	Final version of the research rubric for grades 7 and 5 submitted to Commission and a statement verifying inter-rater reliability.	January 18, 2018
5. Grades 12, 10, and 2 teachers work on adapting performance tasks for grades 12, 10 and 2	Completed performance tasks for grades 12, 10 and 2	Lead: Admin  Kumu: Grades 12, 10 and 2	Final version of performance task for grades 12, 10 and 2 submitted to Commission	January 25, 2019
6. Grades 12, 10 and 2 teachers work on adapting rubrics for grades 12, 10 and 2	Completed rubrics for grades 12, 10 and 2	Lead: Admin  Kumu: Grades 12, 10 and 2	Final version of the research rubric for grades 12, 10 and 2 submitted to Commission	February 8, 2019
7. Grades 12, 10 and 2 teachers collect student work for rating, using the research rubric	Student work is compiled, rated and organized in student learning portfolios and process	Lead: Admin  Kumu: Grades 12, 10 and 2	Final version of the research rubric for grades 12, 10 and 2 submitted to Commission	March 8, 2019
8. Grades 12, 10 and 2 teachers review inter-rater reliability rates. If reliability is below 80%, task or rubric should be revised.	Reviewed for interrater reliability. Revised rubrics or performance tasks.	Lead: Admin  Kumu: Grades 12, 10 and 2	Statement verifying inter-rater reliability rate is reported to Commission	March 22, 2019

Action	Measureable Outcome	Lead	Evidence of Completion	Due Date
9. Grades 12, 10 and 2 teachers will evaluate student presentations using the presentation rubric	Completed presentation rubric	Lead: Admin  Kumu: Grades 12, 10 and 2	Final version of the presentation rubric for grades 12, 10 and 2 submitted to Commission	April 5, 2019

Value Added	
Evidence submitted for school year 2017-2018:	<ul style="list-style-type: none"> <li>Final version of the presentation rubric for grades 7 and 5 (Task 1).</li> <li>Final version of performance tasks for grades 7 and 5 (Task 2).</li> <li>Final version of the rubric for grades 7 and 5 (Task 4).</li> </ul>
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanu O Ka `Aina New Century Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00$$

Final Fiscal Year 2017-18 Risk Assessment: **LOW**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Kanu o ka 'Āina New Century Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	29% - 38%	37%	Met
ELA	35% - 44%	55%	Exceeded
Science	45% - 54%	61%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	43 - 49	45	Met
ELA	45 - 49	55	Exceeded

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
20% - 24%	<i>Not available<sup>10</sup></i>	N/A

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
33% - 42%	<i>No data – did not participate</i>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did not meet

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Met

<sup>10</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	27% - 36%	32%	Met
ELA	34% - 43%	43%	Met

## II. Value Added

### Strengthen the school’s implementation of the `Ike Hawai’i Blueprint

The school will strengthen its integration and implementation of `Ike Hawai’i through teacher collaboration focused on creating and piloting curriculum units for each grade cluster that is interdisciplinary and project focused. The aim is to codify and deepen the learning of the existing `Ike Hawaii program showcased throughout the year (Mokihana, Emalani, Makahiki, Kuhio, and Hō`ike), and expand the implementation to components of the blueprint that are not being implemented. This collaborative project will assist teachers with guiding students through the development process of designing and creating meaningful and quality learning artifacts that employs necessary 21st century skills.

This SMART goal outlines a three phase prices

1. Design and pilot the `Ike Hawaii/`Āina Teacher Collaboration Project
2. Developing Unit Plans for each grade cluster and refine collaboration and implementation
3. Implementation, Evaluation, and Revision

Action	Measurable Outcomes	Lead	Due Date
1. 3-day teacher planning and design workshops  Bi-monthly Wed Collaboration Meetings from 1:30-2:45  Quarterly grade cluster collaboration and planning days	All `Ike Hawai’i teachers and lead teachers co-create 4 cultural/project-based unit plans for each grade cluster per quarter (K-3, 4-5, 6-8, 9-12)  Each student has 1-2 interdisciplinary artifacts per semester that is graded against a rubric created collaboratively by the grade cluster team.	Teacher Leaders	July 2017 Teacher planning and collaboration retreat. Project based unit plans available to Commission by October 10, 2017  November 15, 2017 summary of results of Mele and Mo’olelo Artifact for Mokihana or Emalani  January 15, 2018 summary of results of Hana No’eau Artifact for Makahiki  May 15, 2018 summary of results of Hula and `Olelo Artifact for Hō`ike

# Kanuikapono Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Due Date
2. Recruit parents and community support to gather, prepare, cook, and serve food for school/community events.	A minimum of 30% of Hui Makua and 100% Ho'omau students participate in imu and other food preparation for Makahiki and Hō`ike		Events held December 2017 and May 2018  Statement of completion (verify event was held and parent participation) submitted to Commission by June 10, 2018
3. Campus landscape and food garden development	Each grade cluster develops and implements a campus gardening project using native plants	'Ike 'Aina instructor	December 2017  April 2018  June 15, 2018 statement of completion provided to Commission
4. Each grade cluster will design and implement a food gardening project utilizing the existing organic garden, food forest, or outreach site.	Each grade cluster provides a dish at Makahiki and Hō`ike.	'Ike 'Aina instructor	December 2017 Makahiki  May 2018 Hō`ike  June 15, 2018 statement of completion provided to Commission
5. Portfolio Defense PLC The school will provide professional development and in-service to further its readiness goals while assessing quality and effectiveness of its `Ike Hawaii program.	Each teacher grade cluster will present its `Ike Hawai'i projects to peers and stakeholders  Students in grades 8-12 will complete a portfolio defense	Grade cluster leaders and team members  Grade level or hui teachers	January 2018 May 2018  April/May 2018  Summary of peer/stakeholder feedback to grade clusters and summary of results for portfolio defense submitted to Commission June 15, 2018

Value Added	
Evidence submitted for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Four cultural/project-based unit plans (Action 1).</li> <li>• Plan for End of Year Cultural Hō'ike.</li> <li>• 8<sup>th</sup> grade Hui Nounou Portfolio and Defense Rubric (Action 5).</li> <li>• Two sample student portfolio defense projects (Action 5).</li> </ul>
Status:	<p>Completed Value Added activities.</p> <p>Because this Value Added goal is only one year long, the school will be developing a new Value Added Measure for the remainder of its contract term.</p>

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Kanuikapono Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (2 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.20 = 1.10 \text{ (Rounded Down) } = 1$$

**Final Fiscal Year 2017-18 Risk Assessment: LOW**

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Kanuikapono Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓



# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	83% - 92%	73%	Did Not Meet
ELA	83% - 89%	86%	Met
Science	85% - 94%	94%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	53	Met
ELA	50 - 54	51	Met

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
12% - 15%	9%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	51% - 60%	45%	Did Not Meet
ELA	39% - 48%	59%	Exceeded

## II. Value Added

Ka'ōhāo Public Charter School (KPCS) changed the school name to reflect learning and understanding regarding the rich history of the 'āina (land). Students, K-6th Grade will become historical, geographical, and cultural stewards of the Ka'ōhāo area, now only commonly known as Lanikai. Through education, outreach efforts, and special projects, Ka'ōhāo School students by grade level will adopt several key areas of the area and develop signage for local residents and tourists to provide accurate and historical context.

GOAL: 100% of KPCS students in grades K – 6th will participate in special stewardship projects throughout the 'āina of Ka'ōhāo.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. K – 1 <sup>st</sup> Grade students will make a mural of the Ka'ōhāo area with correct historical and cultural information	100% of all students, Grades K – 1 <sup>st</sup> will produce a mural to display at the school as part of their learning and understanding of the new name change	Art Director, Cultural Director, Classroom Teachers	Photo of mural	May 30, 2018
2. 2 <sup>nd</sup> – 3 <sup>rd</sup> Grade students will become the stewards of Kailua Beach	100% of all students, Grades 2 <sup>nd</sup> – 3 <sup>rd</sup> will research the Kailua Beach area as part of their responsibility as a grade level  They will monitor beach erosion, perform water testing and create signage for awareness and action for all visitors	Art Director, Cultural Director, Classroom Teachers	Summary of year's activities and student outcomes (products)	June 15, 2018
3. 4 <sup>th</sup> Grade students will become stewards of Popi'a Island off of Kailua Beach.	100% of all 4 <sup>th</sup> Graders will research Popi'a Island and incorporate their research into their Hawai'i State study  They will monitor the bird sanctuary and create signage for awareness and action for all visitors	Art Director, Cultural Director, Classroom Teachers	Photos and summary report	June 15, 2018
4. 5 <sup>th</sup> Grade students will become stewards of Ka'iwa Ridge.	100% of all 5 <sup>th</sup> Graders will research Ka'iwa Ridge and incorporate their research as part of their responsibility as a grade level	Art Director, Cultural Director, Classroom Teachers	Photos of sign and end-of-year report (could be student reflection or	June 15, 2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	They will monitor the hiking trails and create signage for awareness and action for all visitors		summary of work)	
5. 6 <sup>th</sup> Grade students will become stewards of Nā Mokulua Islands.	100% of all 6 <sup>th</sup> Graders will research the Nā Mokulua Islands and incorporate their research as part of their responsibility as a grade level  They will monitor the islands and beach area and create signage for awareness and action for all visitors	Art Director, Cultural Director, Classroom Teachers	Photos of signs and end-of-year report.	March 31, 2018

Value Added	
Evidence for school year 2017-2018:	See below.
Status:	Did not complete all Value Added activities. Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.

**Summary**

While the school year has been eventful embracing the new name change, not all outcomes were met this year. In addition, some grade levels changed their projects. Some of the action projects were beyond the scope that we could handle in year one. They are still goals, but were not completed within this school year. The two projects that were completed are listed below:

Grade 1 – Ka'iwa Trail

The 1<sup>st</sup> Grade did a project based learning unit about Ka'iwa Ridge (Pillbox Trail) and incorporated a public service announcement about the dangers of walking your dog on the trail. They were featured in Inside Magazine, Go Kailua (pictured below), and created a Youtube video (<https://www.youtube.com/watch?v=SeUAszSH9Uo>).



# Don't Take Your Dog

Ka'ohao School first-graders have a warning about taking man's best friend on the Ka'iwa Ridge Trail hike

There's no doubt that the Ka'iwa Ridge hike (also called the Lanikai Pillbox hike) is one of the most popular activities for Kailua residents. One class of first-graders, however, wants to warn hikers: **DON'T TAKE YOUR DOG.**

Wicky Villegas, a first-grade teacher at Ka'ohao School, helped her class turn a sad experience on the trail into a community outreach project.

"Our student, lost her dog on the trail earlier in the school year, and we were all very sad," Villegas explains.

"In the summer, when we first moved here... my mom and my aunt took my dog George to the hike," recalls Mabel. "When he got to the end, he started panting and rolled down the hill. My dad tried to get him as fast as he [could], but then it was too late when he got to the hospital."

George had died from heat exhaustion. In January, when DLNR held a community meeting at the school asking for input on improvement work for the Ka'iwa Ridge Trail, Villegas had her students submit their own ideas. "Since most of our students have been on the hike, I thought I would give them the opportunity to chime in—it's literally in their back yard. After a spirited class discussion, we came up with a list [of suggestions]."

After compiling their suggestions, Villegas turned a lesson on writing persuasive letters and her unit on mammals into a project for the kids to work on.

"I decided to circle back to our list and ask them to write persuasive letters to convince people to keep dogs safe on hikes," she says. The class also wrote a song, using phrases from their letters—set to the tune of "I Lava You," from the Pixar movie *Up*, *Lava*.

"The next day, they learned it and have been singing it ever since. Parents are telling me their children are singing at the dinner table, in the tub..." The students then created illustrations to go with a video to accompany the song.

She's not kidding. During a recent visit to the class, the students eagerly lay out their case in song:

*We love the outdoors a lot  
We live in a natural spot  
For hiking—it's up the hill  
Called Ka'iwa Ridge  
Though it's nice to see and share  
Did you know there's a danger there?  
Especially for your dog  
On a very hot day*

The refrain throughout the song that brings home the point the kids are trying to make is: **Don't Take Your Dog.**



While the kids are all aware about how popular the hike is [Levi says, "we enjoy the Ka'iwa Ridge hike, but it's not fun for dogs." Classmate Stella says that she really loves the view from the top of the hike.], after seeing Mabel's heartbreak after losing George, they are very passionate about getting their message out. They even have suggestions for alternative activities.

"You can take your dog to the park and find a shady spot so it can rest," says Porter.

"You can take it to the beach," says Alana M.

Shane even suggests staying at home with your dog "and teach it tricks!"

"We heard about the project at Ka'ohao School and are very supportive since, unfortunately, the case of Mabel's dog is not uncommon, particularly with that hike," says Dr. Craig Wyckoff, DVM of Feather and Fur Animal Hospital. "We have had many tragic cases of dogs becoming fatally overheated, particularly on that hike."



Wyckoff says that it's very important to consider overheating and dehydration when taking dogs on hikes. He suggests:

- Try to avoid hikes like the Ka'iwa Ridge Trail where dogs will have prolonged periods of direct exposure to the sun with no shade.
- Try to hike in the morning and evening and avoid hiking around mid-day, when temperatures and sun intensity are at their peak.
- Always bring water and a water bowl for your dog on a hike. Take frequent stops (every 15-30 minutes), to offer water.
- Be especially cautious with some brachycephalic breeds of dogs [like bull dogs, boxers, pugs and Boston Terriers], as these breeds have a harder time cooling themselves when panting.

"If your dog is showing signs of being overheated [excessive panting, unwillingness to move, staggering, vomiting, etc.], prompt treatment is key," Wyckoff says. "Use any water to wet down its coat and remove the dog as quickly as possible from the hot environment. This should be treated as an emergency and the dog should be brought to the nearest emergency vet hospital immediately."

For its part, DLNR has been working on increasing public awareness regarding dog ownership on public hiking trails, according to Dan Dennison, Sr. Communications Manager, The Division of Forestry and Wildlife Na Ala Hele Trails and Access Program (Na Ala Hele) has installed signs to warn dog owners to take precautions.

DLNR has established criteria for determining which trails should get signs: high-use trails that are known to be hot and popular with dog owners. Some trails that were chosen for installation include: Manoa Falls, Kailuou Valley and Ridge Junction and Manana.

Dennison points out that public access to Ka'iwa Trail is being legally clarified, so therefore there isn't a sign posted there.

The department does have a sign at the Makapu'u Lighthouse trail, and there are similar warning signs at the Koko Crater Trail and Hanalei Bay (which are managed by the city and county of Honolulu).

But the kids are hoping everyone gets the message, "Don't Take Your Dog," before they even get to the trailhead.

"A student even told me that he convinced his neighbor not to take his dog on the hike," Villegas says. Mission accomplished. ■

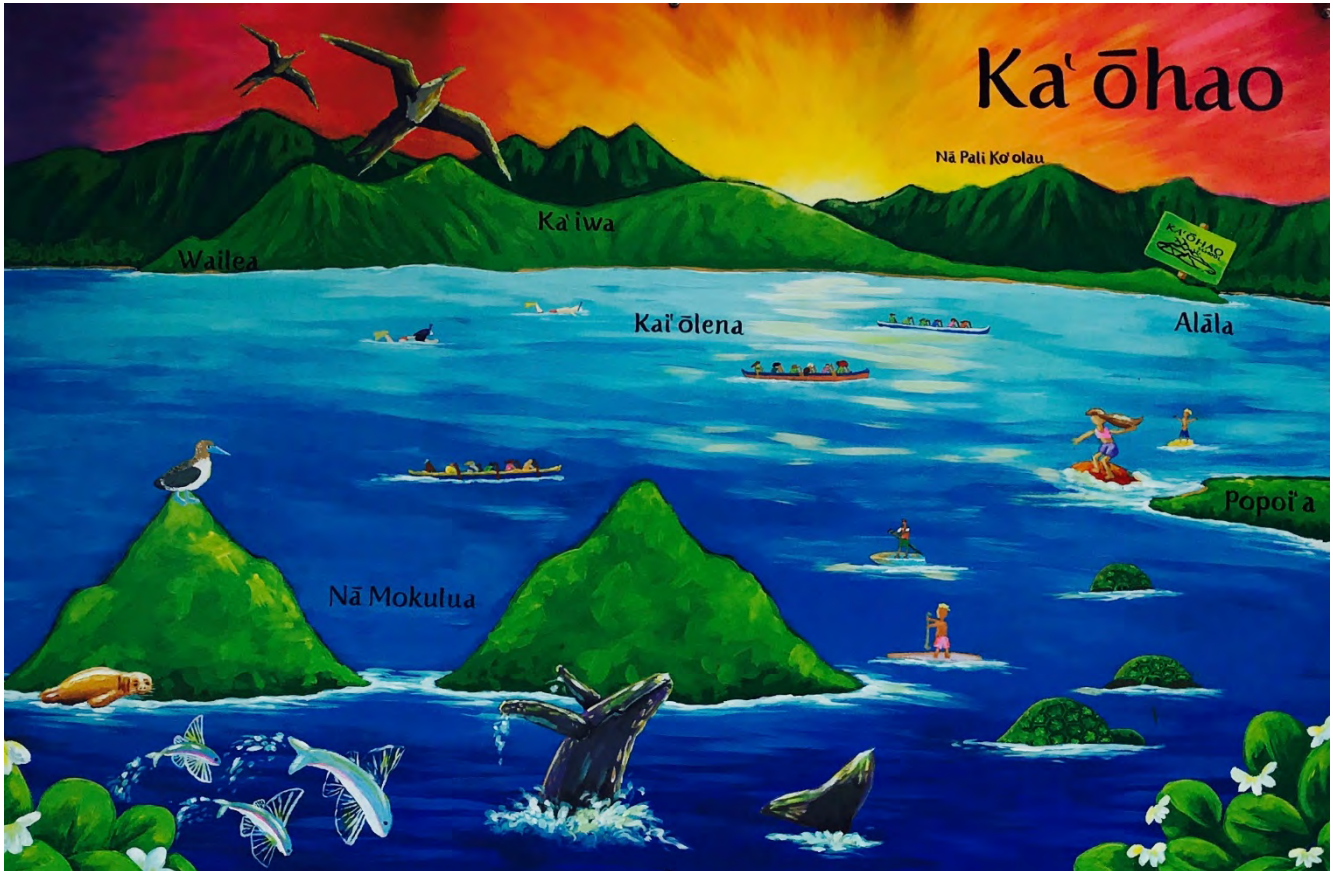
The students are passionate about their warning against taking dogs on the Ka'iwa Ridge Trail hike. They worked on persuasive letters, wrote a song and even created one for a video to accompany their song.

Ka'ohao School students working with their first-grade class.

By Go Kailua Team

**Grade 6 – Mural**

The 6<sup>th</sup> Grade presented a mural to the school, correctly naming all the areas within Ka'ōhāo. This project teamed together our Kumu, art teacher, and classroom teachers. It sits in the entrance of the school and serves as a reminder of the land.



# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka'ōhāo Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00 = 1$$

Final Fiscal Year 2017-18 Risk Assessment: LOW

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework. School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Ka'ōhāo Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target, no student results	N/A	N/A
ELA	No target, no student results	N/A	N/A
Science	No target, no student results	N/A	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target, no student results	N/A	N/A
ELA	No target, no student results	N/A	N/A

## College and Career Readiness

Graduation Rate: High School		
% in Grad in 4 years: TARGET	% in Grad in 4 years: ACTUAL	Met target?
No target, no student results	N/A	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No target, no student results	N/A	N/A
ELA	No target, no student results	N/A	N/A

Optional Student Academic Outcome Measure			
Subject	SY 17-18	ACTUAL	Met target?
Math	Collect baseline data	N/A	N/A

ELA	Collect baseline data	N/A	N/A
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## II. Value Added

Kapolei Charter School’s (KCS’s) Value Added Goal is to create, on an annual basis, a school-level portfolio that provides an assessment of the school’s fulfillment of its mission and vision. The portfolio will contain the following elements:

### 1. Student electronic portfolios

KCS plans to use student electronic portfolios to increase student efficacy and engagement in their own learning and as a tool for teachers to improve instruction and assessment practices. Electronic portfolios allow students to collect their work, reflect upon strengths and weakness, and see improvement over time. Portfolios provide a rich resource for students to make connections among disciplines, gain insight to learning styles and strengths and help students become facilitators of their own learning. Equally beneficial are the data that faculty derive when they assess work in portfolios and use student work as research to plan for improvement in instruction and assessment.

### 2. Career path exposure aligned to the school’s mission of graduating students with post-secondary certification and/or community college credits

KCS intends to demonstrate that a student’s success in obtaining a post-secondary certification and/or community college credits is a strong indicator of college readiness and will result in enrollment and persistence in college or career technical education after high school graduation.

### 3. Monitoring to ensure each student is on track for promotion one grade level for each year of enrollment

KCS will monitor each student enrolled to ensure that they are on track to earn the necessary credits for promotion to the next grade level by the end of each school year. The school plans to implement credit recovery or remediation plans for each student who falls off track.

### 4. Personalized professional development and learning plans for teachers

Strong, effective teaching results in high student academic outcomes. KCS will create individual professional development and learning plans for teachers that focus on increasing student aspirations by connecting classroom instruction to students’ career interests. Professional development will also build teacher capacity in planning engaging lessons, implementing effective teaching strategies, and developing teacher capacity to use formative instruction and assessment tools to assess and increase student mastery of concepts.

Action steps for implementing each element:

- **Student electronic portfolio**

Students are trained on how to build a personal electronic portfolio in 9<sup>th</sup> grade (or, for those students who



# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

enter the school in a different grade level, in the first year of enrollment). In 9<sup>th</sup> grade, students will demonstrate progress and growth in English language arts (ELA) and science through the submittal of online portfolio projects that assess mastery of selected Hawaii Common Core and Next Generation Science Standards. As Grades 10, 11, and 12 are added to the school, this goal will be updated to include three standards-based projects per year in two core subject areas for each added grade level, for which students will demonstrate progress and growth through selected assigned courses.

- **Career path exposure aligned to the school’s mission of graduating students with post-secondary certification and/or community college credits**

KCS will ensure that students are successful in mastering key elements of career skills and vocational education at each grade level, 9 through 12. This will be done through the school’s Advisory course.

Annually, in Grades 9 and 10, students will explore a minimum of three careers in depth, and write a report that contains information about the industry and its standards. Additionally, in Grades 9 and 10, students will successfully demonstrate resume and interviewing skills related to their career exploration choices by customizing a resume with a cover letter for their selected career, and participating in a video interview for a job in the careers they are exploring.

In Grades 11 and 12, students will successfully demonstrate skills that are related to a chosen industry or workforce area of interest. Students will be enrolled in an elective course with learning content related to their chosen career. Possibilities include courses at a community college, vocational school, or online learning option.

- **Monitoring to ensure students are on track for promotion by one grade level each year of enrollment.**

KCS will ensure that students are on track for promotion to the next grade level by annually monitoring and reporting the credits they have attained to achieve promotion to the next grade level. Students who are not on track for promotion will have annual early interventions and credit recovery plans developed. Annually, teachers and administrators will evaluate the effectiveness of the interventions and identify new supports as appropriate to support the students’ promotion by one grade level each year.

- **Personalized professional development plans for teachers**

Annually, each full-time teacher will develop goals pertaining to classroom management and career development techniques employed in vocational settings in order to assist students with identifying and making possible career choices and to become familiar with best practices used at Goodwill Excel Learning Centers.

<b>Value Added</b>	
Evidence for school year 2017-2018:	See below.
Status:	Making progress on Value Added goals.

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
<b>Student electronic portfolio</b>							
1. Students will demonstrate progress and growth in ELA through the submittal of online portfolio projects that assess mastery of selected Hawaii Common Core Standards	<u>9<sup>th</sup> Grade: First trimester:</u> Through online portfolio projects, students demonstrate mastery of Hawaii Common Core Standard 9-10.W.2: Write informative, explanatory texts to convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency .	March 30 for the first year of the contract, and then annually by December 30.	Yes	This measure was completed. Each student was required to write an informative 700 word paper on what they did during the summer vacation. The paper needed to convey a complex idea on how to use figurative language in writing for a non-fiction actual event. Students were required to organize their paper and utilize multiple imagery with a clear voice. Students at KCS received a USB flash drive that collected projects they wanted to keep or projects required for VAM during the year. At the end of the school year, students developed their own webpages on KCS's pass-protected domain through Google sites. Their webpage have all the required projects.	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	<u>9<sup>th</sup> Grade: Second trimester:</u> Through online portfolio projects, students demonstrate mastery of Hawaii Common Core Standard 9-10 .RL.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency	March 30 of each year of the contract.	Yes	This measure was completed. Students were tasked with creating a point of view of a cultural experience in literature outside of the US. The students developed an analysis (writing piece) and a PowerPoint presentation that was added to their USB drive and included in their webpage.	No
	<u>9<sup>th</sup> Grade: Third trimester:</u> Through online portfolio projects, students demonstrate mastery of Hawaii Common Core Standard 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress	June 30 of each year of the contract.	Yes	This measure was completed. Students were asked to create a short film on an area/country they were studying in World History (teacher combine ELA project with History), they worked to collaborate on topic, issues,	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		and growth of this competency .			leadership, responsibilities, and filming. The end product is a short film and included a discussion session at the end.	
2. Students will demonstrate progress and growth in science through the submittal of online portfolio projects that assess mastery of selected Next Generation Science Standards	<p><u>9<sup>th</sup> Grade: First trimester:</u> Through online portfolio projects, students demonstrate mastery of Next Generation Science Standard HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</p>	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency .	March 30 for the first year of the contract, and then annually by December 30.	Yes	This measure was completed. Students were tasked with a project to analyze Newton's second law of motion through completing lab (mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration) assignments; data collection, graphing, and developing conclusions. Speed, velocity, and acceleration lab results were included in their USB drive and uploaded to webpage	No
	<p><u>9<sup>th</sup> Grade: Second trimester:</u> Through online portfolio projects, students demonstrate mastery of Next Generation Science Standard HS-HS-LS2-7:</p>	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected	March 30 of each year of the contract.	Yes	This measure was completed. The students completed a presentation of an environmental issue that affects Hawaii and create a solution that is implementable	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	Design, evaluate and refine a solution for reducing the impacts of human activities on the environment and biodiversity.		number of students to demonstrate progress and growth of this competency .			here in the school. Students had a choice to create a PowerPoint or a tri-board presentation.	
	<u>9<sup>th</sup> Grade: Third trimester:</u> Through online portfolio projects, students demonstrate mastery of Next Generation Science Standard HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency .	June 30 of each year of the contract.	Yes	This measure was completed. Students created a cardboard miniture home and used circuit schematics to create a wire diagram for their miniture home. They received project materials to build prototypes of their series and parallel light circuits including switches. They took photos of their finish project.	No
3. For Grade 10, Students will	<u>10<sup>th</sup> Grade: First, second and third trimesters:</u>	School Director	Link to e-portfolio, or			n/a	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
demonstrate progress and growth in two of the four core areas (ELA, science, social studies, or math) through the submittal of online portfolio projects that assess mastery of selected relevant standards.	Through online portfolio projects, students demonstrate mastery of Hawaii Common Core Standards, Hawaii Content & Performance Standards, or Next Generation Science Standards (TO BE DETERMINED THE SUMMER PRIOR TO THE ADDITION OF GRADE 10)		copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency .	June 30 of each year of the contract.			
4. For Grade 11, Students will demonstrate progress and growth in two of the four core areas (ELA, science, social studies, or math) through the submittal of online portfolio projects that assess mastery of selected relevant standards	<u>11<sup>th</sup> Grade:</u> <u>First, second and third trimesters:</u> Through online portfolio projects, students demonstrate mastery of Hawaii Common Core Standard s, Hawaii Content & Performance Standards, or Next Generation Science Standards (TO BE DETERMINED THE SUMMER PRIOR TO THE ADDITION OF GRADE 11)	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency .	June 30 of each year of the contract.		n/a	No
5. For Grade 12,	<u>12<sup>th</sup> Grade:</u> <u>First, second</u>	School Director	Link to e-portfolio, or			n/a	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
Students will demonstrate progress and growth in two of the four core areas (ELA, science, social studies, or math) through the submittal of online portfolio projects that assess mastery of selected relevant standards.	<u>and third trimesters:</u> Through online portfolio projects, students demonstrate mastery of Hawaii Common Core Standard s, Hawaii Content & Performance Standards, or Next Generation Science Standards (TO BE DETERMINED THE SUMMER PRIOR TO THE ADDITION OF GRADE 12)		copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency .	June 30 of each year of the contract.			
<b>Career path exposure</b>							
6. Annually , school will ensure that students are successful in key elements of career skills and vocational education at each grade level, 9 through 12, through its Advisory course.	In Grades 9 and 10, students successfully explore a minimum of three careers in depth, to include writing a report that contains industry information.	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency.			This measure was completed. For grade 9, students created a PowerPoint presentation of three career goals. Each career goal/slide included; educational requirement, earnings, experience, and apprenticeship/internship opportunities. Students also completed a written report of the hospitality industry.	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	In Grades 9 and 10, students successfully demonstrate resume and interviewing skills related to their career exploration choice.	School Director	Link to e-portfolio, or copies of completed student work will be provided to SPCSC staff for a selected number of students to demonstrate progress and growth of this competency. This will include a resume and cover letter, and online interview video related to the career path they are exploring.			This measure was completed. Students created a business (tourism industry) and developed a brochure. They also created a want ad and actively recruited by interviewing (other students) for their business. Students had the opportunity to interview as a business owner and an applicant applying to another students business. Students created four resumes throughout the year. The first was in the hospitality industry and the other 3 was their career choice to include a science industry.	No
	In Grades 11 and 12, students successfully demonstrate skills that are related to a chosen industry or workforce area of interest.	School Director	Students will be enrolled in an elective course with learning content related to their chosen career. This could include courses at a community college, vocational school, or online learning option.			n/a	No
<b>Monitor to students are on track for promotion by one grade level each year of enrollment</b>							
7. Annually , the school will monitor students to ensure that students are on track for promotion to the next grade level.	90% of 9 <sup>th</sup> graders are on track for promotion to 10 <sup>th</sup> grade, having earned a minimum of 5 credit hours, with credits aligned to graduation requirements by the end of the school year.	School Director	Student credit hours will be entered into Infinite Campus and an annual report provided to SPCSC.	June 30 of each year of the contract.	Yes	41 out of 42 students (97.65) of students completed this measure. One student at KCS will repeat the 9th grade and did not earn enough credits to move	No



# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
	<p>90% of 10<sup>th</sup> graders are on track for promotion to 11<sup>th</sup> grade, having earned a minimum of 11 credit hours with credits aligned to graduation requirements by the end of the school year.</p> <p>90% of 11<sup>th</sup> graders are on track for promotion to 12<sup>th</sup> grade, having earned a minimum of 17 credit hours with credits aligned to graduation requirements by the end of the school year.</p>					forward. This student was a late (January 2018) enrollee. The parents decided to have their child repeat instead of tutoring, credit recovery option, or taking summer classes.	
8. Annually , the school will create early intervention s and credit recovery plans for every student who is not on track for promotion to the next grade level.	All students who are not on track for promotion to the next grade level will have personalized early interventions and credit recovery plans developed and implemented.	School Director	School will provide an annual report to SPCSC on the status of all students with credit recovery plans developed.	June 30 of each year of the contract.		One student falls into this measure. Early interventions were provided to the student and family. Student was referred to life coach counseling and tutoring. Staff was available every day after school from 3:30 - 4:30pm and 7:30 - 8:30 am. Teachers requested the support of family and student for mandatory tutoring. School administration and teachers met with parents several	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
						times to communicate and encourage tutoring.	
9. Each year, teachers and administrators will evaluate the effectiveness of interventions for students who are not on track for promotion to the next grade level.	Annually, faculty will assess through a post-school year review session which will include discussion, and development of additional supports as identified to assist students who are not on track for promotion to the next grade level.	School Director	School will provide an annual report to SPCSC on review and development of additional supports, including any changes to school practices regarding credit recovery.	June 30 of each year of the contract.		KCS has completed this review. Based on our first year experiences and reflection on post-school session regarding students who are not on track for promotion; faculty developed a student underachievement policy. This policy includes discussion and strategies used by teachers to identify and assist students. See student underachievement policy for details.	No
<b>Personalized professional development plans for teachers</b>							
10. Annually, full-time teachers will develop goals pertaining to classroom management and career development techniques employed in	All full-time teachers (100%) have at least one goal pertaining to classroom management and career development techniques employed in vocational settings.	School Director	Submission of copies of selected Teacher Professional Development Plans submitted to SPCSC staff.	June 30 of each year of the contract.		All full time teachers completed this measure. Each teacher developed a professional development plan with input of the school director. All plans included one goal pertaining to classroom management and	No

# The Kapolei Charter School by Goodwill Hawaii

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
vocational settings						career development techniques. Plans were developed, implemented, and completed.	
11. Annually, full-time teachers will develop professional learning plans	All full-time teachers (100%) have professional learning plans that will have one goal targeted to enhance their skills and knowledge in the subjects they teach, as well as increase their technical expertise in technology and software programs used by the school (online portfolio system, Infinite Campus, other online learning and classroom management tools.)	School Director	Submission of copies of selected Teacher Professional Learning Plans submitted to SPCSC staff.	June 30 of each year of the contract.		All full time teachers completed this measure. Each teacher developed a professional development plan with the input of the school director. All plans included one goal pertaining to enhancing their skills and knowledge in the subjects they teach, and one goal to increase their technical expertise in technology.	No

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

### Kapolei Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.10 \text{ (Rounded Down) } = 1$$

Final Fiscal Year 2017-18 Risk Assessment: LOW

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
The Kapolei Charter School by Goodwill Hawaii	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No Target	23	Not applicable
HLA	No Target	38	Not applicable
Science	No Target	Data Suppressed	Not applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No Target	Data Suppressed	Not applicab le
HLA	No Target	Data Suppressed	Not applicab le

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
36% - 40%	<i>Not available<sup>11</sup></i>	N/A

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
39% - 48%	<i>No data – did not participate</i>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
<i>Target suppressed</i>	Data Suppressed	Not applicable

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	Data Suppressed	Not applicable

<sup>11</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No Target	Data Suppressed	Not applicable
HLA	No Target	Data Suppressed	Not applicable

## II. Value Added

Kawaikini will participate in a concerted effort to improve student writing in both Hawaiian and English through place-based instruction to measure the acquisition of the following cultural competency dimensions:

- **Kawaikini ESLR #1:** Walewaha nā haumāna ma ka ‘ōlelo makuahine a me ka ‘ōlelo Pelekānia ho‘i (‘o ka ‘ōlelo, ‘o ke kākau, a me ka heluhelu nō ho‘i) *Kawaikini students are proficient in both Hawaiian and English in all areas of speaking, writing, and reading (Hawai‘i State Constitution: Article XV, Sec. 4)*
- **Kawaikini ESLR #3:** Ma‘a nā haumāna iā Kaua‘i; mahalo a aloha ‘ia ho‘i ko kākou kulaiwi. *Kawaikini students are knowledgeable about Kaua‘i and appreciate and care for their island home.*
- **Kawawaikini ESLR #5:** Mākaukau nō nā haumāna e ho‘okō pono i nā kuleana o ke ao holo‘oko‘a. *Kawaikini students are prepared to succeed in college and/or career and participate in a global community.*

Project Description: Writing in Manokalanipō: Strengthening the Writing Process through Place-Based Instruction

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Dr. Alice Kawakami will provide professional development opportunities for teachers	Dr. Alice Kawakami will meet with teachers at least twice each school year	Academic Director	Report	Annually June 10
2. KS Ho‘olako Like staff will support lead teachers	KS Ho‘olako Like staff will support lead teachers as least 9 times each school year	Academic Director	Annual teacher reflections	Annually June 10
3. Teachers will incorporate writing into Manokalanipō field trips	Students will take at least one writing piece each school year through the entire writing process	Pouhana	Student writing samples	Annually May 30

## Value Added

Evidence submitted for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Two cultural/project-based unit plans.</li> <li>• Three student writing samples, including a school-produced book.</li> </ul>
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

<b>Low</b>	<b>Acceptable</b>	<b>Moderate</b>	<b>High</b>	<b>Significant</b>
1	2	3	4	5

**Kawaikini New Ceneury Public Charter School**

$$(1 \times 0.10) + (2 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (4 \times 0.10) = 3$$

$$0.10 + 0.70 + 0.10 + 0.30 + 1.00 + 0.40 = 2.60 \text{ (Rounded Up) } = 3$$

**Final Fiscal Year 2017-18 Risk Assessment: MODERATE**

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Kawaikini New Century Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓



## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	20% -29%	(0-5%)	Did Not Meet
ELA	28% - 37%	11%	Did Not Meet
Science	<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	43	Did Not Meet
ELA	55 - 58	35	Did Not Meet

### College and Career Readiness

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
45% - 54%	<i>No data - did not participate</i>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Exceeded

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet
ELA	<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

## II. Value Added

**Value Added Goal: Design and establish a consistent, comprehensive Rtl program throughout the entire school**

A. Ke Ana La‘ahana PCS academic target settings indicate the goal the school has for its students’ academic success. It is the goal of the staff of Ke Ana La‘ahana PCS to create an atmosphere of learning that is student centered and consistent with expectations of learning and social skills to educate the whole student. Ke Ana La‘ahana PCS will use professional development, planning, and consistent monitoring of a strong Rtl program to reach its academic goals.

B. The school will, as stated in point “A,” work to meet, and/or exceed, its yearly academic targets. Action steps and Value Added goal(s) are included in this document.

Action	Activity/Timeline	Lead	Evidence of Completion	Due Date
<p>1. Place an Intervention Block in the Daily Schedule.</p> <p>Professional development in-service training: consistent Rtl programming with teachers implementing the Rtl principles across the entire school.</p> <p>The school will hold at least one PD per quarter on Rtl.</p> <p>Teachers understand the principles of Rtl and its implementation. All teachers must have buy-in to this element.</p>	<p>By the end of Year 1, a comprehensive Rtl program is in place for all tiers</p>	<p>Director</p>	<p>Master schedule Agenda and description of Rtl professional development PD’s</p>	<p>May 30, 2018</p> <p>Within 30 days of the completion of each PD</p>
<p>2. Design and establish an Rtl program.</p> <p>An Rtl program will be developed by leadership team. Before school starts, the plan will shared with staff and staff will provide input and develop criteria to determine whether or not the program is successful annually.</p>	<p>Bi-weekly sessions to review, update, discuss and determine academic progress using data to confirm viability of process</p>	<p>Director and Rtl Team</p>	<p>Written description of Rtl program goals and implementation schedule</p>	<p>August 30, 2017</p>
<p>3. Implementation and progress monitoring of Rtl</p>	<p>Bi-weekly staff meetings to address the monitoring of Rtl</p>	<p>Director and Rtl Team</p>	<p>Statement of completion/ Update of progress from director</p>	<p>September 30, 2017</p>
<p>4. Establish a data wall by end of first quarter</p>	<p>Review student scores and create the data wall with essential information</p>	<p>Director and Rtl Team</p>	<p>Photo of the data wall</p>	<p>September 30, 2017</p>

Action	Activity/Timeline	Lead	Evidence of Completion	Due Date
5. Mid-year assessment and reflection of project	Third review and updating of student information	Director and Rtl Team	Summary of results and reflection of what is working/not working	January 30, 2018
6. Year-end evaluation and assessment	Measure outcomes: Were the goals met? If not, why not and review data What other resources are needed? Goals for Reading? Goals for Math? Next steps: Decide next steps; keep what works, seek additional resources; use data to guide decision	Director All School	Summary of results and reflection on what is working/ what needs to be changed	May 30, 2018

Value Added	
Evidence submitted for school year 2017-2018:	None.
Status:	Did not complete Value Added activities. Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.

### III. Interim Assessment Targets

Ke Ana La‘ahana Public Charter School implements the Renaissance STAR math and reading assessments as an internal assessment for students in grades 7 through 11. The data is used to guide overall project and content goal setting, and inform curriculum and strategies to support student needs.

Goal 1: 70% of all Ke Ana La‘ahana Public Charter School students, Grades 7 - 12, will increase their STAR Reading Pre - Post assessment score by 10% in SY 17-18.

Goal 2: 70% of all Ke Ana La‘ahana Public Charter School students, Grades 7 -12, will increase their STAR Math Pre- Post assessment score by 10% in SY 17-18.

<b>Student Proficiency for Renaissance STAR</b>			
<b>Subject</b>	<b>% increasing STAR score by 10 percentage points: TARGET</b>	<b>% increasing STAR score by 10 percentage points: ACTUAL</b>	<b>Met target?</b>
Reading	70%	<i>No data submitted</i>	<i>Not applicable</i>
Math	70%	<i>No data submitted</i>	<i>Not applicable</i>

## **Financial Performance Framework**

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

<b>Low</b>	<b>Acceptable</b>	<b>Moderate</b>	<b>High</b>	<b>Significant</b>
1	2	3	4	5

Ke Ana La` Ahana Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (5 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.10 + 0.10 + 1.00 + 0.50 = 2.15 \text{ (Rounded Down) } = 2$$

**Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Ke Ana La’ahana PCS	✓	✓	✓	✓	✓	✓	X	X

**Academic Performance Framework**

**I. Student Academic Outcomes**

<b>Academic Proficiency</b>			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target	21	Not applicable
ELA/ HLA	No target	41	Not applicable
Science	No target	38	Not applicable

<b>Academic Growth</b>			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	21	Not applicable
ELA/ HLA	No target	47	Not applicable

**College and Career Readiness**

<b>Average Daily Attendance (ADA) Rate: Elementary and Middle</b>		
% ADA Combined: Elementary & Middle	% ADA Combined: Elementary & Middle ACTUAL	Met target?
95%	94%	Did Not Meet

<b>Achievement Gap</b>			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No target	12	Not applicable
ELA	No target	30	Not applicable

## II. Value Added

“No ‘Ane‘i Ko Kākou Ola”, a meaningful life takes place in one’s homeland, therefore one’s major contribution to the quality and standard of living is made in Hawai‘i.

Ke Kula ‘O Nāwahīokalani‘ōpu‘u is where Hawaiian language and culture thrive in a living community of families united in fostering, through their efforts, the continued significant contribution to the quality of life for the Hawaiian people and all who choose Hawai‘i as home.

Students of Nāwahī are educated upon a culturally Hawaiian foundation. This foundation is the basis upon which students are impelled to:

- Bring honor to ancestors
- Seek and attain knowledge to sustain family
- Contribute to the well-being and flourishing of the Hawaiian Language and culture
- Contribute to the quality of life in Hawai‘i

Hawaiian is the sole indigenous language of Hawai‘i, and like all Native American languages, it is severely endangered. More and more families and communities are seeking to make Hawaiian a living language once again.

Ke Kula ‘O Nāwahīokalani‘ōpu‘u is committed to securing a school community built upon culturally rooted principles that reflect: aloha pili‘uhane, aloha ‘ohana, aloha ‘ōlelo, aloha ‘ike ku‘una, aloha ‘āina, aloha hoakanaka a me ke aloha lehulehu.

The Nāwahī staff, administration, and the P-20 Collaborative continue to develop strategies to insure that their voice is heard at all levels of policy making including State and federal levels, as well as, the Board of Education and the Hawai‘i Department of Education. Work will continue with other organizations and schools (OHE, KS, OHA, NHEC, etc.) in the development, advocacy and lobbying efforts at state and federal levels in order to change/affect policy in support of indigenous languages, namely Hawaiian language, and indigenous language education.

Rationale: Expand advocacy to impact policies and develop appropriate curriculum for students to advocate in state and government levels.

Impact:

- Educational policy will address the two distinct official state language pathways of the state of Hawai‘i
- P-20 Partnerships will continue to develop and advocate across local, state and national educational forums
- School community develops a better understanding of impact of educational policies being advanced at state and federal levels

Task:

- Expand reach of advocacy through existing communication forums (family workshops, ‘Uo Mamo, student exhibits)
- Continue to develop appropriate student-driven curriculum to allow for advocacy and learning at the state and federal government levels

# Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS

School Year 2017-2018

Action	Resources	Lead	Evidence of Completion	Due Date
1. Identify existing communication forums to be used for advocacy	<ul style="list-style-type: none"> <li>Hui Kīpaepae</li> <li>'Uo Mamo</li> <li>One-Call</li> </ul>	Governing Board	Governing Board meeting minutes	Spring 2017
2. Ensure Nāwahī representation at strategic planning sessions relative to educational policy	<ul style="list-style-type: none"> <li>P-20 Partnerships</li> <li>Hawai'i DOE</li> </ul>	Governing Board	Governing Board meeting minutes	On-going
3. Compile list of committee representations for school-based personnel	<ul style="list-style-type: none"> <li>Time</li> <li>Board Service</li> <li>P-20 Partnerships</li> </ul>	Nāmaka Rawlins and Board Member	Participation List	June 2017, annually
4. Review curriculum being used to encourage student advocacy	Language Arts and Social Studies curriculum	Teachers (grades 6-8)	Scope & Sequence	August 2017, review September 2017, Scope & Sequence
5. Implementation of student advocacy opportunities	<ul style="list-style-type: none"> <li>Hui Kīpaepae</li> <li>'Uo Mamo</li> <li>Time</li> </ul>	Teachers and Students (grades 6-8)	Student Advocacy products (eg. TV appearances, testimony, presentations, ho'okipa)	Ho'okipa Welcoming Ceremonies, ongoing throughout school year  Pulama Maui Ola (cultural festival), Spring for all grades (K-8), annually  6th grade field trip to Legislature (O'ahu), Spring, annually
6. Monitor local, state, and federal policies that impact Hawaiian-medium education	<ul style="list-style-type: none"> <li>Time</li> <li>P-20 Partnerships</li> </ul>	Governing Board	Meeting Minutes  Response mechanisms (eg testimony, letters, committee participation)	Ongoing



# Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS

School Year 2017-2018

Value Added	
Evidence submitted for school year 2017-2018:	Curricular scope and sequence to develop student advocacy in grades 6-8 (Action 4).
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula `O Nawahiokalani`Opu`u Iki, LPCS

$$(1 \times 0.10) + (3 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (3 \times 0.10) = 3$$

$$0.10 + 1.05 + 0.10 + 0.30 + 1.00 + 0.30 = 2.85 \text{ (Rounded Up)} = 3$$

Final Fiscal Year 2017-18 Risk Assessment: MODERATE

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	✓	✓	✓	✓	✓	✓	X	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL <sup>12</sup>	Met target?
Math	No target	43%	Not applicable
HLA	No target	57%	Not applicable
Science	No target	Data suppressed	Not applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	61	Not applicable
HLA	No target	58	Not applicable

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	Not available <sup>13</sup>	N/A

Graduation Rate		
% Graduating in 4 years TARGET	% Graduating in 4 years ACTUAL	Met target?
Target suppressed	Data suppressed	Met

Early College Access/Dual Enrollment		
% 10th-12th Graders Earning Dual Credit: TARGET	% 10th-12th Graders Earning Dual Credit: ACTUAL	Met target?
50% or greater	100%	Met

College-going Rate		
% College-Going: TARGET	% College-Going: ACTUAL	Met target?
Target suppressed	No students in Class of 2017	Not applicable

<sup>12</sup> On September 8, 2016, the Commission approved offering Hawaiian immersion charter schools the option to request the exclusion of English assessment data for grade levels taught primarily in Hawaiian from the Academic Performance Framework (APF). Per Kamakau's request for school year 2017-2018, which was shared at the Commission's general business meeting on July 12, 2018, English assessment data for Kamakau high schoolers have been excluded from all applicable APF measures.

<sup>13</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

# Ke Kula ‘o Samuel M. Kamakau, LPCS

## School Year 2017-2018

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	<i>No target</i>	<i>Data suppressed</i>	<i>Not applicable</i>
ELA	<i>No target</i>	<i>Data suppressed</i>	<i>Not applicable</i>

### Additional Student Outcomes

Standards Based Change Process- Reading Comprehension Test (Hawaiian Language), Kindergarten to Grade 12.

#### Baseline data:

Standards-Based Change Process (SBCP) Assessment- Hawaiian Language Reading Comprehension

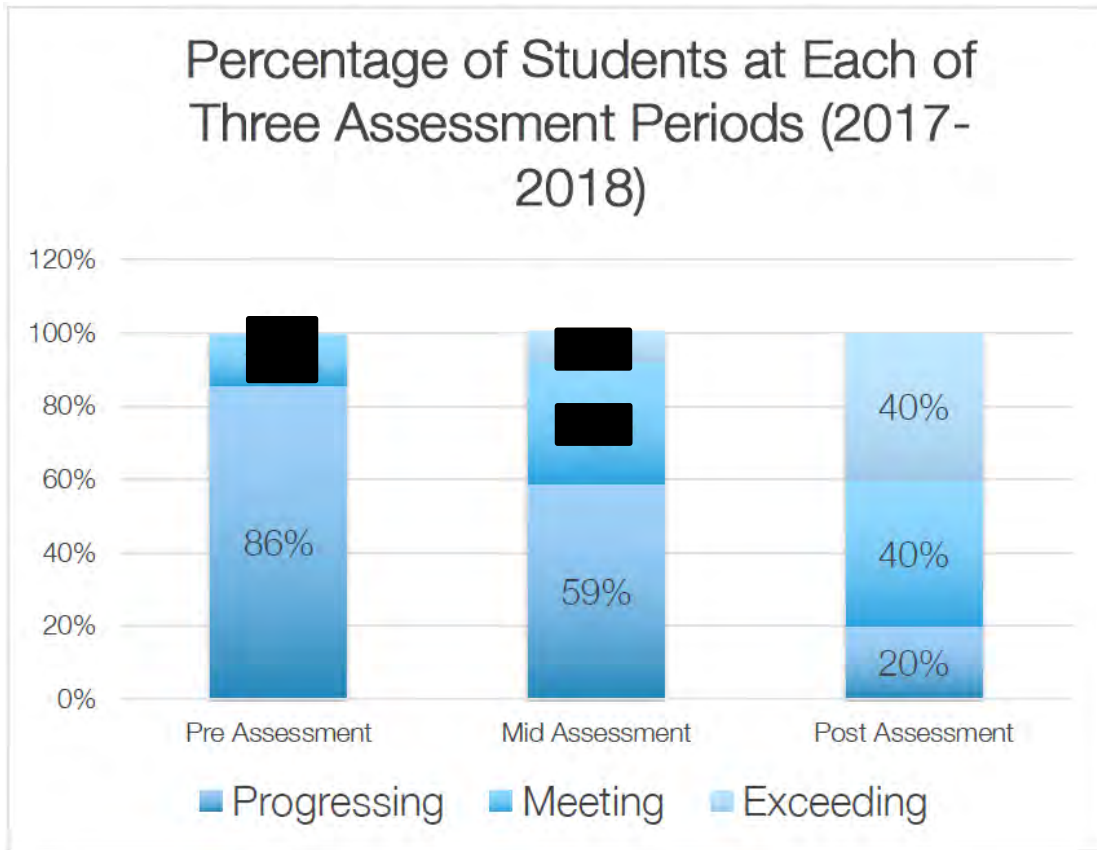
	May 2014	May 2015	May 2016
At or Above	31% (n=45)	70% (n=100)	73% (n=103)
Above	1% (n=2)	37% (n=53)	38% (n=53)
At	30% (n=43)	33% (n=47)	35% (n=50)
Below	69% (n=101)	30% (n=43)	27% (n=38)

**Who will be tested:** All students in grades Kindergarten to 12 will administered the three times a year paper-pencil grade level assessments in the Hawaiian language. Scores will be counted for all students K-2 and for all students in grades 3-12 after they have been enrolled at Kamakau for 3+ years. This parameter will provide the “late entrant” student the additional time to familiarize themselves to the Hawaiian language.

**How and when the data will be submitted for this measure to the Commission:** Grade level data will be collected at the three times a year Gallery Walks and the final data will be submitted annually by July 31st to the Commission.

#### Update on Kamakau’s 2017-2018 Year Student Data:

Ke Kula ‘o Samuel M. Kamakau, LPCS has met it’s Proficiency Target with 80% of all K-12 students “meeting” or “exceeding” the Hawaiian Language Reading Benchmarks at the end of SY 2017-2018. The raw student data is provided below along with a graph of student growth of all three assessment collection periods.



Standards-Based Change Process Reading Comprehension		
% Proficient: TARGET	% Proficient: ACTUAL	Met target?
77% - 86%	80%	Met

## II. Value Added

By September of each year, Ke Kula 'o Samuel M. Kamakau will offer a Hawaiian language course to community members, targeting the parents and families of Kamakau.

The Administration, Faculty and Staff work together to increase the use, in both quality and quantity of `ōlelo Hawai'i (Hawaiian language) on campus and in other settings with parents, so that the Hawaiian language becomes the language of choice for the entire school community, and that all students graduate with proficiency in both the Hawaiian and English languages.

Such offerings to families and community members would not only increase the individual fluency levels of adults but will also contribute to the overall growth of individuals as learning becomes more seamless between the home and school.

# Ke Kula ‘o Samuel M. Kamakau, LPCS

School Year 2017-2018

**GOAL: Families, school, and community are equal partners for student success.**

**Background/Rationale:**

Designed as an ‘Ohana-Based School, Kamakau recognizes the importance of the ‘ohana unit to the success of students. Families are highly encouraged to contribute four hours of participation to the program each month and another four hours attending in a weekly Hawaiian language class. Increased family involvement will be focused on improving student academic achievement and school performance.

**WASC Alignment:**

Recommendation 4: The Administration, Faculty and Staff work together to increase the use, in both quality and quantity of ‘ōlelo Hawai‘i (Hawaiian language) on campus and in other settings with parents, so that the Hawaiian language becomes the language of choice for the entire school community, and that all students graduate with proficiency in both the Hawaiian and English languages.

**Strategy 1: Increase family engagement**

Families will participate in various school events planned – monthly parent meetings, weekly Hawaiian language classes, quarterly Hawaiian language cultural experiences, community educational events sponsored by the parent group and various other school events as they are planned. School communication will be continues to a variety of means – group phone messages, emails, newsletters, classroom and school meetings, student planners, parent teacher conferences, etc.

Action	Measurable Outcomes	Lead	Participants	Description and Funding Sources	Due Date
1. Offer a variety of Hawaiian language opportunities for families and the community.	Contracts with Hawaiian Language Instructor(s) Sign in Sheets Pre/Post Assessments Parent/participant surveys	Admin, Naepuni Aloha, parent organization	Governing Board Members, Admin, Naepuni Aloha Parent Group, all parents	Title I - Parent Group-Workshop supplies (\$850)  NHEP grant-Hawaiian Language classes	July-Aug annually: secure contracts with Hawaiian Language Instructors to offer Weekly Hawaiian Language classes  Sept annually: resume Hawaiian language workshops for parents & community Quarterly Hawaiian Contextualized workshop
2. Facilitate Monthly Parent Group Meetings as a support network for families to maintain a cohesive learning community.	Sign In Sheets Agenda/Minutes	Naepuni Aloha, parent organization	Director, Principal, all staff, all parents	Title I - Parent Group-Workshop supplies (\$850)	August annually: parent group annual calendar and budget created and shared at annual meeting  January annually: Makahiki Kuilima Community Event

# Ke Kula 'o Samuel M. Kamakau, LPCS

## School Year 2017-2018

**Update:**

1. Offer a variety of Hawaiian language opportunities for families and the community.

Ke Kula 'o Samuel M. Kamakau provided the following Hawaiian Language courses this school year, 2017-2018

- ✓ Beginner/Intermediate Hawaiian- Starting in Nov 2017, every Mondays (5-6pm) on campus
- ✓ Conversational Hawaiian- Starting in Nov 2017, every Mondays (5-6pm) on campus
- ✓ HAW 101- Elementary Hawaiian I (Spring 2018), offered in partnership with Windward Community College on campus for 3 college credits; the following constituents enrolled-
  - ✓ 4 current Kamakau high school students
  - ✓ 1 alumni
  - ✓ 1 former Kamakau student
  - ✓ 4 Kamakau support staff (office staff)
  - ✓ 3 parents
  - ✓ 1 community member (WCC staff)

2. Facilitate Monthly Parent Group Meetings as a support network for families to maintain a cohesive learning community.

Naepuni Aloha (Kamakau's Parent Group) met monthly and worked together to plan schoolwide events and fundraisers as well as to support the school events and programs. They met on the following dates and discussed the following general topics-

- ✓ August 8, 2018- Family Orientation
- ✓ Sept 21, 2017- calendar & budget review and approval
- ✓ October 19, 2017- upcoming school events and fundraiser planning (Festival of Giving, Makahiki Kuilima, Keiki Fun Run, Makahiki Maoli)
- ✓ November 16, 2017- cancelled due to weather
- ✓ December 14, 2017- planning of Makahiki Kuilima (Feb 2018)
- ✓ January 18, 2018- planning of Makahiki Kuilima (Feb 2018), Hoomau 2018 (Feb 2018)
- ✓ February 15, 2018- cancelled
- ✓ March 28, 2018- prepare participant bags for Nā Ā Iapa Kamakau Run (3/29/18)
- ✓ April 19, 20-18- cancelled
- ✓ May 15, 2018- PreK-12 showcase of end of year student work (Palikū Theater, PreK- 4 play of Kakuhihewa)

<b>Value Added</b>	
Evidence for school year 2017-2018:	See above.
Status:	Making progress on Value Added activities.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula `O Samuel M. Kamakau, LPCS

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (5 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.10 + 0.30 + 0.25 + 0.50 = 1.50 \text{ (Rounded Up)} = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Ke Kula 'o Samuel M. Kamakau, LPCS	✓	✓	✓	✓	✓	✓	✓	✓



## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL <sup>14</sup>	Met target?
Math	No target	6%	Not applicable
ELA	No target	9%	Not applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	60	Met
ELA	50 - 54	70	Met

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
37% - 28%	Not available <sup>15</sup>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 100%	Data suppressed	Met

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+ ACTUAL	Met target?
75% - 84%	Data suppressed	Did Not Meet

<sup>14</sup> Due to the Hawaii Department of Education's decision to end the practice of "courtesy testing" for students at Hawaiian immersion schools, which allowed for the administration of the statewide assessment in English in addition to the statewide assessment in Hawaiian, it was not possible for the school to administer different statewide assessments to different grade levels, as outlined in its contract. Thus, the proficiency rates reported here represent results from the Kaiapuni Assessment of Educational Outcomes (KAEO), the statewide assessment in Hawaiian, only.

<sup>15</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

## II. Value Added

All Hawaiian-focused Charter Schools (HFCS) agreed to the Vision of the Graduate. Each HFCS has developed a kula specific Vision of the Graduate that derives from their place, community, culture, and language context.

Ke Kula Niihau O Kekaha (KKNOK) will measure Cultural Competency as defined as haumana knowledge, skills, and perspectives that are aligned to ancestral learning within a contemporary context. KKNOK will find evidence of Cultural Competency within ceremony. Ceremony is defined as the opportunity for formal demonstration and recognition of readiness to advance to a higher level of kuleana and learning expectations.

By June 2021, KKNOK’s end of year ceremony will focus on Niihau core values and muolelo as an opportunity to measure the acquisition of the following cultural competency dimensions:

- Respect and honor genealogy
- Recognize and accept leadership roles to manifest cultural knowledge
- Know a place as piko and foundation for making larger connections

Ke Kula Niihau O Kekaha will increase cultural competency in grades 2, 5, and 8 by developing and implementing ceremony rubrics aligned to Niihau core values and muolelo. The school has identified 3 Niihau core values and 7 sub values that have been identified and attributed.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Grade K-2 teachers will develop a rubric of Cultural Competency (Dimensions of Ceremony) aligned to Niihau Core Values	Completed K-2 rubrics aligned to Niihau Core Values	Lead: Pookumu  Support: K-2 Kumu, Olelo Niihau Kumu, Papa Hoike Kumu	Submit K-2 rubric to Commission	December 7, 2017
2. Implement grade K-2 Cultural Competency rubric	Cultural Competency rubric results for K-2	Lead: Grade K-2 teachers  Support: Pookumu, Papa Hoike Kumu	Submit rubric results for grade 2 to Commission	June 21, 2018
3. Grade 3-5 teachers will develop a rubric of Cultural Competency (Dimensions of Ceremony) aligned to Niihau Core Values	Completed 3-5 rubrics aligned to Niihau Core Values	Lead: Pookumu  Support: Grade 3-5 Kumu, Olelo Niihau Kumu, Papa Hoike Kumu	Submit 3-5 rubric to Commission	December 6, 2018

## Ke Kula Niihau O Kekaha Learning Center

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
4. Implement grade K-5 Cultural Competency rubric	Cultural Competency rubric results for K-5	Lead: Grade K-5 teachers  Support: Pookumu, Papa Hoike Kumu	Submit rubric results for grades 2 and 5 to Commission	June 19, 2019
5. Revise grade K-2 Cultural Competency rubric	Revised K-2 Cultural Competency rubric	Lead: Grade K-2 teachers  Support: Pookumu, Papa Hoike Kumu	Submit revised K-2 rubric to Commission	December 6, 2019
6. Grade 6-8 teachers will develop a rubric of Cultural Competency (Dimensions of Ceremony) aligned to Niihau Core Values	Completed 6-8 rubrics aligned to Niihau Core Values	Lead: Pookumu  Support: Grade 6-8 teachers, Olelo Niihau Kumu, Papa Hoike Kumu	Submit final 6-8 rubric to Commission	December 4, 2020
7. Implement K-8 Cultural Competency rubric	Cultural Competency rubric results for K-8	Lead: Grade K-8 teachers  Support: Pookumu, Papa Hoike Kumu	Submit rubric results for grades 2, 5 and 8 to commission	June 18, 2021
8. Revise grade 3-5 cultural competency rubric	Revised 3-5 Cultural Competency rubric	Lead: Grade 3-5 teachers  Support: Pookumu, Papa Hoike Kumu	Submit revised 3-5 rubric to commission	December 4, 2020

Value Added	
Evidence for school year 2017-2018:	K-2 rubric of Cultural Competency (Dimensions of Ceremony) aligned to Niihau Core Values (Task 1).
Status:	Making progress on Value Added goal.

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

### Ke Kula Niihau O Kekaha Learning Center

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (4 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.10 + 0.30 + 0.75 + 0.40 = 2.00 = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Ke Kula Niihau O Kekaha Learning Center	✓	✓	✓	✓	✓	✓	✓	X

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	50% - 59%	46%	Did Not Meet
ELA	70% - 79%	64%	Did Not Meet
Science	45% - 54%	61%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	55-59	39	Did Not Meet
ELA	50-54	47	Did Not Meet

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% -15%	<i>Not available</i> <sup>16</sup>	N/A

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
70% - 74%	56%	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
82% - 86%	70%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
75% - 81%	66%	Did Not Meet

<sup>16</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	33% - 42%	28%	Did Not Meet
ELA	54% - 63%	48%	Did Not Meet

## II. Value Added

Develop and implement a freshman “Bridge” course focused on the development of skills needed to be successful in the Kihei Charter High School Academic Program and the focus on Project-Based Learning. Further, to focus on providing students with class experiences and knowledge that will allow them to make educated decisions as they select their “academy” beginning in their sophomore year 2018-2019.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
<b>PHASE ONE</b>				
1. Introduce course concept to faculty with summary of research of similar programs	Research transitional programs at other schools	Director	Summary of other transitional programs	October 31, 2017
2. Develop team of interested educators	Bridge course developing team is formed	Director	Statement team is formed	October 31, 2017
3. Visit schools in state and west coast with similar programs, research online programs, and find online resources	Collection of best practices and resources	Bridge Team	Summary of best practices, online resources, and summaries of visits	January 30, 2018
4. Develop curriculum and introduce to faculty for input	Curriculum for program	Bridge Team	Summary of curriculum, or access to the curriculum	February 28, 2018
<b>PHASE TWO</b>				
5. Introduce course to governing board	Presentation of course including staffing and budget	Director	Summary of presentation/ governing board action	March 30, 2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
6. Execute hiring for program	Staff hired	Director	Statement of completion	April 30, 2018
<b>PHASE THREE</b>				
7. Roll-out program: Revise curriculum as needed, solicit senior student teachers, build it into schedule	Curriculum revised, senior teachers chosen, schedule finalized	Director/Team	Statement of completion	July 1, 2018
8. Finalize curriculum	Scope and sequence developed, senior training materials created, faculty  Introduction and parent night roll out	Director/Team	Copy of scope and sequence, senior training materials and statement of completion of  explanation to parents	August 1, 2018
<b>PHASE FOUR</b>				
9. Conduct needs assessment to begin development of academies	Statement of high school needs, best practices/research of other schools with academies	Director	Summary of needs, summary of best practices/ research with academies	September 30, 2018
10. Partner with Maui College-Running Start program	Articulated partnership/ Running Start program	Director	Articulated partnership/ Running Start program	November 30, 2018
11. Begin development of academies	Implementation plan of 3 academies	Director	Implementation plan	January 26, 2019
12. Create plan to evaluate and revise academy structure curriculum	Evaluation tool, schedule for evaluation and adjustments if needed	Board/Team	Evaluation tool, schedule for evaluating program and making Revisions	March 29, 2019
13. Develop core courses appropriate for each academy	Compare current courses and Running Start courses to see where the gaps exist	Team	Report on needed courses for each academy	May 1, 2019
14. Begin three year transition to a fully executed program	Continually modify courses needed for academy population	Director	Report on curriculum/staffing modifications annually	June 1, 2019 and ongoing

**Update:**

After an early round of research, Kihei Charter has gone on a tangent and eliminated the transitional course as originally proposed as we want to impact the entire student body as we move into our new facility in Fall of 2018.

We have developed the outline of a Bridge Program spanning from 6-12 grade. We will attack 5<sup>th</sup> grade in the future if we get this program off of the ground.

As we have expanded the concept to cover grades 6-12, instead of 9<sup>th</sup> grade only, we are looking at a variety of options for the pieces of the curriculum that fit into the “bridge” package.

**MIDDLE SCHOOL**

Originally we were looking at one day per week but the middle school director, faculty and educational assistants felt the kids would not retain the presented curriculum if only meeting once a week. Accepting this, we are in the process of modifying the middle school schedule to address this issue. Originally, we had planned to dedicate Wednesdays to Bridge classes; however, this issue led us to the courses being spread out to allow teachers the time to impact student learning. Following is a sample of what the 6<sup>th</sup> grade through 8<sup>th</sup> Grade list of activities would look like if we opened the 2018 school year today.

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
Study Skills (1)	Tech Skills (1)	Transition(1)
Engineering (2)	Engineering (2)	Engineering (2)
Music (2)	Garden (2)	Music 8 (1)
Art (1)	Art (1)	Spanish (2)
PE (2)	PE (2)	PE (2)

**HIGH SCHOOL**

The high school has made the commitment to have core subjects Monday through Thursday and then dedicate Fridays to longer periods for Bridge topics. The curriculum is being worked on by the team of faculty who all want to give Bridges a try. The day will start with a 45 minute Advisory period that will have a curriculum developed by Michael Stubbs, High School Director. The remainder of the day is divided into three lengthy blocks allowing off campus work without impacting other classes.

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Humanities X	Humanities X	Humanities X	SR. Seminar
Wellness	Peer Mediation	JR. Seminar	SR. Seminar
Study/Tech Skills	Civics 10	Civic Engagement	

**Note:** *Humanities X is to be used to expand the high school humanities curriculum and grow the power and intensity of projects*

In summary, we fully expect the curriculum to change as we meet further with faculty and students over the next few months.

We are deep into the staffing process and the skills and abilities of faculty and educational assistants will dictate what we can offer. We see this as a work in progress and believe it will take several years to fully understand the impact of “Bridges.”



We are excited to offer the students this variety and the opportunity to build their personal foundations that will give them a leg up as they move into the next phase of their formal education or entry into the workforce of Maui.

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Making progress on Value Added goal.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Kihei Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.10 + 0.30 + 0.50 + 0.20 = 1.55 \text{ (Rounded Up)} = 2$$

**Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Kihei Charter School	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	23% -32%	14%	Did Not Meet
ELA	38% - 47%	26%	Did Not Meet
Science	16% - 25%	19%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	47-55	57	Exceeded
ELA	43-51	41	Did Not Meet

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
21% - 24%	<i>Not available<sup>17</sup></i>	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	21% - 29%	10%	Did Not Meet
ELA	34% - 42%	19%	Did Not Meet

<sup>17</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

## **II. Value Added**

Implementation of Main Lesson Rubrics in Grades 1 to 8.

Main Lesson is the critical learning time in the Waldorf Curriculum. There also math and language arts skills classes, but the theme-based ‘Main Lesson’ is the time where the class community is developed and the curriculum based on age and stage of development, is brought to the children in a holistic way. Children experience cooperative learning, artistic, movement including fine and gross motor skills, and humanities-based thematic learning activities.

The teachers at Kona Pacific have developed a Main Lesson Rubric, as a school specific measure, to consider student progress according to our curriculum and learning goals specific to the Waldorf-inspired learning goals and activities. This measure can be implemented consistently from grades 1 to 8, in order to have another tool to consider student achievement that is not a state assessment or online progress monitoring tool.

The Main Lesson Rubric offers a rating scale of 1 (below expectations), 2 (developing), 3 (proficient) and 4 (exemplary). There are four key areas measured including: Aesthetic quality which includes both academic and artistic elements; Attention to detail which includes penmanship, design and layout; Effort which includes an element of the student striving to do his or her best at whatever level may apply to that student; and Self Reliance & Organization which includes a good use of time, focus on the learning activities, and students working independently with a purpose.

The teachers at Kona Pacific believe that these elements best reflect the intention of the Main Lesson, and a detailed rubric was developed for use of teachers Grades 1 to 8 for each student and each Main Lesson block. This will be a new project, as it has just been developed and will be implements 2017-18 as part of the Title I School-wide plan as well.

The outcomes will be measurable by the completion of the rubrics for each student at the completion of each block by the teachers who will submit copies to the school Pedagogical Leader. This implementation is intended to bring consistency to the expectations for student learning outcomes during Main Lesson, as well as consistency in a school-based measure of student progress and achievement, which does not yet exist at Kona Pacific specific to Waldorf-inspired curriculum.

<b>Action</b>	<b>Measurable Outcome</b>	<b>Lead</b>	<b>Evidence of Completion</b>	<b>Due Date</b>
1. Teacher review & update of rubric	Rubric finalized for 2017-8	Pedagogical leader	Rubric Approved & Published	August 1, 2017
2. Rubric training	Teachers demonstrate understanding by example	Pedagogical leader	Sign-in Sheet for teacher training	August 5, 2017
3. Implementation of main lesson rubric	Each teacher uses at the end of their first	Grade 1 to 8 teachers	Copies given to Pedagogical	August 30, 2017

Action	Measurable Outcome	Lead	Evidence of Completion	Due Date
	Main Lesson block		Leader	
4. Observation of main lessons	Each teacher is observed to see that all elements expected in rubric are offered in ML	Pedagogical leader	Observation Checklist – Rubric Review	October 15, 2017
5. Teacher collaboration and review of rubric	Teachers given collaboration time to review use of rubric, compare & discuss effectiveness	Grade 1 to 8 Teachers with feedback given to pedagogical leader	Subs in place time/place for teachers to meet. Sign in Sheet.	January 30, 2018
6. Evaluate process and create a plan for improvement if needed	Pedagogical Leader & Teachers meet to review the implementation and discuss value, practicality, and review data	Grade 1 to 8 class teachers & pedagogical leader	Plan review document and Data with copies of Rubrics throughout school year from all teachers.	April 15, 2018
7. Implementation of revised plan or if approved continued implementation of current plan	Revised/approved process in place for long term use	Pedagogical leader	Overall report of 2017-18 and statement of outcomes as well as Data	June 30, 2018

**Update:**

After reviewing the Progress Monitoring, Smarter Balance, and added value goals; It was determined that the teachers did not fully understand how rubrics worked and fitted into the school’s curriculum and their teaching. It became necessary to redesign Kona Pacific’s Curriculum alignment, how teachers offer instruction, and the utilization of assessment for progress monitoring and reporting.

Professional Development sessions were held, which included the following:

1. Curriculum Redesign and the question of ‘What is Rigor’ for KPPCS
2. Instruction, using the Foundational Five Framework. See attached PDFs

PD hours – total of 40 instructional hours

Later this summer the teachers will be working on Assessments, using MasteryConnect. We will have a

Professional Development day with the support staff from MasteryConnect.

This understanding of KPPCS’s C.I.A. (Curriculum, Instruction, and Assessment) will be the foundation for next year’s progress monitoring and reporting.

<b>Action</b>	<b>Measurable Outcome</b>	<b>Lead</b>	<b>Evidence of Completion</b>	<b>Due Date</b>
1. Curriculum Redesign	Overview diagram finalized	Director	Overview approved and published	June 15, 2018
2. Rigor	Teachers demonstrate understanding by the use of prompts and rubrics	Director	Handing in 1st months teaching plan	July 15, 2018
3. Implementation of Fundamental 5	Teachers demonstrate understanding by the use of Fundamental 5	Teachers 3-8	Curriculum Overview handed in & Observation	July 15 Oct 26, 2018
4. Implementation of MasteryConnect	Teachers demonstrate understanding by the use of MasteryConnect	Director & Teachers	Checklists & Observation	Oct 26, 2018

<b>Value Added</b>	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Main lesson book rubric (Action 1).</li> <li>• Information sheet on “So what is Rigor?”</li> <li>• Slide presentation on “What are the Fundamental Five?”</li> <li>• Visualization of KPPCS Curriculum Redesign elements.</li> </ul>
Status:	<p>Did not complete all Value Added activities.</p> <p>Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.</p>

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kona Pacific Public Charter School

$$(3 \times 0.10) + (5 \times 0.35) + (4 \times 0.10) + (2 \times 0.10) + (3 \times 0.25) + (4 \times 0.10) = 4$$

Final Fiscal Year 2017-18 Risk Assessment: High

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Kona Pacific Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	12% - 21%	18%	Met
ELA	20% - 29%	38%	Exceeded
Science	38% - 47%	20%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	40	Did not meet
ELA	40 - 46	57	Exceeded

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
20%-24%	<i>Not available<sup>18</sup></i>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
33 - 42%	50%	Exceeded

<sup>18</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.



## II. Value Added

### Value Added Measure 1

In order to address the high proportion of Kua o ka Lā New Century Public Charter School (KOKL) students who are behind grade level in reading and mathematics, as illustrated by the school’s Comprehensive Needs Assessment (CNA), Contract Renewal Indicators data, Smarter Balanced, STAR and DIBELS assessment results, KOKL will develop and implement an RtI program that is fully operational and implemented with quality, fidelity, intensity and consistency (QFIC) by the end of the 2019-2020 school year.

Goal 1: 100% of teachers will implement agreed upon Tier 1 and 2 instructional curricula/strategies/interventions with quality, fidelity, intensity, and consistency (QFIC).

Goal 2: 100% of instructional staff will receive professional development training on our universal screeners, core and intervention curricula.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Determine Core Tier 1 curricula for math in middle and high	100% of curricula purchased	Po`okumu Hope Po`okumu M/H/Hīpu`u Lead kumu	Statement to commission staff describing chosen curriculum	August 15, 2017
2. Provide quarterly professional development trainings in Tier 1 math curricula for middle/high school	100% of kumu will receive professional development on providing instruction in math curricula in middle/high school	Curriculum provider Po`okumu Vice Principal	Sign in sheets and agenda that includes a description of PD	October 6, 2017 December 21, 2017 March 16, 2018 May 25, 2018
3. Identify and purchase elementary reading Intervention curriculum (Tier 2)	100% Intervention curricula purchased	Po`okumu RtI Coordinator, Financial Officer	Statement describing intervention curriculum purchased	August 15, 2017
4. Provide quarterly PD on agreed upon school wide Intervention Curricula and strategies (Tier 2)	100% of instructional staff in grades K-12 will attend training  Evidence – Sign in	Po`okumu Hope Po`okumu RtI Coordinator	Agenda that includes a description of PD	October 6, 2017 December 21, 2017

# Kua o ka Lā New Century Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	sheets	KS Literacy coach		March 16, 2018  May 25, 2018
5. Ensure that instruction in Tier 1 & 2 are conducted with QFIC	100% of classroom teachers and Rtl support staff will receive bi-weekly walk through observations with feedback provided	Po`okumu  Rtl Coordinator	Quarterly Principal statement of teacher observation	October 30, 2017  December 21, 2017  March 30, 2018  June 30, 2018
6. Provide professional development to all instructional staff on universal screeners including Star, DIBELS	100% of instructional staff trained in screeners used in their grade level	Po`okumu  Hope Po`okumu  Rtl Coordinator  Consultants	Agenda with description of PD provided	October 15, 2017
7. Administer STAR and/or DIBELS assessments to all students in grades K-12	90% of students in grades K-12 have screener results in math and reading  Evidence – STAR and DIBELS reports	Testing Coordinator  Kumu	Principal statement to Commission staff that test was administered and the percentage of students that were assessed during each administration	Aug 30, 2017  Oct 6, 2017  Dec 21, 2017  Mar 15, 2018  May 31, 2018
8. Bell schedule has PLC time (Tier 1 & 2) embedded	100% of instructional staff placed in a PLC team	Po`okumu  Hope Po`okumu  Registrar  Rtl Coordinator	Bell Schedule provided to Commission	August 15, 2017

# Kua o ka Lā New Century Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
		Lead Teachers		
9. Hold data conferences with students to discuss diagnostic results and to create individualized goal sheets	Every student (3-12) has established goals for growth	Kumu	Principal statement to Commission staff that conferences were held	August 30, 2017 October 31, 2017 December 15, 2017 March 30, 2018 May 30, 2018
10. Develop an ongoing training program that will ensure new staff members can implement the curricula and intervention programs	Training program schedule  Teacher sign in	Po`okumu  Rtl coordinator	Training program schedule and agenda provided to Commission	August 15, 2018
11. Provide training in the interpretation of the entrance data, progress monitoring data, and exit criteria so that staff members can effectively change interventions and instruction to meet students' specific needs	90% of instructional staff trained in protocols	Test Coordinator  Rtl Coordinator  Consultant	Agenda and description of PD	October 15, 2018
12. Review student progress as measured by the STAR and other progress monitoring assessments documenting student progress	SGP of 50 quarterly	Kumu  Testing Coordinator  Department Chair	Testing Coordinator statement of SGP	October 15, 2019 December 21, 2019 March 15, 2020 May 30, 2020

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
13. All components of Rtl program will be implemented with fidelity	Review and grading of our program against all essential components of Rtl fidelity of implementation rubric (AIR RTI Rubric)	Rtl Coordinator Po`okumu	AIR RTI rubric completed and submitted to Commission	May 30, 2020

**Value Added Measure 2**

All Hawaiian-focused Charter Schools agreed to the Vision of the Graduate. Each HFCS has developed a kula specific Vision of the Graduate that derives from their place, community, culture, and language context. Kua O Ka La will measure Cultural Competency as defined as haumana knowledge, skills, and practices that are aligned to ancestral learning within a contemporary context. Kua O Ka La will find evidence of Cultural Competency within ceremony. Ceremony is defined as the opportunity for formal demonstration and recognition of readiness to advance to a higher level of kuleana and learning expectations.

By June 2020, Kua O Ka La will develop rubrics for `Aelike and ho`ike that focus on our school’s mission, vision, values and place to measure the acquisition of the following cultural competency ceremony dimensions:

- Demonstrate skills and knowledge through a variety of assessments that communicate progress and achievement in meaningful ways.
- Demonstrate, understand and apply Hawaiian values
- Respect and honor genealogy (people, place, situation, past, present, future)
- Know a place (history, resources) as a piko and a foundation for making larger connections.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Identify kumu team to draft `Aelike rubric with input from all kumu	100% of `Aelike teams identified and will include representation from K-6, 7-12, Hlpu`u and cultural experts	Po`okumu	Po`okumu statement providing team members that will fulfill the overarching goal of overview and rubric development for Aelike	August 15, 2017
2. `Aelike team to observe and identify the parameters of	`Aelike parameters overview document developed to explain to all users moving	`Aelike Team	`Aelike Overview Document	October 14, 2017

# Kua o ka Lā New Century Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
application for the `Aelike rubrics including point system and incentive/rewards system and schedule	forward how the `Ae Like system is to be implemented with rubrics to follow.  (demonstrate, apply and understand Hawaiian values)			
3. Identify kumu teams(K-6) and (7-12) to draft Hō`ike cultural competency rubric	100% of Cultural Competency Teams identified to include school based Hawaiian cultural experts	Po`okumu	Po`okumu statement providing team members for this goal.	August 15, 2017
4. School-based Hawaiian cultural experts (teams) observe cultural competency practices to compile areas for rubric development	100% of first semester events pertaining to cultural competency will be formally observed (i.e. Mahakihi, Arbor Day) by school-based Hawaiian cultural experts and areas of competency for rubric will be identified	Po`okumu  Cultural Competency Teams	Po`okumu statement including the identified areas of competency to be assessed by rubrics	November 30, 2017
5. Develop `Aelike (school values) rubric for K-12	Completed draft  K-12 `Aelike Rubric  Each value will have their own rubric	Po`okumu  `Aelike Team	Submit `Aelike Rubric to Commission	February 15, 2018
6. Grade K-6 kumu will develop a draft rubric of Hō`ike for elementary Hō`ike	Completed draft K-6 rubrics for ho`ike	Po`okumu  Cultural Competency Team	Submit K-6 Hō`ike Rubrics to the Commission	March 15, 2018
7. Grade 7-12 kumu will develop a draft rubric for Hō`ike for middle/high Hō`ike	Completed draft 7-12 rubrics for ho`ike	Po`okumu  Cultural Competency Team	Submit 7-12 Hō`ike Rubrics to the Commission	April 30, 2018
8. Implement `Aelike and provide	100% of kumu will implement `Aelike rubric	Po`okumu	Submit revised rubrics based on	May 22, 2019

# Kua o ka Lā New Century Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
revisions to team (school values) rubric for K-12	team revises rubric	All kumu	implementation	
9. In grades K-6 kumu will implement Hō`ike rubric for elementary Hō`ike and provide revisions to team	100% of kumu in grades K-6 will implement rubrics and team will revise rubric	Po`okumu All Kumu	Submit revised rubric based on implementation to Commission	March 15, 2019
10. In grades 7-12 kumu will implement Hō`ike rubric for secondary ho`ike and provide revisions to team	100% of kumu in grades 7-12 will implement rubric for ho`ike and team will revise rubric	Po`okumu All kumu	Submit revised rubrics for 7-12 based on implementation to Commission	April 30, 2019
11. In grades K-12 kumu will evaluate cultural competency rubrics for Hō`ike using data based on one year of implementation	100% of kumu in grades K-12 will participate in the data review of cultural competency rubrics	Po`okumu All Kumu	Submit agenda and principal statement overview of cultural competency data	January 30, 2020
12. Rubric are finalized for Hō`ike and `Aelike	All cultural competency rubrics in grades K-12 (`Aelike and Hō`ike) are completed	Po`okumu Kumu	Submit final cultural competency rubrics (`Aelike and ho`ike) to Commission	May 31, 2020

Value Added	
Evidence for school year 2017-2018:	<p>Value Added Measure 1:</p> <ul style="list-style-type: none"> <li>• Statement describing chosen curriculum (Task 1).</li> <li>• Four quarterly statements that instruction in Tier 1 &amp; 2 are conducted with Quality, Fidelity, Intensity and Control (QFIC), as verified by monitoring and regular observation of teachers’ performance (Task 5).</li> </ul> <p>Value Added Measure 2:</p> <ul style="list-style-type: none"> <li>• ‘Aelike Loina (Shared Value) Rubric (Task 5).</li> <li>• Draft content for K-6 Hō’ike Rubric (Task 6).</li> <li>• Action plan for Senior Hō’ike (Task 7).</li> </ul>
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Kua O Ka Lā New Century Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (5 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.50 = 2.20 \text{ (Rounded Down) } = 2$$

**Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Kua o ka Lā New Century Public Charter School</b>	✓	✓	✓	✓	✓	✓	X	✓



## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	46% -55%	33%	Did Not Meet
ELA	26% -35%	30%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50-55	36	Did Not Meet
ELA	50-54	40	Did Not Meet

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	9%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	41% - 50%	30%	Did Not Meet
ELA	26% - 35%	27%	Met

**II. Value Added**

Kualapu'u intends to implement an action research model to study current practices and make effective changes to three major program areas:

- 1) School-wide instructional strategies
- 2) Professional learning communities
- 3) Reading curriculum and instruction

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
<b>SUB-GOAL 1: INSTRUCTIONAL STRATEGIES</b>				
1. Review current Title I Comprehensive Needs Assessments, , WASC reports and self-studies, and other data to assess student needs, school's strengths and weaknesses	Understanding and written summary of strengths and areas in need of growth for school	Admin	Written Summary	April 30, 2017
2. Review the inventory of instructional strategies and programs used with fidelity in the school	Understanding and written summary of strengths and areas in need of growth for school	Admin	Written Summary	April 30, 2018
3. Full faculty professional development on instructional strategies.	Staff attend the training on the practices used in the school and the connection to student results	Admin	Agenda from training/PD	December 30, 2017 May 30, 2018 December 30, 2018 May 30, 2019
4. Evaluate the frequency and fidelity of the use of agreed upon instructional strategies	Data on the use of agreed upon instructional strategies	Admin	Evaluation report	Ongoing- summary report due May 30 of each year
5. Plan for continued professional development on implementing and evaluating effective instructional strategies	Professional development plan for continued study of best practices in instructional strategies	Admin	PD plan	October 30, 2018
<b>SUB-GOAL 2: PROFESSIONAL LEARNING COMMUNITY (PLC)</b>				
6. Committee to research best practices, models and resources for effective PLC and present findings to faculty and leadership	Presentation on researched based best practices and models to	PLC Committee	Meeting agenda	May 30, 2018

# Kualapu'u School: A Public Conversion Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	staff, guided staff discussion			
7. Develop PLC program that incorporates research based practices	PLC program plan	PLC Committee	PLC Program plan	May 30, 2018 May 30, 2019
<b>SUB-GOAL 3: READING PROGRAM</b>				
8. Determine the professional development plan for implementation of new program, and criteria for evaluating success of reading program.	PD plan for implementation	Reading program committee	PD plan	June 30, 2017
9. Evaluate reading program using the developed criteria and make revisions as necessary.	Evaluation report, changes to plan if necessary.	Reading program committee	Evaluation Report	June 30, 2018

Value Added	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>• 3-Year Academic Plan</li> <li>• Professional Learning Community (PLC) program summary and accompanying slide presentation, delivered at Hawaii Department of Education Canoe Complex Instructional Leadership Team (ILT) Summit in April 2018.</li> <li>• ILT Guided Visit Evidence and Wonderings Report, including observation data focused on teachers, students, and the classroom environment.</li> <li>• Reading Selection Committee slide presentation regarding curriculum selection, implementation of Reading Workshop in English and Hawaiian language immersion program classrooms, and next steps.</li> </ul>
Status:	Making progress on Value Added goals.

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

### Kualapu'u School: A Public Conversion Charter

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.10 \text{ (Rounded Down) } = 1$$

Final Fiscal Year 2017-18 Risk Assessment: LOW

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Kualapu'u School: A Public Conversion Charter	✓	✓	✓	✓	✓	✓	* <sup>19</sup>	✓

<sup>19</sup> Fire Prevention Bureau indicated that a fire inspection was not conducted at no fault of the school and will be inspected at the beginning of the 2018-2019 school year.

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	20% - 29%	6%	Did not meet
ELA	20% - 29%	12%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	23 - 32	24	Met
ELA	23 - 32	46	Exceeded

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
20% - 24%	<i>Not available</i> <sup>20</sup>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
<i>Target Suppressed</i>	<i>Data Suppressed</i>	Exceeded

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
<i>Target Suppressed</i>	<i>Data Suppressed</i>	Met

<sup>20</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

## II. Value Added

All Hawaiian-focused Charter Schools (HFCS) agreed to the Vision of the Graduate. Each HFCS has developed a kula specific Vision of the Graduate that derives from their place, community, culture, and language context. KANAKA will measure Bilingual Competencies of its students that are aligned to Olelo Niihau and English Language Standards as developed, aligned and recorded in KANAKA PCS standards based report card. KANAKA standards for OLELO NIIHAU/ENGLISH LANAGAGE will be summarized as numerical values representing student achievement of the standards of Hoonui heluhelu me ta olelo /Conventions of Standard English, Naauao o ta olelo/Knowledge of Language, Hoonui ma ta olelo/Vocabulary Acquisition & Use. The Niihau Olelo reported as Hoaho Mikioi (4), Maikai (3), Mamua (2) or Malama (1). English Language reported as Below (1), Approaching (2), At (3) or Advanced (4) of Grade level expectation.

By June 2021 KANAKA’s standards based report card will provide focus for Niihau core values necessary for the acquisition of the following dimensions of Bilingual Competency:

- Respect and use of both languages
- Recognize and accept leadership roles as language mentors
- Know the languages as the piko and foundation for making larger connections

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Grade K-5 teachers work with Niihau Community members to develop a rubric of Bilingual Competency aligned to Niihau Core Values	Completed K-5 rubrics aligned to Niihau Core Values	Lead: Pookumu  Support: K-5 Kumu, Olelo Niihau Kumu, Niihau Ohana	Submit K-5 rubric to Commission	December 7, 2018
2. Implement grade K-5 Bilingual Competency rubric	Bilingual Competency rubric results for K-5	Lead: Olelo Niihau Kumu  Support: Pookumu, Grade K-5 teacher	Submit rubric results for grade 5 to Commission	June 21, 2019
3. Grade 6-8 teachers work with Niihau Community members to develop a rubric of Bilingual Competency aligned to Niihau Core Values	Completed 6-8 rubrics aligned to Niihau Core Values	Lead: Pookumu  Support: 6-8 Kumu, Olelo Niihau Kumu, Niihau Ohana	Submit 6-8 rubric to Commission	December 6, 2019
4. Implement grade 6-8 Bilingual Competency	Bilingual Competency rubric results for 6-8	Lead: Olelo Niihau Kumu	Submit rubric results	June 19, 2020

**Kula Aupuni Niihau A Kakealani Aloha (KANAKA) A New Century Public Charter School (PCS)**

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
rubric		Support: Pookumu, Grade 6-8 teacher	for grade 8 to Commission	
5. Revise grade K-5 Bilingual Competency rubric	Revised Bilingual Competency rubric results for K-5	Lead: Grade K-5 teacher  Support: Pookumu, Olelo Niihau Kumu	Submit Revised rubric results for grade 5 to Commission	December 6, 2019
6. Grade 9-12 teachers work with Niihau Community members to develop a rubric of Bilingual Competency aligned to Niihau Core Values	Completed 9-12 rubrics aligned to Niihau Core Values	Lead: Pookumu  Support: 9-12 Kumu, Olelo Niihau Kumu, Niihau Ohana	Submit 9-12 rubric to Commission	December 4, 2020
7. Implement grade 9-12 Bilingual Competency rubric	Bilingual Competency rubric results for 9-12	Lead: Olelo Niihau Kumu  Support: Pookumu, Grade 9-12 teacher	Submit rubric results for grade 12 to Commission	June 18, 2021
8. Revise grade 6-8 Bilingual Competency rubric	Revised Bilingual competency rubric results for 6-8	Lead: Grade 6-8 teacher  Support: Pookumu, Olelo Niihau Kumu	Submit Revised rubric results for grade 8 to Commission	December 4, 2020

**Kula Aupuni Niihau A Kakeleani Aloha (KANAKA) A New Century Public Charter School (PCS)**

School Year 2017-2018

Value Added	
Evidence submitted for school year 2017-2018:	None – no evidence was required during school year 2017-2018.
Status:	Not applicable. Status will be assessed in school year 2018-2019.

**Financial Performance Framework**

**Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result**

**Formula**

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

**Kula Aupuni Niihau A Kahelehani Aloha (KANAKA)**

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.10 + 0.40 + 1.00 + 0.10 = 2.05 \text{ (Rounded Down) } = 2$$

**Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE**



## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	✓	✓	✓	✓	✓	✓	✓	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	28% - 37%	25%	Did Not Meet
ELA	41% - 50%	43%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	33	Did Not Meet
ELA	50 - 54	36	Did Not Meet

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	<i>Not available<sup>21</sup></i>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 100%	64%	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	22%	Met
ELA	30% - 39%	36%	Met

<sup>21</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

## II. Value Added

Middle School - The goal is to implement Project Based Learning (PBL) into the middle school, then phase into high school over a three year period.

Project Based Learning was introduced to the LCPCS faculty in 2013, but was not implemented. Starting in Fall 2017, PBL will be implemented in the middle school. This summer (2017), 3 middle school teachers, 1 teacher who teaches both middle and high school and the school director will attend the Buck Institute’s PBL World Training, in California. The initial implementation will determine the needs for additional PBL training for high school instructors to effectively implement PBL in the 2018 and 2019 school years.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Attend Buck Institute training (four teachers and director).	Middle School teachers will provide PD presentation to all staff of what was learned and what the plan is to implement PBL at the middle school level.	Dean of Academic and Student Life	PD agenda and description of presentation.	September 15, 2017
2. Establish evaluation criteria for PBL implementation and its impact on student achievement.	All middle school students will engage in PBL in their classes.	Dean of Academic and Student Life	Student enrollment data.	August 30, 2017
3. Develop rubrics to assess students’ mastery of content.	Rubrics are developed for all courses to assess project participation, completion and mastery.	Dean of Academic and Student Life	Rubrics have been developed.	August 30, 2017
4. Develop middle school schedule to accommodate PBL.	Schedule is used to assure appropriate amount of time needed to teach/coach project development and implementation.	Dean of Academic and Student Life	Middle School Master Schedule	August 30, 2017

Value Added	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Collaboration rubric (Action 3).</li> <li>• Peer Evaluation rubric (Action 3).</li> <li>• Discussion rubric (Action 3)</li> </ul>
Status:	<p>Completed Value Added activities.</p> <p>Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.</p>

### III. Interim Academic Targets

<p><b>2017-2018 Reading Target</b></p>	<p>45% of students in grades 6-10 are on track to meet or exceed their growth projection (RIT goal) in reading in the winter administration of the NWEA.</p> <p>Results to be provided to the Commission January 10, 2018</p>	<p>40% of full school year students in grades 6-10 will meet or exceed their growth projection (RIT goal) in reading during the spring administration of the NWEA.</p> <p>Results to be provided to the Commission May 10, 2018</p>
<p><b>2017-2018 Math Target</b></p>	<p>45% of students in grades 6-10 are on track to meet or exceed their growth projection (RIT goal) in math in the winter administration of the NWEA.</p> <p>Results to be provided to the Commission January 10, 2018</p>	<p>40% of full school year students in grades 6-10 will meet or exceed their growth projection (RIT goal) in math during the spring administration of the NWEA.</p> <p>Results to be provided to the Commission May 10, 2018</p>
<p><b>2018-2019 Reading Target</b></p>	<p>50% of students in grades 6-10 are on track to meet or exceed their growth projection (RIT goal) in reading in the winter administration of the NWEA.</p> <p>Results to be provided to the Commission January 10, 2019</p>	<p>45% of full school year students in grades 6-10 will meet or exceed their growth projection (RIT goal) in reading during the spring administration of the NWEA.</p> <p>Results to be provided to the Commission May 10, 2019</p>
<p><b>2018-2019 Math Target</b></p>	<p>50% of students in grades 6-10 are on track to meet or exceed their growth projection (RIT goal) in math in the winter administration of the NWEA.</p> <p>Results to be provided to the Commission January 10, 2019</p>	<p>45% of full school year students in grades 6-10 will meet or exceed their growth projection (RIT goal) in math during the spring administration of the NWEA.</p> <p>Results to be provided to the Commission May 10, 2019</p>
<p><b>2019-2020 Reading Target</b></p>	<p>55% of students in grades 6-10 are on track to meet or exceed their growth projection (RIT goal) in reading in the winter administration of the NWEA.</p> <p>Results to be provided to the Commission January 10, 2020</p>	<p>50% of full school year students in grades 6-10 will meet or exceed their growth projection (RIT goal) in Reading during the spring administration of the NWEA.</p> <p>Results to be provided to the Commission May 10, 2020</p>
<p><b>2019-2020 Math Target</b></p>	<p>55% of students in grades 6-10 are on track to meet or exceed their growth projection (RIT goal) in math in the winter administration of the NWEA.</p> <p>Results to be provided to the Commission January 10, 2020</p>	<p>50% of full school year students in grades 6-10 will meet or exceed their growth projection (RIT goal) in math during the spring administration of the NWEA.</p> <p>Results to be provided to the Commission May 10, 2020</p>

<b>Interim Assessment – Spring 2018</b>			
<b>Subject</b>	<b>% of students in grades 6-10 on track to meet or exceed growth projection: TARGET</b>	<b>% of students in grades 6-10 on track to meet or exceed growth projection: ACTUAL</b>	<b>Met target?</b>
Reading	40%	60%	Exceeded
Math	40%	54%	Exceeded

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

<b>Low</b>	<b>Acceptable</b>	<b>Moderate</b>	<b>High</b>	<b>Significant</b>
1	2	3	4	5

Laupāhoehoe Community Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.20 + 0.20 + 0.50 + 0.10 = 1.45 \text{ (Rounded Down) } = 1$$

Final Fiscal Year 2017-18 Risk Assessment: **LOW**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Laupāhoehoe Community Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	75% - 84%	24%	Did Not Meet
ELA	82% - 91%	57%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	16	N/A
ELA	No target	43	N/A

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
16% - 19%	13%	Exceeded

## II. Value Added

All Hawaiian-focused Charter Schools (HFCS) agreed to the Vision of the Graduate. Each HFCS has developed a kula specific Vision of the Graduate that derives from their place, community, culture, and language context.

Mālama Honua Public Charter School (MHPCS) will measure Cultural Competency as defined as haumana knowledge, skills, and perspectives that are aligned to ancestral learning within a contemporary context. Mālama Honua PCS will find evidence of Cultural Competency within ceremony. Ceremony is defined as the opportunity for formal demonstration and recognition of readiness to advance to a higher level of kuleana and learning expectations.

The ideal MHPCS student is able to demonstrate, apply, and reflect on their acquisition and understanding of the Mind of the Navigator skills:

- Communication and Collaboration
- Environmental Awareness
- Confident Cultural Identity
- Ethical Problem Solving

- Civic Responsibility
- Global Perspective

Through presentations of learning, MHPCS students will be measured on their ability to accurately reflect and provide evidence on Mind of the Navigator (MON) skills at each grade level.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
<b>GOAL 1: Create and implement a 5th grade defense system.</b>				
1. Draft curriculum outline and end of trimester assessment tools for Explorations Block that aligned to Mind of the Navigator skills for each grade level	Draft Curriculum outline and trimester assessments for Explorations Block	Admin	Curriculum outline and trimester assessments for Explorations Block	October 31, 2017
2. Develop at least one defense tool and handbook of protocols for 5th grade	One defense tool and protocol handbook	Admin	Copy of handbook, Description of defense tool	January 30, 2018
3. Conduct collaborative training session for faculty to use assessment tools	100% of faculty will have participated in at least one collaborative training session	Admin	Statement of completion	May 30, 2018
<b>GOAL 2: Create and implement an 8th grade defense system.</b>				
4. Draft curriculum outline and end of trimester assessment tools for each added grade level	Curriculum outline and end of trimester assessment	Admin	Curriculum outline and trimester assessments	October 31, 2019
5. Develop at least one defense tool for 8th grade defense	Defense tool	Admin	Description of defense tool	January 30, 2020
6. Conduct collaborative training session for faculty to use assessment tools	100% of faculty will have participated in at least one collaborative training session	Admin	Statement of completion	May 30, 2020
<b>GOAL 3: Fine-tune and implement tools for defense systems looking specifically at 2 dimensions of the Hawaiian Focus Charter Schools Vision of the Graduate Cultural Competencies.</b>				
7. Review and revise curriculum outlines and end of trimester assessment tools for each grade level	Revised curriculum	Admin	Copy of revised curriculum	October 31, 2020
8. Review and revise (if needed) defense tool and protocol handbook for 5th and 8th grade defense, articulate where and how students will be measured on the acquisition of dimensions: 1) Recognize and accept leadership roles to manifest cultural knowledge	Revised defense tool and protocol, written plan for measuring students on 2 dimensions	Admin	Statement of plan to measure students on 2 dimensions and if tool was revised, a copy of revision	January 30, 2021



Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
2) understand importance of reciprocal relationships and responsibilities in a cultural context				
9. Implement tools in defense presentation	Assessed student work/presentations	Admin	Description of assessments or Commission staff observation	June 30, 2021

Value Added	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Draft curriculum map for each grade level band for each trimester (Action 1).</li> <li>• Draft Mind of the Navigator skill rubric (Action 1).</li> <li>• Draft 5<sup>th</sup> Grade Defense Student Handbook (Action 2).</li> <li>• Draft defense story rubric (Action 2).</li> <li>• Draft presentation rubric (Action 2).</li> </ul>
Status:	Making progress on Value Added activities.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Malama Honua Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.20 + 0.50 + 0.10 = 1.35 \text{ (Rounded Down) } = 1$$

**Final Fiscal Year 2017-18 Risk Assessment: LOW**

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Mālama Honua Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	50% - 56%	54%	Met
ELA	72% - 77%	78 %	Exceeded
Science	69% - 72%	72%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	48 - 53	38	Did Not Meet
ELA	57 - 62	52	Met

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent Combined Elementary & Middle TARGET	% Chronically Absent Combined Elementary & Middle ACTUAL	Met target?
8% or less	<i>Not available<sup>22</sup></i>	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 91%	100%	Exceeded

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
58% - 67%	50%	Did Not Meet

<sup>22</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	42% - 51%	46%	Met
ELA	63% - 70%	90%	Exceeded

## II. Value Added

Create and teach two computer programming courses, one for middle school students and the other for high school students. These mandatory courses will be counted toward promotion and graduation. Skills and content learned will be applied to final exit projects or used as a multi-year Senior Project.

Three phase process:

- Design and/or secure industry standards-based curriculum for both middle school and high school grade courses. (SY 17-18)
- Fully implement both courses. (SY 18-19)
- Evaluate the effectiveness of courses & make recommendations to create new courses that can populate the proposed STEM Institute for high school seniors. (SY 19-20)

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	Update
<b>1. Identify and hire curriculum creator/ instructor</b>	<ul style="list-style-type: none"> <li>• Contact industry partners for recommendations of individuals with computer programming skills</li> <li>• Interview potential applicants</li> <li>• Hire best applicant(s)</li> </ul>	Principal and Curriculum & IT Directors	Statement of Completion	May 31, 2017	Done June 2017
<b>2. Establish a timeline and process for creation, review and pilot of developed courses</b>	<ul style="list-style-type: none"> <li>• Schedule regular meetings with curriculum and IT directors throughout the first quarter of year 1</li> <li>• Determine criteria that will be used to evaluate the effectiveness of the courses</li> </ul>	Curriculum & IT Directors; IT Teacher	Timeline of Schedule and description of criteria	August 31, 2017  January 31, 2018	1 <sup>st</sup> Mtg. in June 2017; (first Monday of each month- ongoing)

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date	Update
<b>3. List on school's master schedule</b>	<ul style="list-style-type: none"> <li>List courses on master schedule for SY18-19 and have both counseling department and registrar actively place students into these mandatory classes</li> </ul>	Counselors & Registrar	Statement of Completion	January 31, 2018	<p>First course scheduled for delivery to middle school grades in Q2 (Oct. 2017) HTML</p> <p>2nd high school level course in Python Prog. To start in Jan. 2018 (Q3)</p>
<b>4. Implement courses</b>	<ul style="list-style-type: none"> <li>Courses is offered</li> </ul>	Admin	Statement of Completion	May 31, 2019	
<b>5. Evaluate based upon criteria developed by the school curriculum team and results of final student projects</b>	<ul style="list-style-type: none"> <li>Evaluate the success and challenges of the program based upon criteria determined in SY17-18</li> <li>Determine whether these courses should be expanded to include additional grade levels if positive results support growth of the program, accept recommendations on additional IT courses that can be developed to populate the STEM Institute</li> </ul>	All (Admin, Directors, Teacher)	Evaluation using the rubric, event schedule and final student projects at the end of each school year	May 31, 2019	

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Making progress on Value Added goals.

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

<b>Low</b>	<b>Acceptable</b>	<b>Moderate</b>	<b>High</b>	<b>Significant</b>
1	2	3	4	5

Myron B. Thompson Academy

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 0.10 + 0.35 + 0.10 + 0.20 + 0.50 + 0.20 = 1.45 \text{ (Rounded Down) } = 1$$

Final Fiscal Year 2017-18 Risk Assessment: **LOW**

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Table xx: Organizational Performance Measures								
School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Myron B. Thompson Academy</b>	✓	✓	✓	✓	✓	✓	✓	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	23% - 32%	36%	Exceeded
ELA	22% - 31%	41%	Exceeded
Science	35% - 44%	<i>Data suppressed</i>	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	42 - 51	71	Exceeded
ELA	42 - 51	67	Exceeded

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
25% - 34%	44%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	23% - 32%	36%	Exceeded
ELA	22% - 31%	41%	Exceeded

## II. Value Added

**Goal: Increase teacher use of agreed upon instructional strategies in order to increase student achievement.**

All academic staff will use the eight instructional strategies with fidelity to increase student engagement and maximize instructional time.

This goal outlines a three-phase process:

Phase 1: Design and Agree on Instructional Strategies SY 16-17

Phase 2: Implementation SY 17-18

Phase 3: Monitor and Evaluate SY 17-18

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Design and agree on instructional practices to implement in 2017-2018.	<ul style="list-style-type: none"> <li>Classroom expectations</li> <li>Classroom procedures and routines</li> <li>Encouraging expected behavior</li> <li>Discourage inappropriate behavior</li> <li>Active supervision</li> <li>Opportunities to respond</li> <li>Activity sequencing and choice</li> <li>Task difficulty</li> </ul>	Director	List of agreed upon instructional practices	May 30, 2017 (prior to new contract, for background information only)
2. Vertically align instructional practices.	<ul style="list-style-type: none"> <li>Tailor each instructional practice to meet developmental level of students</li> <li>Vertically align practices</li> </ul>	Director and Academic Staff	Statement of completion	May 30, 2017 (prior to new contract, for background information only)
3. Implement instructional practices 1-4	<ul style="list-style-type: none"> <li>Academic staff will implement the first four instructional practices</li> </ul>	Academic Staff	Summary of weekly walk-through observation reports	August 30, 2017 October 30, 2017
4. Conduct weekly Monitoring and Feedback	<ul style="list-style-type: none"> <li>Director will monitor instructional practices 1-4 weekly and provide feedback</li> </ul>	Director	Summary of weekly feedback and observation reports	Aug 30, 2017 October 30, 2017 January 30, 2018 May 30, 2018
5. Implement of instructional practices 5-8	<ul style="list-style-type: none"> <li>Academic staff will implement instructional practices 5-8</li> </ul>	Academic Staff	Summary of weekly feedback and observation reports	Sept 30, 2017 October 30, 2017 January 30, 2018 May 30, 2018
6. Weekly Monitoring and Feedback	<ul style="list-style-type: none"> <li>Director will monitor instructional practices 5-8 weekly and provide feedback</li> </ul>	Director	Summary of weekly feedback and observation reports	Sept 30, 2017 October 30, 2017 January 30, 2018



May 30, 2018

**Update:**

Re: Academic Performance Framework's Value Added task: Value Added action item #3, Implement instructional practices 1-4.

Grades K-6 were instructed to begin iReady testing during the first week of school, with the expectation that we would use this data to create Student Achievement Portfolios, hold Data Conferences with our students, establish goals for growth, and to develop leveled groups of students for Tier 2 and 3 interventions/differentiation. We were able to start looking at school wide data during our third Professional Development/Staff Meeting, where we discussed the implications for RTI.

Student Achievement Folders have been created campus wide. Teachers have created sections for each domain, and are collecting work samples as well as formative/summative assessment data.

In an attempt to standardize data collection at Na Wai Ola, we have created a basic template for teachers to use while holding Data Conferences. Teachers are using this template for iReady Math and ELA results, and are attempting to use it for Words Their Way and Reading A-Z. Teachers report that while setting a 15% growth target can be done with iReady, there are still questions about what this means in terms of reading levels and spelling development (what does it mean to increase your reading level by 15%?). We are finding that in some cases it is more realistic to set a growth target of one grade level.

Grades K-6 have all administered the iReady assessment. Teachers report some difficulty getting the assessment completed because our Internet connectivity is often poor. Students frequently had to reenter their password and student ID numbers, causing delay, and in some cases, no results. We are currently working on retesting those that were absent or those with incomplete scores and expect to have all of our students tested by the 31<sup>st</sup> of August.

Data Conferences with students to discuss diagnostic results have been a huge success. While many teachers found it difficult to meet with each student for an extended period of time, they all felt that the conferences were very meaningful and enjoyed the process.

The first four instructional practices have been implemented school wide. All classrooms have established meaningful classroom expectations, which are clearly posted and stated with Aloha. Classroom procedures and routines have been established for the classroom, playground, and Piko. Teachers are encouraging expected behavior using positive discipline techniques and discouraging inappropriate behavior by using a Hawaiian cultural tool we developed called Na'au Pono? This tool is designed to help students better understand their decisions, and the natural consequences that follow.

Re: Academic Performance Framework's Value Added task: Value Added action item #3, Implement instructional practices 5-8.

Now that grades K-6 have completed their iReady testing, have created Student Achievement Portfolios to hold Data Conferences with students, and have established goals for student growth,

teachers have begun to increase active supervision, increase opportunities to respond, reconsidered activity sequencing and choice, and increase task difficulty as a primary way to strengthen our tier 1 interventions.

The main way these four strategies have been implemented on Na Wai Ola’s campus has been to include Rtl into all academic subjects by introducing and better managing small group work. In the past, a majority of our academic staff relied heavily on whole group instruction, which limited the amount of active supervision done, limited the students’ opportunities to respond, limited activity sequencing and choice, and did not always provide task difficulty or enrichment for students performing at or above grade level.

Teachers are working with EA’s to create different grouping structures (mixed ability groups; similar ability groups; independent groups; and instructional groups) to respond to the multiple ability levels of our student body with success. The basic structure of each core academic block starts with whole group instruction (15 min) to ensure that all students have access to grade level standards. After whole group instruction takes place, students break into groups for targeted instructed in their area of need. These groups meet and rotate every 15 to 20 minutes (45 min – 60 min), meeting with both the teacher and the EA. Grouping structures change based on the task, with some grouping based on similar ability and some based on mixed ability. After the groups have met for targeted instruction, our teachers bring them back together for some kind of exit slip/assessment (15 min). The purpose of the exit slip is for the teacher to measure whether or not the objective was met, and by whom. Teachers then take this information to better plan for tomorrow’s interventions, and to track the success/duration of the intervention.

I have done weekly walkthroughs to monitor progress with our instructional practices 5-8, and have found that teachers and EA’s are responding in different, but creative ways. Our work is now to standardize and vertically align these practices to reduce the variability among grade levels. We are excited to invite Connie Herbert, the author of Response to Intervention, Continuous School Improvement, to our campus October 17<sup>th</sup> and 18<sup>th</sup>, and have asked her to visit classrooms and to give us feedback on our progress. She will also provide a professional development that week on implementing Rtl and CSI.

<b>Value Added</b>	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Narrative updates on the implementation of the eight identified instructional strategies (Actions 3 and 5).</li> <li>• Weekly classroom walk-through observation reports for all classrooms at the school that focus on the eight identified instructional strategies (Actions 4 and 6).</li> </ul>
Status:	<p>Completed Value Added activities.</p> <p>Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.</p>

### III. Interim Targets

Na Wai Ola uses the i-Ready Adaptive Diagnostic Assessment in Math and Reading as a universal screener for grades K-6. The i-Ready Diagnostic identifies areas in which areas students are struggling, measures growth, and supports data-driven differentiated instruction. I-Ready will guide Na Wai Ola leadership with establishing non-negotiable instructional practices, curriculum, and professional development needs. i-Ready will also be the basis for the Na Wai Ola Multiple-Tiered Student Support (MTSS) Implementation Plan.

**GOAL 1:** 80% of Na Wai Ola students in grades K-6 who are enrolled in school during the pre and post assessment administration will increase their i-Ready Math Pre- to Post- assessment score by 15% in SY17-18.

**GOAL 2:** 80% of Na Wai Ola students in grades K-6 who are enrolled in school during the pre and post assessment administration will increase their i-Ready Reading Pre- to Post- assessment score by 15% in SY17-18.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Administer i-Ready assessments to all students in grades k-6	100% of students in grades K-6 have valid screened results in math and reading	Director	iReady reports	August 30, 2017
2. Create student portfolios to track student achievement	100% of students in grades K-6 have student achievement portfolios	Staff	Student achievement folders	August 30, 2017
3. Hold data conferences with students to discuss diagnostic results and to create individualized goal sheets	100% of students in grades K-6 have established goals for growth	Academic Staff	Individualized goal sheets	August 30, 2017
4. Share student data with parents	100% of parents of students in grades K-6 have been notified of Fall diagnostic results and growth goals	Academic Staff	Parent notification letters, back-to-school sign in sheets	September 30, 2017
5. Create incremental schoolwide goals	Schoolwide goals tied to lessons completed or growth, or both, have been established	MTSS Team	Schoolwide goal sheet	September 30, 2017
6. Teachers develop action plan for individual	100% of teachers have completed grade-level action	Teachers	Teacher targeted	September

# Na Wai Ola Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
and group instruction to target student areas of need	plan template using Fall Window data (diagnostic results)		instruction action plans	30, 2017
7. Administer progress monitoring mini-assessment to students receiving Tier 2/3 supports	100% of all students receiving Tier 2/3 supports in grades K-6 have completed progress monitoring assessments	Academic Staff	Semester summary of iReady reports	January 15, 2018 May 30, 2018
8. Monthly data analysis/progress monitoring meeting	Data/Progress is discussed and analyzed at monthly MTSS fidelity check meeting	MTSS Lead	Meeting agenda, notes, minutes	October 15, 2017 January 30, 2017 March 30, 2017 May 30, 2017
9. Update student portfolios to track student achievement	100% of students in grades K-6 have updated data in their student achievement portfolios	Academic Staff	Student portfolio review by Commission staff or statement of completion	December 30, 2017
10. Hold data conferences with students to discuss diagnostic results and to update individualized goal sheets	100% of students in grades K-6 have updated goals for growth	Academic Staff	Individualized goal sheets	December 30, 2017
11. Share student data with parents	100% of parents of students in grades 1-6 have been notified of Winter/Spring diagnostic results and growth goals/results	Academic Staff	Parent notification letters/state ment of completion	December 30, 2017
12. Update incremental schoolwide goals, as needed	School wide goals tied to lessons completed or growth, or both, have been updated, if needed.	MTSS Team	Updated school wide goal sheet, if needed.	December 30, 2017
13. Teachers update action plan for individual and group instruction to	100% of teachers have completed grade level action plan template using	Teachers	Teacher targeted instruction	January 30, 2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
target student areas of need	Winter/Spring window data		action plans	

Interim Assessment			
Subject	% of students in grades K-6 increasing i-Ready score by 15% during SY1718: TARGET	% of students in grades K-6 increasing i-Ready score by 15% during SY1718: ACTUAL	Met target?
Reading	80%	<i>Data not available at time of reporting</i>	N/A
Math	80%	<i>Data not available at time of reporting</i>	N/A

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Na Wai Ola (Waters of Life) Public Charter School

$$(1 \times 0.10) + (2 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (3 \times 0.25) + (5 \times 0.10) = 2$$

$$0.10 + 0.70 + 0.20 + 0.20 + 0.75 + 0.50 = 2.45 \text{ (Rounded Down) } = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Na Wai Ola Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	X

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	44%-53%	44%	Met	Math	43-49	38	Did Not Meet
ELA	66%-75%	72%	Met	ELA	50-54	54	Met

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	12%	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	25%-34%	25%	Met
ELA	42%-54%	53%	Met

## II. Value Added

**Revise and Refine our 8th grade Portfolio-Defense system to enable authentic assessment opportunities for students to reflect on their learning and growth during the SEEQS experience.**

SEEQS students experience a variety of disciplinary and interdisciplinary work throughout their careers. This work is documented and reflected upon regularly in a digital portfolio, eventually culminating in a portfolio-defense process in which students defend their understanding of and growth in five Sustainability Skills:

1. Reasoning Analytically
2. Thinking Systemically
3. Collaborating Productively
4. Managing Effectively
5. Communicating Powerfully

The **portfolio-defense process** spans the entire 8th grade year as an additional layer of deep reflection and meaning-making. It requires our students to use the skills they’ve gained during their time at SEEQS to build a cohesive picture of themselves as learners. To add authenticity to the experience and help students understand the real-world utility of these skills, we value building in community members as significant role players in the process. Within the school community, we’re constantly reflecting upon our practice and structures to add greater meaning and purpose to the task. To ensure that our students are meeting our standards for the portfolio-defense, our target goals for the next three years are:

Action	Measurable Outcomes	Evidence of completion	Due Date
<p><b>1. Effectively invite and host community members to the assessment of the digital portfolios and the assessment of the in-person defenses.</b> External community members provide a valuable perspective on the process, as well as push student thinking in ways not immediately apparent to teachers who are close to the work. Many external assessors will come from local schools pursuing their own portfolio-defense processes, which allows for the cross-pollination of ideas.</p>	1. Develop and document a process for identifying external community members to assist with the assessments of the digital portfolios and in-person defenses.	1. Community Members Scaffolds Guidebook Section	March 31, 2018
	2. Develop and document a process for supporting/training external community members to calibrate student portfolios.	2. Facilitator’s Guidebook Section	March 31, 2018
	3. Host at least 1 community members for each 8th grade student defense panel.	3. Data table for defense panels	March 31, 2018
	4. Develop an external community members’ evaluation/feedback instrument to reflect on the process.	4. Survey and survey data	May 31, 2018



# SEEQS: The School For Examining Essential Questions of Sustainability

School Year 2017-2018

Action	Measurable Outcomes	Evidence of completion	Due Date
<p><b>2. Create alignment between Sustainability Skills Reflections, Sustainability Skill Defense Reflections, and Student-Led Conferences</b> to create a cohesive reflection process for students across all grade levels at SEEQS in preparation for and as scaffolds to the 8th grade portfolio defense process.</p>	<ol style="list-style-type: none"> <li>1. Define the way each part fits into a cohesive vision for student learning.</li> <li>2. Implement at least two professional development sessions to teachers with clear articulation of alignment between the parts</li> <li>3. Develop a complete Portfolio-Defense guide for faculty to complement the student Portfolio-Defense handbook. The guide will assist faculty in helping students to align their morning coursework, develop the digital portfolios, and prepare for the portfolio defense.</li> <li>4. Revise and refine our Portfolio-Defense guidebook, including the rubrics used to assess both the Digital Portfolio and the Defense Presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visual web of relationships</li> <li>2. Agenda and notes from PD.</li> <li>3. Portfolio-Defense Guidebook</li> <li>4. Revised Portfolio-Defense Guidebook and rubrics</li> </ol>	<p>August 31, 2017</p> <p>May 31, 2018</p> <p>August 31, 2018</p> <p>February 28, 2019</p>
<p><b>3. Create a robust kumu/mentor program in which 100% of our 8th graders identify and cultivate a relationship with someone whom they respect and value to guide them through the portfolio-defense process.</b> A kumu/mentor, who is not a parent or SEEQS teacher, will add a level of authenticity and greater purpose to the portfolio-defense process. This requires SEEQS staff to assist students with the purposeful identification, initial contact, and continual relationship building of people outside of their immediate environment.</p>	<ol style="list-style-type: none"> <li>1. Develop, document, and implement a process for assisting students to identify and build a meaningful kumu/mentor relationship.</li> <li>2. Implement the program and process with at least 50% of 8th grade students engaging with a kumu/mentor.</li> <li>3. Administer surveys of all participants to elicit feedback.</li> <li>4. Refine and revise process in response to feedback.</li> <li>5. Implement the program and process with at least 75% of 8th grade students engaging with a kumu/mentor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Kumu/Mentor Guidebook</li> <li>2. Data set on Kumu/Mentor Engagement</li> <li>3. Survey Data</li> <li>4. Revised Mentor Guidebook</li> <li>5. Data set on Engagement</li> </ol>	<p>October 31, 2018</p> <p>December 31, 2018</p> <p>May 31, 2019</p> <p>October 31, 2019</p> <p>December 31, 2019</p>

Value Added	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>List of external community members who indicated interest in participating in the assessment of the school's 8<sup>th</sup> grade digital portfolios or in-person portfolio defenses (Action 1).</li> <li>SEEQS Portfolio-Defense Facilitator's Guidebook, which documents the process and resources needed to logistically prepare for and run the SEEQS portfolio-defense process during the second semester, including communication templates and information regarding the calibration process for portfolio assessors from the SEEQS faculty and the community (Action 1).</li> <li>Visual representation of "The SEEQS Student Journey," illustrating the relationships between disciplinary tools, essential questions of sustainability, sustainability skills, and the SEEQS Vision, as well as the school's assessment process (Action 2).</li> </ul>
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

### SEEQS: The School For Examining Essential Questions of Sustainability

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00 = 1$$

Final Fiscal Year 2017-18 Risk Assessment: **LOW**

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
SEEQS: the School for Examining Essential Questions of Sustainability	✓	✓	✓	✓	✓	✓	✓	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	40% - 49%	37%	Did Not Meet
ELA	63% - 72%	70%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 – 55	31	Did Not Meet
ELA	45 - 49	41	Did Not Meet

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	<i>Not available<sup>23</sup></i>	N/A

11 <sup>th</sup> Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
70% - 79%	68%	Did Not Meet

High Needs 11 <sup>th</sup> Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
No Target	45%	N/A

<sup>23</sup> In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
91% - 100%	(95-100%)	Met

College-going Rate		
% Enrolled in college w/in 1 <sup>st</sup> fall of grad: TARGET	% Enrolled in college w/in 1 <sup>st</sup> fall of grad: ACTUAL	Met target?
85% - 94%	94%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	18%	Did Not Meet
ELA	45% - 54%	47%	Met

## II. Value Added

At University Laboratory School (ULS), we aim to lead rather than follow trends in education. For decades, we have functioned as the demonstration site for innovative practices in education, aligned with our philosophy of learning and teaching. Our approach relies heavily upon the many features identified in our mission, vision and academic program, such as our emulation of disciplinary practices and habits of mind, reliance upon collaborative learning environments and group discussions, a spiral approach to the introduction and re-visitation of content and skills in the disciplines, and a focus on educational research and curriculum development. We aim to illustrate what is possible by holding all students accountable to a rigorous challenging program offered from our specific approach, rather than dismantling our research-based programs to follow the changing tides of state and national assessments. We will continue to provide a high quality education to our students, while also helping to explore, research, and disseminate effective approaches in teaching and learning for all students. This is evidenced in our consistent high ranking in state and national comparisons (Hawaii P-20 College and Career Readiness Indicators Report (CCRI), US News and World Report- 2013-2015 Bronze medal, 2017 Honolulu Magazine Grading the Public Schools -top ranked high school), as well as other measures we feel speak to our well-rounded students - schoolwide participation and achievement in athletics, performing and visual arts, and other extra-curricular and co-curricular activities. The numbers on the previous pages may perhaps be interpreted rather as a record of the stability of our programs, and the high standards we set for all of our students through our challenging program which we have not changed in response to educational reform movements. Unlike other school settings where stakeholders may refer to concerns around “teaching to the test” - thereby narrowing or changing the scope of what is taught - we continue to teach our innovative, project-, problem- and inquiry-based programs because we know that they provide our students the best preparation for college, work, and responsible citizenship.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
<p>1. Educational Research (ULS Teacher Research)</p>	<ol style="list-style-type: none"> <li>1. Updated ULS Faculty Research Program Guidelines and timeline provided to faculty.</li> <li>2. Faculty researchers submit proposals for the following school year.</li> <li>3. Research Council is formed from volunteer faculty, reviews and provides feedback to faculty researchers on their proposals.</li> <li>4. Faculty researchers present their proposals to the ULS faculty and staff.</li> <li>5. Faculty and staff vote on proposals.</li> <li>6. Proposals approved by the faculty move on to be vetted and approved by the Partnership Coordination Council (PCC - composed of five appointed members, including two from the University, as designated by the Dean of the College of Education, and three from the Governing Board, as designated by the Board)</li> <li>7. Faculty researchers meet together throughout the school year along with the Dean of Curriculum and Instruction to discuss the progress of their projects.</li> <li>8. Faculty researchers provide mid-year updates on their projects to the ULS faculty and staff.</li> <li>9. Faculty researchers provide year-end updates on their research to the ULS faculty and staff.</li> <li>10. Faculty researchers are encouraged to and supported in the process of submitting their final research findings for publication or presentation at applicable conferences.</li> </ol>	<p>Dean of Curriculum and Instruction</p>	<ol style="list-style-type: none"> <li>A. Research proposals approved by the PCC</li> <li>B. Updates provided by faculty researchers</li> </ol>	<p>Process begins second semester and is repeated on a yearly basis.</p> <p>Evidence provided within 30 days of proposal approval (A) and within 30 days of presentation to faculty and staff (B).</p>

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	<p>11. Faculty researchers publish and present their research projects and findings.</p>			
<p>2. Educational Research (Externally Supported Research)</p>	<p>1. University of Hawai'i at Mānoa: Curriculum Research and Development Group - Members of CRDG interested in collecting data or conducting research at the ULS complete the "CRDG-ULS Proposed Project Planning Form."</p> <p>a. Depending on the scope and impact of the project the planning form is then submitted to the ULS Principal, the director of CRDG or the PCC for approval.</p> <p>b. Once approved, researchers work with the ULS' Dean of Curriculum and Instruction to plan out the implementation of the research project.</p> <p>c. CRDG research commences.</p> <p>d. CRDG research is completed and findings shared with the ULS faculty and staff.</p> <p>e. CRDG publishes, presents their findings, or uses their research to inform other practices or programs.</p> <p>2. University of Hawai'i at Mānoa - Professors and graduate students interested in collecting data or conducting research at the ULS contact the Dean of Curriculum and Instruction.</p> <p>a. Dean of Curriculum and Instruction meets with researchers to discuss scope and impact of research.</p> <p>b. Dean of Curriculum and Instruction shares proposal of research to the ULS Principal.</p> <p>c. Principal approves research proposal.</p> <p>d. Dean of Curriculum and Instruction and UH researchers</p>	<p>Principal, Dean of Curriculum and Instruction</p>	<p>Summary of UH researcher(s) and/or CRDG research implementation (made available by UH researcher(s) and/or CRDG to ULS and the Commission).</p>	<p>Continuous throughout the school year</p> <p>Evidence due within 30 days of completion.</p>

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	<p>meet to plan out the implementation of the research project.</p> <p>e. UH research commences.</p> <p>f. UH research is completed and findings shared with the ULS faculty and staff.</p> <p>g. UH researcher publishes, presents their findings, or uses their research to inform other practices or programs.</p> <p>3. Other Individuals from various educational research institutions request support for their research to the Dean of Curriculum and Instruction.</p> <p>a. The same process as listed in #2 would apply.</p>			
<p>3. Dissemination of Best Practices</p>	<p>1. ULS faculty researchers present projects and findings to the ULS faculty, staff and greater educational community through publications and presentations.</p> <p>2. ULS faculty host events to share best practices with the greater ULS and educational communities.</p> <p>3. ULS faculty host observations of best practices in curriculum and pedagogy.</p> <p>a. Presentations, observations and discussion sessions are scheduled for visiting DOE, Private and Charter School faculty.</p> <p>b. Presentations, observations and discussion sessions are scheduled for visiting university faculty and students from various national/international institutions.</p> <p>c. Presentations, observations and discussion sessions are scheduled for visiting University of Hawai'i faculty and students</p>	<p>Principal, Dean of Curriculum and Instruction, ULS Faculty</p>	<p>Schedule of presentations, events, and observations/visitations (will be posted online as appropriate and made available to the Commission).</p>	<p>Continuous throughout the school year</p> <p>Observations as scheduled.</p>



Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
	from various teacher preparation courses.			

Value Added	
Evidence for school year 2017-2018:	Schedule of faculty and staff presentations and events, including descriptions of six presentations at the 2017 Schools of the Future Conference and a TOOLBOX Café held at the school for parents and the school community.
Status:	Making progress on Value Added goals.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

University Laboratory School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 2$$

Final Fiscal Year 2017-18 Risk Assessment: Acceptable

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>University Laboratory School</b>	✓	✓	✓	✓	✓	✓	✓	✓

**Academic Performance Framework**

**I. Student Academic Outcomes**

<b>Academic Proficiency</b>			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	33% - 42%	34%	Met
ELA	39% - 48%	48%	Met
Science	46% - 55%	29%	Did Not Meet

<b>Academic Growth</b>			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	48-52	60	Exceeded
ELA	45-49	56	Exceeded

**College and Career Readiness**

<b>Chronic Absenteeism</b>		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 20%	29%	Did Not Meet

<b>Achievement Gap</b>			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	14% - 23%	15%	Met
ELA	24%- 32%	28%	Met

## II. Value Added

Goal: To increase outreach to expand parent involvement and decrease student absences. This goal involves a three-pronged strategy:

- 1) Using a problem solving cycle to identify, implement, and evaluate strategies that are currently used to increase parent participation.
- 2) Develop a system of Rtl-type interventions used to decrease student absences.
- 3) Develop strategies specific to engaging families in the areas of Pahala and Na`alehu.

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Identify which strategies were implemented and had a positive effect on parent outreach in 16-17.  Present and discuss with Staff at staff meeting.	Administration and teachers will reflect on best practices and share effective strategies	Principal/ Leadership Team	Statement of completion	September 15, 2017
2. Create a flow chart and school policy regarding Rtl type interventions to engage high risk/chronically absent families.	Rtl type interventions flow chart and policy is developed and implemented	Leadership team	Flow chart and description of policy	October 15, 2017
3. Develop strategies to increase outreach to families in Pahala and Na`alehu.	Leadership team begins work developing strategies	Leadership team	Leadership team meeting members list and anticipated meeting dates	November 15, 2017

Value Added	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>• Flow chart of Rtl [Response to Intervention]-type interventions for students who are chronically absent or at high risk of being chronically absent (Action 2).</li> <li>• “Attendance Policies and Procedures” section of the VSAS Parent-Student Handbook, which includes information regarding Rtl-type interventions to engage the families of high-risk/chronically absent students and to support school attendance (Action 2).</li> <li>• Agenda and notes from first quarterly leadership team meeting, including a list of leadership team members and anticipated meeting dates (Action 3).</li> <li>• Attendee list from first family outreach event (a coffee hour/meet-and-greet at Na`alehu bus stop) (Action 3).</li> </ul>
Status:	<p>Completed Value Added activities.</p> <p>Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.</p>

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Volcano School of Arts & Sciences

$$(1 \times 0.10) + (3 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 2$$

$$0.10 + 1.05 + 0.10 + 0.40 + 0.50 + 0.10 = 2.25 \text{ (Rounded Down) } = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
The Volcano School of Arts & Sciences	✓	✓	✓	✓	✓	✓	X	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	63% -72%	65%	Met
ELA	63% -72%	71%	Met
Science	38% - 47%	59%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	63 or higher	60	Did Not Meet
ELA	59 or higher	61	Exceeded

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	10%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	41% - 50%	43%	Met
ELA	33% - 42%	45%	Exceeded

## II. Value Added

In order to improve the level of engagement of our students schoolwide, Voyager Public Charter School will draft an annual calendar for seeking stakeholder feedback in the classroom. This calendar will include all key “quality tools” from the Total Quality Learning/Baldrige-Based Classroom approach, and will be introduced to all staff at the start of the year to ensure consistent use and accountability to the tools. Total Quality Learning is a systems-based approach to continuous improvement at both the classroom and school level. It involves reflection on frequent stakeholder feedback, and envisions our students and families as “customers,” who are the most reliable source of data to help us improve our “customer service.” Voyager has historically emphasized the school-level improvement of processes and procedures. In an effort to focus our improvement efforts closer to the students, we will prioritize classroom-level improvement over the course of our next charter contract (5 years).

Tools will include:

- Student "plus/delta" feedback (after each lesson or unit)
- Feedback on teacher performance through teacher quality factors (sometimes given as teacher “grades”)
- Enthusiasm for learning chart
- Fast feedback (e.g., "rate your interest in this topic from one to three”)
- Self-assessments based on classroom agreements (student quality factors)

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Schedule key feedback processes: <ul style="list-style-type: none"> <li>• True Colors/Learning Preferences</li> <li>• Teacher Quality Factors</li> <li>• Students Quality Factors</li> <li>• Parent Surveys</li> </ul>	Master calendar of regular feedback surveys	Principal and Assistant Principal w/ Leadership Team	Published schedule shared on Google Docs	August 31, 2017
2. Ensure schoolwide use of regular feedback tools through observation and evaluation. Plus/Delta feedback (and sharing back to students) and enthusiasm for learning	Fidelity and alignment	Academy Leaders w/Admin	Report of trimester photo documentation and sharing via Google Docs	June 30, 2018
3. Train all staff in use of feedback tools	PD experience in TQL	Principal and Assistant Principal	Agenda	August 31, 2017
4. Share out results, findings and reflect on use of tools 2x/trimester	Appreciation and common understanding of tools in use, continuous improvement through reflection	Academy (Grade-Level Group) PLC meetings	Report Summary of Trimester Findings	June 30, 2018

**Update:**

Voyager Public Charter School employs a variety of “quality tools” as a means of guiding the continuous improvement of our program. We aim to survey all school stakeholders throughout the year to gauge their perception of the success of our program. This “stakeholder focus” is a key element of our Baldrige-based quality approach, also referred to as Total Quality Learning. Action #4 in the Value-Added section of our Academic Performance Framework is to share out the frequency of our use of these tools, summarize the findings regarding their implementation, and reflect on the use of such tools for the purpose of future improvements. This brief report will summarize our observations of the quality tools over the course of school year 2017-2018.

**Trimester 1:**

Following orientation training on the use of quality tools in the classroom, 100% of classroom teachers led their students through the process of drafting classroom or grade-level purpose, vision, and mission statements. On the basis of these statements, classroom teachers and specialists facilitated classroom-level Quality Factors, for both students and teachers.

At the administrative level, teachers drafted “Quality Factors for Administrators,” a set of criteria by which the teachers could give trimesterly feedback to the principal and assistant principal regarding their performance in relation to the teachers’ expectations.

80% of teachers were observed to regularly poll their students on quality student factors during the first trimester, and 50% of teachers were observed to poll their students according to the teacher quality factors during this time period.

**Trimester 2:**

At the end of the trimester, administration compiled the results of our quality factors for administration surveys, and recognized that the feedback was too general to give us actionable data (see below).

How often does [redacted] demonstrate the following:

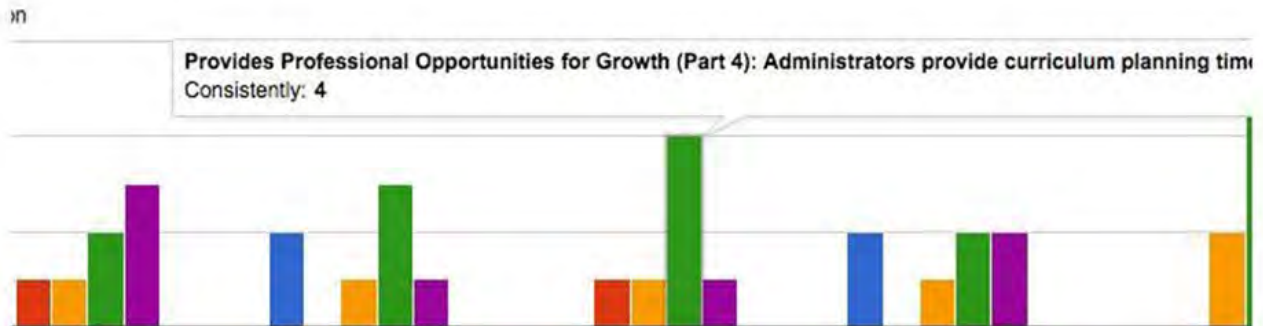


In response, we adjusted the survey to be give more specific data for 2nd trimester, and were able to identify our relative areas of strength and needed areas for growth with the new, expanded set of data which



included descriptors (see below).

How frequently does [redacted] demonstrate the following:



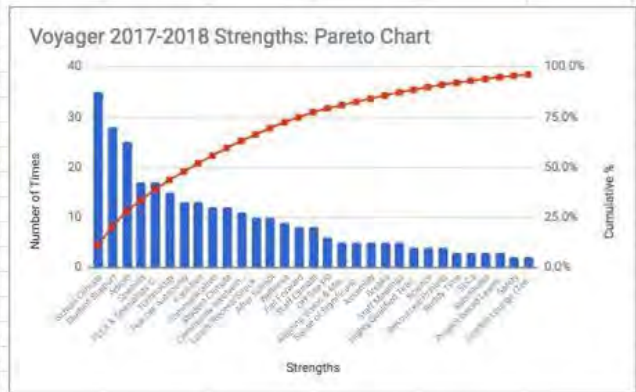
Trimester 2 showed a marked decrease in both the response rate for our stakeholder surveys, and the frequency we observed quality student factors and quality teacher factors being gauged in the classroom. The exception to this trend was that during our second trimester student-led portfolio conferences, approximately 80% of classrooms were observed to have included the quality student factors in their student portfolios, which are shared with parents on that day.

**Trimester 3:**

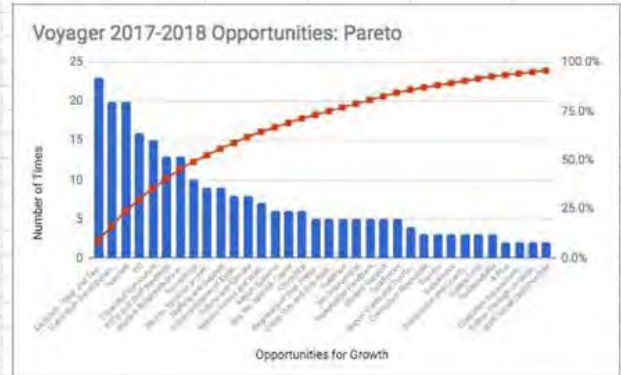
The perennial challenge with collecting stakeholder feedback toward the end of the year is that the feedback is “too little, too late.” In the same way that annual standardized testing yields data only after the fact, when the student is no longer with that teacher, surveys and polls at the end of the year serve a primarily summative purpose. However, if used in the aggregate, they can give us useful overall guidance for our school program, and we use the results to set school priorities for improvement as we approach the following year.

The best example of a tool that is useful as both a summative appraisal and a guiding tool is our annual spring “Plus/Delta” process, in which teachers gather for a full day of reflection and compile an aggregate list of everything that they perceive as going well with the school program, and everything they can think of that needs improvement (delta being the Greek symbol for “change”). We use post-it notes and chart paper, and generate hundreds of ideas on both sides of the plus/delta line. What follows is an “affinity” process, in which similar ideas are grouped and then tallied to see which ideas were most commonly held by the staff. We were happy to note that the total number of “plus” notes was greater than the total number of “deltas” this spring, and we found some very clear guidance in the feedback process that pointed to focusing our time and money on curriculum development, specifically in the areas of science and social studies. Results of the spring school improvement day are reflected in the Pareto charts below.

Category	Number of Items	%	Cumulative %
School Climate	35	11.1%	11.1%
Student Support	28	8.9%	20.1%
Admin	25	8.0%	28.0%
Specials	17	5.4%	33.4%
PLCs & Specialists Collaboration	17	5.4%	38.9%
Technology	15	4.8%	43.6%
Teacher Autonomy	13	4.1%	47.8%
Facilities	13	4.1%	51.9%
Communication	12	3.8%	55.7%
Student Climate	12	3.8%	59.6%
Community Involvement	11	3.5%	63.1%
Lunch/Recess/Snack Time	10	3.2%	66.2%
After School	10	3.2%	69.4%
Wellness	9	2.9%	72.3%
Fail Forward	8	2.5%	74.8%
Staff Climate	8	2.5%	77.4%
Off Site PD	6	1.9%	79.3%
Aligning Vision & Mission, Long-term	5	1.6%	80.9%



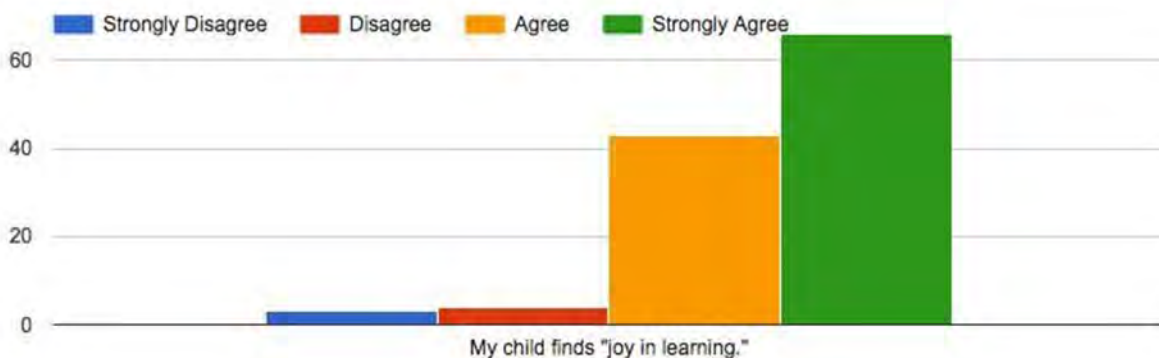
Category	Number of Items	%	Cumulative %
Facilities: Wear and Tear, Maintenance and Safety, Improved Learning Spaces and Flora	23	8.7%	8.7%
Curriculum Development, Alignment, and Communication	20	7.5%	16.2%
Specials	20	7.5%	23.8%
PD	16	6.0%	29.8%
Expanded Curriculum	15	5.7%	35.5%
PLCs and Staff Meetings	13	4.9%	40.4%
Student Responsibility and Behavioral Expectations	13	4.9%	45.3%
Technology	10	3.8%	49.1%
Recess Systems and Playspace	9	3.4%	52.5%
Staffing and Support	9	3.4%	55.8%
Communication of Expectations (Staff and Teachers)	8	3.0%	58.9%
Culture and Climate	8	3.0%	61.9%
Special Events and Winterfest	7	2.6%	64.5%
Admin Systems	6	2.3%	66.8%
Bob the Jammin Copier	6	2.3%	69.1%
Dismissal	6	2.3%	71.3%
Beginning of Year Preparations	5	1.9%	73.2%



**Parent Satisfaction Surveys:**

Our trimesterly parent satisfaction surveys have historically shown overwhelmingly positive responses in nearly every area. The responses have been so positive, year after year, in fact, that we may need to consider asking more pointed or detailed questions in order to prompt actionable response data. An example is below.

**Joy in Learning**



**Next Teacher in Line:**

This year, an extra effort was put into facilitating communication between our teachers who “feed” kids to one another, asking each grade level to identify the essential skills and knowledge that they wish students to possess upon reaching their grade, and draft a survey to request feedback from the next-teacher-in-line regarding students’ mastery of these “essentials”. The next teacher in line process is a Baldrige-Based Quality approach to aligning teacher work and expectations. We will use the surveys in the fall, for the purposes of curricular prioritization at each grade level grouping. Results will be included in our 2018-2019 value-added report.

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Completed Value Added activities. Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.

## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

**Voyager: A Public Charter School**

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (2 \times 0.25) + (5 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.50 + 0.50 = 1.95 \text{ (Rounded Up) } = 2$$

**Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE**

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
<b>Voyager: A Public Charter School</b>	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	65% - 74%	57%	Did not meet
ELA	60% - 69%	54%	Did not meet
Science	31% - 40%	47%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	65	Exceeded
ELA	45 - 49	55	Exceeded

## College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	7%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	40% - 49%	28%	Exceeded
ELA	33% - 42%	37%	Met

## Optional Student Academic Outcome

Optional Student Academic Outcome 1: 2 <sup>nd</sup> Grade DRA Proficiency		
% Proficient TARGET	% Proficient ACTUAL	Met target?
No target	85%	Not applicable

Optional Student Academic Outcome 2: Science and Social Studies Conceptual Themes Intended Learning Outcomes		
% Percent of ILOs that increase 0.1 (2.5%) TARGET	% Percent of ILOs that increase 0.1 (2.5%) ACTUAL	Met target?
No target	Baseline data available in Fall 2018	Not applicable

## II. Value Added

Redesign student-led conferencing (goal sharing and goal setting conferences) to provide students the opportunity to reflect on their personal understanding of their growth in Wai‘alae’s five Vision Elements:

- Creative problem solvers
- Self-confident risk takers
- Well-rounded individuals who are capable of multiple dimensions
- Collaborative
- Socially responsible to others and the world

All students in grades K- 5 will demonstrate their personal understanding of their growth in Wai‘alae’s five Vision Elements every year. This reflection will draw upon archival evidence. Goal setting as well as goal sharing will drive on-going and iterative reflection for students on Vision Elements.

This SMART goal outlines the process:

Phase 1: Evaluation of Current Student-Led Conferencing (goal setting/sharing) SY 17-18

Phase 2: Researching Best Practices of Student-Led Conferencing SY 18-19

Phase 3: Re-Designing Wai‘alae’s Student-Led Conferencing SY19-20

Phase 4: Implementing SY20-21

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. Convene Student-Led Conferencing (SLC) committee	Committee Roster Published	CEO	Committee roster	August 15, 2017
2. Operationalization statements for each of the school’s five Vision Elements	a. Statements vetted with community (faculty, staff, parents, students) b. Statements published on website	Committee	Verification of statements on website	September 30, 2017
3. Observe and evaluate current SLCs for effectiveness based on Vision Element statements	Analysis of observations published	Committee	Summary of findings	Fall and Spring conferences due April 30, 2018
4. Complete year 1 evaluation of current SLC	Identify strengths and challenges to current SLC system and recommend	Committee	Evaluation report	June 30, 2018
5. Research at least 4 local and 2 non-local schools who are conducting excellent SLC’s compatible with the goals of Wai‘alae School	a. List of schools published b. Team visits to school scheduled	Committee	Summary of findings	September 1, 2018

# Wai‘alae Elementary Public Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
6. Identify at least 3 research based resources on SLC	Resources identified	Committee	Statement of completion	September 1, 2018
7. Publish “Best Practices in SLCs”	Vet and publish list with school community (faculty, staff, parents, students)	Committee	Publication	December 31, 2018
8. Conduct visits to SLC excellence schools looking for best practices and lessons on implementation	Publish minutes from visits	Committee	Summary of visits, best practices observed	June 1, 2018
9. Create schedule to community redesign of SLC	Timeline published	Committee	Statement of completion	August 15, 2018
10. Hold regular monthly redesign meetings	Monthly meeting minutes published on website	Committee	Summary of meetings held	August 1, 2018 – June 1, 2019
11. Committee presents proposed changes to SLC to full stakeholder group	Stakeholder meeting (with public announcement)	Committee	Invitation to public stakeholder meeting 15 days prior	April 30, 2019
12. Publish new SLC manual for implementation	Manual published to website	Committee	Notification of manual published to website	May 15, 2019
13. Initial faculty training on manual	Faculty report awareness of new SLC procedures and report areas of further learning	Committee	Statement of completed training	June 1, 2019
14. Initial faculty meeting to prepare for new SY 19-20 SLC protocol	90% of faculty report comfort in implementing SLC	Committee	Summary of faculty survey	August 15, 2019
15. Conduct SLC with external evaluator	Evaluator publishes assessment of adherence to SLC manual, evidence of best practices, and impact on students	Committee	Publication	August 1, 2019 – June 1, 2020
16. Evaluation of new SLC protocol	Report on year-1 of new protocol published to web	Committee	Report	June 1, 2020

**Update:**

**1. Convene Student-led conferencing committee**

The committee is made up of existing Grade Level Chairs, providing representation from all grade levels, special subjects, and Special Education.

Submitted list of committee members.

**2. Operationalize Statement for each of the School’s Five Vision Elements:**

For each Vision Element, identified essential tasks, behaviors, attitudes, and situation/context.

Submitted the information above.

**3. Observe and Evaluate Current SLC for Effectiveness:**

- a. Faculty survey conducted after both Fall and Spring SLC’s - October, 2017 and March 2018
- b. Parent survey conducted after Spring SLC – March, 2018
- c. Administration observations of both Fall and Spring SLC – October 6, 2017 and March 1, 2018
- d. GLC (SLC Committee) discussions on SLC effectiveness in GLC meetings as captured in GLC notes (available upon request)- Throughout the year.

**4. Complete Year-1 Evaluations of Current SLC:**

Final Findings from Committee work and analysis of data, including survey and anecdotal evidences:

- Goal Setting and Goal Sharing (SLC) conferences have high potential impact
- The community, including parents are overwhelmingly in support of the process
- We need to look at developmental appropriateness and therefore scaling of the process for students of different ages (the younger a student is, the more scaffolding they need to fully leverage the process.
- The process might look different at different grade levels
- Parents support the process as it allows children to share their own strengths and challenges with parents
- Parents are also looking for the opportunity to have traditional parent-teacher conferences, which are missing
- There is an overwhelming majority of constituents that feel a balance of Vision Element focus and academic focus is appropriate and effective
- SLC is the appropriate place for Vision Element reflection

**Next steps:**

- Research other models of SLC to determine best practice / next practice for Wai‘alae
- Differentiate SLC format / procedure based on developmental differences
- Robustly incorporate Vision Element reflection in more effective ways into the SLC protocol

<b>Value Added</b>	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>• List of Student-led Conference Committee members (Action 1).</li> <li>• Document identifying the essential tasks, behaviors, attitudes, and situation/context for each of the school’s Five Vision Elements (Action 2).</li> <li>• Student-led conference best practice summary (Action 8).</li> <li>• Student-led conference research and school visit schedule (Action 8).</li> </ul>
Status:	Making progress on Value Added goals.



## Financial Performance Framework

### Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

#### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

#### Wai‘alae Elementary Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.50 + 0.10 = 1.55 \text{ (Rounded Up)} = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

## Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Wai‘alae Elementary Public Charter School	✓	✓	✓	✓	✓	✓	✓	✓

## Academic Performance Framework

### I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	37% - 46%	31%	Did Not Meet
ELA	41% - 50%	39%	Did Not Meet
Science	41% - 50%	46%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	60 or higher	57	Did Not Meet
ELA	50-54	42	Did Not Meet

### College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
16% -19%	23%	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	31% -40%	22%	Did Not Meet
ELA	33% -42%	29%	Did Not Meet

**II. Value Added**

Waimea Middle School will design and implement a formalized process for assessing student growth and mastery of the School-Wide Learning Results (SWLRs): ‘Ike, Kaizen, Accountability, Integrity and Respect.

<b>Action</b>	<b>Measurable Outcomes</b>	<b>Lead</b>	<b>Evidence of Completion</b>	<b>Due Date</b>
1. Review and revise, if necessary, the School-Wide Learning Results (SWLR) with staff	Full faculty staff meeting agenda with time for Q&A	Principal	Agenda from meeting  Updated SWLR, if applicable	August 31, 2017
2. Share SWLRs with all stakeholders: students, families, community partners	Create and distribute SWLR information via print and website, at Open House	Director of Community Development	Statement of completion	August 31, 2017
3. Review and revise, if necessary, the existing SWLR rubric	Review and revise, if necessary, the existing SWLR rubric	Formative Assessment Accreditation Group	Statement of completion  Updated SWLR, if applicable	August 31, 2017
4. Design grade level lessons to enable every student to know and understand SWLR	Grade level scope and sequence	Grade Level Chairs	Scope and sequence document	September 30, 2017
5. Explain SWLR to new students and families	New student and families will be given explanation of SWLR	Registrar and Counselor	Acknowledgement form/compact for all students on file	Ongoing as new students enter the school, verified at on-site visit.
6. Review and revise, if necessary, existing electronic portfolio template and grade level expectations	Portfolio template and grade level expectations in place	Formative Assessment Accreditation Team with grade level representation	Statement of completion  Updated portfolio template & grade level expectations, if applicable	September 30, 2017

## Waimea Middle Public Conversion Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
7. Develop the processes for students to collect evidence of SWLR mastery on an on-going basis	Established process for teacher use	Student Advisors	Written description of process for collecting evidence	September 30, 2017 and on-going
8. Assist students in goal setting and documentation of SWLR evidence collection and self-reflection electronically	Documentation of SWLR mastery and goal-setting	Student Advisors and Teachers	Example of student goal setting and reflection	September 30, 2017 and on-going
9. Develop procedures for students to share their progress and mastery of SWLR during student-led conferences and at other appropriate times	Established process for teacher use; student-led conference schedules; other demonstrations of student learning	School Leadership Team	Written description of procedure	October 31, 2017 and on-going
10. Create audience rubrics/feedback forms for student presentations	Schoolwide rubrics/feedback forms	School Leadership Team	Audience rubrics/feedback forms	November 30, 2017
11. Schedule and conduct grade level specific opportunities for sharing SWLR progress and mastery with peers, school staff, families and community	Demonstrations of learning recorded	Student Advisors	List of opportunities and dates conducted	November 30, 2017 and on going
12. Collect and compile student data on the SWLRs.	Data collected in agreed upon format	Principal and Student Advisors	Statement of completion	May 30, 2018
13. Evaluate process and create a written plan for improvements and revisions to	Evidence of revisions and written plan for SY 2018-19	School Leadership Team	Updated SWLR Plan for SY 2018-19	May 30, 2018

# Waimea Middle Public Conversion Charter School

School Year 2017-2018

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
process for SY 2018-2019				
14. Implement revised SWLR process and procedures	Revised process in place Principal	Principal	Statement of completion.	August 31, 2018

**Update:**

- Action Item #4:  
Teachers collaborate to develop sequential lessons to ensure that students know and understand the SWLRs. Grade levels and departments revisit and revise plans as part of the accreditation process for on-going school improvement.
- Action Item #7:  
Waimea Middle School adopted the use of a portfolio system as an assessment tool. Sixth and seventh grade students are creating electronic portfolios through the use of Google Slides.

The 8th graders are required to create a digital portfolio called an E-Portfolio on Google Sites. Over the years the format and structure of the E-Portfolio has changed and the purpose and function revised. The current E-Portfolio is used to:

1. Show mastery of the Schoolwide Learning Results (SWLR)
2. Provide a venue for student self-assessment and teacher assessment of content benchmark mastery
3. Communicate about the student to parents and families

Throughout the year, teachers and students collaborate to select student work that demonstrates mastery of the SWLRs. Student work samples as well as reflections are incorporated into the E-Portfolio.

Student showcases are scheduled for sharing SWLR mastery with peers, families, and community members.

- Action Item #8:  
Student use the SWLR Rubric to self-assess current mastery of the SWLRs. They then collaborate with teachers to set goals and develop improvement plans. Currently students utilize the E-Portfolio About Me Page, student work samples and the school developed SWLR Rubric to reflect on their progress. Grade levels are in the process of refining the goal setting, evidence collection and reflection tools.
- Action Item #13:  
Once again, the Formative Assessment Implementation Group took the lead in evaluating the process for assessing student growth and mastery of the School-Wide Learning Results

(SWLRs): ‘Ike, Kaizen, Accountability, Integrity and Respect. They have completed the following plan for SY 2018-19:

- Analyze data collected from Formative Assessment Group End-of-Year Survey.
- Review the SWLRs and ePortfolio process.
- Share analysis of Formative Assessment Group End-of Year Survey with full faculty.
- Collaborate to revise the process for collecting, evaluating, and publishing data of SWLRs mastery (SWLRs plan).
- Implement revised SWLRs plan, including the ePortfolios.
- Create/identify lessons to make SWLRs more clear for students so that they can start to identify which SWLRs the work they are doing aligns with.
- Revisit the Vision, Mission and School- Wide Learning Results (SWLRs) as part of the HAIS/WASC Spring 2018 Revised Edition – Procedures for Appraising the Independent School process.
- Review and revise the SWLRs plan for school year 2019-2020.

<b>Value Added</b>	
Evidence for school year 2017-2018:	<ul style="list-style-type: none"> <li>● Schoolwide Learning Results (SWLR) Scope and Sequence for grades 6, 7, and 8 (Action 4).</li> <li>● E-Portfolio “About Me” page worksheet with prompts for student self-reflection (Action 8).</li> <li>● SWLR Rubric (Action 8).</li> <li>● List of conducted and planned grade level-specific and schoolwide activities and events that provide students with opportunities to become familiar with the SWLRs and related rubric, to use the rubric to assess their own work, and to share their progress with peers, school staff, families and community (Action 11).</li> <li>● Plan for evaluating the process for assessing student growth and mastery of the SWLRs (Action 13).</li> </ul>
Status:	<p>Completed Value Added activities.</p> <p>Because this Value Added goal is only one year long, the school is developing a new Value Added Measure for the remainder of its contract term.</p>

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

### Waimea Middle Public Conversion Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.75 + 0.10 = 1.60 \text{ (Rounded Up)} = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Waimea Middle Public Conversion Charter School	✓	✓	✓	✓	✓	✓	✓	✓

# Academic Performance Framework

## I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	39% - 48%	36%	Did not meet
ELA	55% - 64%	69%	Exceeded
Science	53% - 62%	55%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	46 - 54	49	Met
ELA	45 - 49	56	Exceeded

## College and Career Readiness

Daily Attendance: Middle		
% Daily Attendance: TARGET	% Daily Attendance: ACTUAL	Met target?
95% - 100%	95%	Met

11 <sup>th</sup> Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
33% - 42%	55%	Exceeded



<b>Graduation Rate: High School</b>		
<b>% Graduating in 4 years: TARGET</b>	<b>% Graduating in 4 years : ACTUAL</b>	<b>Met target?</b>
90% - 100%	91%	Met

<b>College-Going Rate: High School</b>		
<b>% College-going: TARGET</b>	<b>% College-going : ACTUAL</b>	<b>Met target?</b>
57% - 66%	56%	Did not meet

<b>Achievement Gap</b>			
<b>Subject</b>	<b>% Proficient High Needs: TARGET</b>	<b>% Proficient High Needs: ACTUAL</b>	<b>Met target?</b>
Math	35% - 44%	23%	Did not meet
ELA	54% - 63%	56%	Met

## II. Value Added

West Hawaii Explorations Academy (WHEA) value added measure will focus on student success in the areas of Language Arts, Science and Environmental Social Studies using the High School students' quarterly Evidence Folder scores. The Evidence Folder is an authentic assessment piece in the WHEA curriculum. Students are required to present their major project assignments in a culminating presentation to their parents and advisory teacher at the end of each quarter. These presentations count for a portion of their integrated courses (Language Arts, Science and Environmental Social Studies.) and reflect the school's vision and mission of hands on learning on integrative science projects. By having students track their Evidence Folder scores each quarter they will also be tracking their success. This goal is also to help the staff determine the effectiveness of the PBL curriculum by reviewing the student growth annually for a period of three years. The analysis of this longitudinal data will help the high school staff make informed curricular decisions that will improve the high school program and student.

Task to Implement	Person(s) Responsible	Assessment/ Evidence	Timeline and Activities	Evidence of Completion	Evidence and Submission Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
1. Track Evidence Folder project assignments on YouData Infinite Campus each quarter.	High school students & advisory teachers	Individual student YouData Infinite Campus quarterly evidence folder project data  Student evidence folders with YouData Infinite Campus data & graphs	<ul style="list-style-type: none"> <li>Start SY 2017-18</li> <li>1st Q - Advisory Teachers collect individual student baseline data.</li> <li>2nd -4th Q - Advisory Teachers - track student progress on YouData Infinite Campus</li> <li>End of SY high school teachers review and analyze data.</li> <li>End SY 2019-20</li> </ul>	Individual student YouData Infinite Campus evidence folder data  Staff meeting agendas and minutes documenting the analysis of the data	Summary of analysis of data from staff meetings – June 10, 2018, 2019, 2020	Yes	Data was entered into and pulled from Infinite Campus, the DOE's student information system, instead of YouData. Infinite Campus is currently the State's Grading System and it made more sense to use a system that the school was already using rather than to duplicate the data in another program such as YouData.	Yes. Proposed amendment: add longitudinal analysis to current pre-/post-intervention analysis. This is something the school is currently doing and values this type of data when deciding what curricular changes need to be made.
2. Review the student YouTube Infinite Campus data at the end of each school year to determine	High School Teachers	Compilation of student YouData Infinite Campus - individual and Average data for	End of SY 2017-18, 2018-19 & 2019-2020	Staff meeting agendas and notes.  Compiled data documentation	Summary of data June 15, 2018, 2019, 2020	Yes	The data collected was pulled from Infinite Campus and average student scores were analyzed regarding	Yes. Proposed amendment: add longitudinal analysis to current pre-/post-intervention

## West Hawai'i Explorations Academy

School Year 2017-2018

Task to Implement	Person(s) Responsible	Assessment/Evidence	Timeline and Activities	Evidence of Completion	Evidence and Submission Date	On track? (yes/no)	Update	Contract amendment required? (yes/no)
individual and average student growth on evidence folder project assignments.		First, Second and Third/Fourth Year Students.					evidence folder performance.	analysis. This is something the school is currently doing and values this type of data when deciding what curricular changes need to be made.
3. Make curricular decisions based on student longitudinal and average student evidence folder project data.	High School Teachers	Revised curricular pieces - assignments & rubrics.	End of SY 2017-18, 2018-19 & 2019-2020	Staff meeting agendas and minutes	Revised assignments and rubrics available for Commission review June 20, 2018, 2019, 2020	Yes	The high school staff will review the data at the start of the school year and make curricular changes. There was not enough time at the end of SY 17-18 to complete the review. The high school staff was able to review the data at the start of the new 2018-19 SY and make revisions.	No

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Making progress on Value Added goals. The school would like to propose an amendment to add longitudinal analysis to the current pre-/post-intervention analysis.

# Financial Performance Framework

## Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

### Formula

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10) = Final\ Risk\ Assessment\ Score$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

### West Hawai'i Explorations Academy

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.20 + 0.50 + 0.10 = 1.35 \text{ (Rounded Down)} = 1$$

Final Fiscal Year 2017-18 Risk Assessment: LOW

# Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Table 1: Organizational Performance Measures								
School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
West Hawai'i Explorations Academy	✓	✓	✓	✓	✓	✓	✓	✓

**B. Appendix B: Charter School Academic Performance Data for  
School Years 2014-15, 2015-16, 2016-17, and 2017-18**

For information regarding the suppression guidelines that the Commission followed in order to protect the privacy and confidentiality of the students whose data are presented in the “Academic Performance” section of this report, please refer to the “Data Caveats” section.

Legend for Appendix Tables	
<b>Grey fill</b>	The data have been suppressed because the sample size (“n size”) is less than the minimum threshold required by the Hawaii Department of Education for public reporting (less than 10 students up through school year 2015-2016 and less than 20 students beginning in school year 2016-2017).
<b>(95-100%)</b> <b>(0-5%)</b>	Replaces all data in the range of 95% to 100%. Replaces all data in the range of 0% to 5%. <i>Reason: Reporting school results of 100% or 0% would effectively reveal the performance of all students in the reported group, so, in order to protect students’ privacy, the Commission masks these data by providing a performance range.</i>
✓	The measure applies to the school and the school had data to report.
N/A	The measure applies to the school, but the school did not have any data to report. <i>Examples:</i> <ul style="list-style-type: none"> <li>– A school served all tested grade levels, but did not have any ELs enrolled in these grade levels, so the school did not have any EL proficiency data.</li> <li>– The number of tested non-high needs students at a school was less than 20, so neither the proficiency rate of non-high needs students nor the achievement gap was calculated for the school.</li> <li>– A school was not required to submit information regarding its Value Added activities in a given school year, so the school did not have any data that year.</li> </ul>
<b>Does not apply</b>	The measure does not apply to the school. <i>Example: An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school.</i>
<b>Not available</b>	The data were not available. <i>Example: A charter school’s attendance data were not considered reliable in a certain year and were therefore not used for accountability purposes, so no chronic absenteeism data are available for that year.</i>
--	The school was not open in that school year.
I	The school’s results were invalidated by the Hawaii Department of Education.
<b>Purple-colored school name</b>	A school that has indicated in its charter contract that it implements virtual or blended learning model. <i>Note: The reported data represent the entire school, not just those students enrolled in the school’s virtual or blended learning program.</i>

Table 8: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S)

School	2014-15			2015-16			2016-17			2017-2018		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
<b>Charter-wide</b>	<b>46%</b>	<b>36%</b>	<b>37%</b>	<b>47%</b>	<b>37%</b>	<b>36%</b>	<b>Not available</b>			<b>Not available</b>		
<b>Statewide</b>	<b>48%</b>	<b>41%</b>	<b>41%</b>	<b>51%</b>	<b>42%</b>	<b>43%</b>	<b>51%</b>	<b>43%</b>	<b>46%</b>	<b>55%</b>	<b>43%</b>	<b>46%</b>
Connections Public Charter School	43%	31%	28%	46%	33%	33%	36%	28%	13%	37%	17%	19%
Hakipu'u Learning Center	33%	13%	(0-5%)	14%	(0-5%)	(0-5%)	6%	(0-5%)		21%	(0-5%)	
Hālau Kū Māna Public Charter School	51%	23%	19%	35%	11%	15%	44%	14%	32%	38%	13%	15%
Hālau Lōkahi Charter School	N/A	N/A	N/A	--	--	--	--	--	--	--	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	55%	44%	55%	62%	46%	45%	53%	39%	55%	56%	28%	49%
Hawai'i Technology Academy (HTA)	64%	47%	39%	60%	46%	45%	62%	41%	48%	68%	45%	52%
Innovations Public Charter School	71%	49%	45%	68%	57%	52%	64%	49%	42%	65%	54%	49%
Ka 'Umeke Kā'eo Public Charter School	25%	10%	12%	27%	11%	7%	24%	13%	19%	36%	19%	28%
Ka Waihona o ka Na'auao Public Charter School	29%	24%	13%	30%	26%	12%	25%	23%	11%	28%	21%	11%
Kamaile Academy, PCS	23%	15%	19%	22%	11%	15%	21%	9%	16%	21%	8%	14%
Kamalani Academy										61%	36%	44%
Kanu o ka 'Āina New Century Public Charter School	45%	38%	47%	57%	38%	39%	48%	33%	37%	52%	24%	50%
Kanuikapono Public Charter School	28%	26%	51%	32%	26%	44%	50%	34%	50%	55%	37%	61%
Kapolei Charter School by Goodwill Hawai'i										N/A	N/A	N/A
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	76%	76%	87%	81%	80%	83%	88%	89%	(95%-100)	86%	73%	94%
Ka'ū Learning Academy	--	--	--	35%	28%	61%	I	I	I	20%	9%	
Kawaikini New Century Public	12%	9%	11%	16%	19%	(0-5%)	18%	14%	33%	38%	23%	

Table 8: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S)

School	2014-15			2015-16			2016-17			2017-2018		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
<b>Charter School</b>												
<b>Ke Ana La’ahana Public Charter School</b>	(0-5%)	(0-5%)	(0-5%)	21%	11%	(0-5%)	(0-5%)	(0-5%)		11%	(0-5%)	
<b>Ke Kula Niihau O Kekaha Learning Center</b>	18%	(0-5%)	(0-5%)	8%	(0-5%)	20%	13%	9%		9%	6%	
<b>Ke Kula ‘o Nāwahīokalani’ōpu’u Iki Lab Public Charter School</b>				29%	12%		10%	(0-5%)	13%	41%	21%	38%
<b>Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School</b>	32%	32%	26%	39%	40%	25%	34%	37%	29%	51%	37%	
<b>Kihei Charter School</b>	60%	41%	47%	66%	47%	42%	64%	54%	50%	64%	46%	61%
<b>Kona Pacific Public Charter School</b>	38%	17%	42%	35%	20%	13%	30%	20%	38%	26%	14%	19%
<b>Kua o ka Lā New Century Public Charter School</b>	16%	6%	17%	17%	9%	37%	19%	17%	56%	38%	18%	20%
<b>Kualapu’u Public Conversion Charter School</b>	28%	43%	35%	23%	42%	52%	19%	34%	27%	30%	33%	32%
<b>Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>	8%	12%	40%	9%	9%	42%	11%	8%		12%	6%	
<b>Laupāhoehoe Community Public Charter School</b>	33%	24%	21%	36%	23%	26%	39%	31%	17%	43%	25%	34%
<b>Mālama Honua Public Charter School</b>	<i>Does Not Apply</i>	80%	73%	<i>Does Not apply</i>			70%	52%		57%	24%	
<b>Myron B. Thompson Academy</b>	67%	50%	68%	72%	48%	67%	73%	52%	83%	78%	54%	72%
<b>Nā Wai Ola Public Charter School</b>	16%	16%	42%	19%	20%	32%	30%	16%		41%	36%	
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	54%	38%	23%	70%	43%	50%	74%	50%	37%	72%	44%	55%
<b>University Laboratory School</b>	63%	40%	36%	70%	46%	46%	69%	46%	48%	70%	37%	44%



**Table 8: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S)**

School	2014-15			2015-16			2016-17			2017-2018		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
<b>The Volcano School of Arts &amp; Sciences</b>	40%	30%	56%	36%	30%	43%	35%	27%	36%	48%	34%	29%
<b>Voyager: A Public Charter School</b>	69%	60%	43%	60%	60%	25%	62%	57%	39%	71%	65%	59%
<b>Wai‘alae Elementary Public Charter School</b>	59%	66%	44%	57%	63%	29%	51%	57%	37%	54%	57%	47%
<b>Waimea Middle Public Conversion Charter School</b>	34%	28%	37%	38%	34%	38%	46%	29%	30%	39%	31%	46%
<b>West Hawai‘i Explorations Academy</b>	49%	33%	59%	54%	38%	40%	61%	38%	40%	69%	36%	55%

Table 9: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate

School	2014-15		
	Proficiency NHN	HN	Gap Rate
<b>Charter-wide</b>	<b>57%</b>	<b>30%</b>	<b>47%</b>
<b>Statewide</b>	<b>63%</b>	<b>34%</b>	<b>46%</b>
Connections Public Charter School	59%	32%	46%
Hakipu'u Learning Center	N/A	N/A	N/A
Halau Ku Mana Public Charter School	47%	28%	42%
Hālau Lōkahi Charter School	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School	70%	47%	33%
Hawai'i Technology Academy (HTA)	63%	39%	37%
Innovations Public Charter School	73%	48%	35%
Ka 'Umeke Kā'eo Public Charter School	N/A	17%	N/A
Ka Waihona o ka Na'auao Public Charter School	35%	23%	35%
Kamaile Academy, PCS	22%	18%	18%
Kanu o ka 'Āina New Century Public Charter School	47%	39%	17%
Kanuikapono Public Charter School	33%	23%	30%
Ka'ū Learning Academy	--	--	--
Kawaikini New Century Public Charter School	N/A	13%	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	N/A	30%	N/A
Kihei Charter School	59%	41%	30%
Kona Pacific Public Charter School	36%	25%	32%
Kua o ka Lā New Century Public Charter School	24%	7%	70%
Kualapu'u Public Conversion Charter School	N/A	32%	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	10%	N/A
Lanikai Elementary Public Charter School	83%	50%	39%
Laupahoehoe Community Public Charter School	43%	26%	40%
Mālama Honua Public Charter School	<i>Does Not Apply</i>		
Myron B. Thompson Academy	63%	47%	26%
Nā Wai Ola Public Charter School	N/A	16%	N/A

**Table 9: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate**

School	2014-15		
	Proficiency		Gap Rate
	NHN	HN	
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	50%	42%	17%
<b>University Laboratory School</b>	56%	38%	32%
<b>Volcano School of Arts &amp; Sciences</b>	43%	28%	36%
<b>Voyager: A Public Charter School</b>	75%	51%	33%
<b>Waialae Elementary Public Charter School</b>	69%	53%	23%
<b>Waimea Middle Public Conversion Charter School</b>	53%	23%	56%
<b>West Hawai'i Explorations Academy</b>	52%	28%	45%

**Table 10: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate<sup>46</sup>/Gap**

School	2015-16 – Math			2015-16 – ELA			2016-17 - Math			2016-17 – ELA/HLA		
	Proficiency		Gap Rate <sup>47</sup>	Proficiency		Gap Rate	Proficiency		Gap <sup>48</sup>	Proficiency		Gap
	NHN	HN		NHN	HN		NHN	HN		NHN	HN	
<b>Charter-wide</b>	<b>52%</b>	<b>25%</b>	<b>49%</b>	<b>65%</b>	<b>33%</b>	<b>46%</b>	<b>N/A</b>			<b>N/A</b>		
<b>Statewide</b>	<b>59%</b>	<b>30%</b>	<b>50%</b>	<b>70%</b>	<b>37%</b>	<b>46%</b>	<b>58%</b>	<b>30%</b>	<b>28</b>	<b>69%</b>	<b>36%</b>	<b>33</b>
<b>Connections Public Charter School</b>	59%	28%	N/A	66%	42%	N/A	49%	23%	26	54%	32%	22
<b>Hakipu'u Learning Center</b>		(0-5%)	N/A		13%	N/A		(0-5%)	N/A		7%	N/A

<sup>46</sup> For school year 2015-2016, the Strive HI achievement gap rate measure changed from a combined ELA-math gap rate to separate gap rates by subject. In accordance with this change, the school year 2015-2016 tables for this measure report separate non-high needs and high needs proficiency and achievement gap rates for ELA and math.

<sup>47</sup> According to the Commission's data suppression guidelines (described in the "Data Caveats" section of this report), "whenever a reported percentage is at or near 100% or 0%, the data are masked..." Achievement gap rate is the one exception to this rule, as the gap rate represents the difference between two proficiency rates rather than the performance of a given group of students. For this reason, it does not violate students' privacy to publicly report exact achievement gap rates that are at or near 100% or 0%.

<sup>48</sup> In school year 2016-2017, the Strive HI achievement gap measure changed from achievement gap *rate* to *achievement gap*. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate; an achievement gap, on the other hand, is simply the difference between the proficiency rates of high needs and non-high needs students.

**Table 10: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate<sup>46</sup>/Gap**

School	2015-16 – Math			2015-16 – ELA			2016-17 - Math			2016-17 – ELA/HLA		
	Proficiency		Gap Rate <sup>47</sup>	Proficiency		Gap Rate	Proficiency		Gap <sup>48</sup>	Proficiency		Gap
	NHN	HN		NHN	HN		NHN	HN		NHN	HN	
<b>Halau Ku Mana Public Charter School</b>	13%	7%	N/A	40%	27%	34%	17%	7%	10	49%	33%	16
<b>Hālau Lōkahi Charter School</b>	--	--	--	--	--	--	--	--	--	--	--	--
<b>Hawai'i Academy of Arts &amp; Science Public Charter School</b>	61%	42%	30%	82%	58%	30%	46%	36%	10	64%	48%	16
<b>Hawai'i Technology Academy (HTA)</b>	53%	35%	34%	69%	45%	34%	47%	28%	19	70%	46%	24
<b>Innovations Public Charter School</b>	72%	45%	38%	83%	58%	29%	60%	39%	21	82%	47%	35
<b>Ka 'Umeke Kā'eo Public Charter School</b>	18%	9%	N/A	50%	20%	N/A	18%	10%	9	33%	18%	14
<b>Ka Waihona o ka Na'auao Public Charter School</b>	38%	20%	47%	46%	23%	51%	30%	15%	14	32%	17%	15
<b>Kamaile Academy, PCS</b>	19%	11%	N/A	33%	22%	N/A	12%	8%	4	25%	20%	5
<b>Kanu o ka 'Āina New Century Public Charter School</b>	38%	38%	(0-5%)	66%	54%	19%	38%	29%	9	57%	40%	16
<b>Kanuikapono Public Charter School</b>	29%	24%	17%	35%	31%	13%	40%	29%	12	62%	41%	21
<b>Ka'ū Learning Academy</b>	58%	23%	N/A	75%	27%	N/A	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>
<b>Kawaikini New Century Public Charter School</b>	31%	(0-5%)	N/A	18%	14%	N/A	18%	9%	9	21%	14%	6
<b>Ke Ana La'ahana Public Charter School</b>		6%	N/A		13%	N/A	Not available	5%	N/A	Not available	(0-5%)	N/A
<b>Ke Kula Niihau O Kekaha Learning Center</b>		(0-5%)	N/A		9%	N/A	Not available	9%	N/A	Not available	13%	N/A
<b>Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS</b>	10%	13%	-29%	48%	20%	58%	(0-5%)	(0-5%)	-1	12%	9%	3
<b>Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School</b>	52%	32%	N/A	41%	37%	N/A	49%	25%	24	48%	20%	28
<b>Kihei Charter School</b>	56%	28%	50%	75%	46%	38%	59%	40%	19	67%	53%	15
<b>Kona Pacific Public Charter School</b>	23%	19%	17%	42%	32%	23%	29%	15%	14	43%	22%	20

**Table 10: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate<sup>46</sup>/Gap**

School	2015-16 – Math			2015-16 – ELA			2016-17 - Math			2016-17 – ELA/HLA		
	Proficiency		Gap Rate <sup>47</sup>	Proficiency		Gap Rate	Proficiency		Gap <sup>48</sup>	Proficiency		Gap
	NHN	HN		NHN	HN		NHN	HN		NHN	HN	
<b>Kua o ka Lā New Century Public Charter School</b>	8%	10%	N/A	31%	13%	N/A		16%	N/A		18%	N/A
<b>Kualapu‘u Public Conversion Charter School</b>	73%	38%	N/A	40%	21%	N/A	60%	31%	29	35%	17%	18
<b>Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>		7%	N/A		7%	N/A	<i>Not available</i>		N/A	<i>Not available</i>		N/A
<b>Lanikai Elementary Public Charter School</b>	86%	48%	N/A	90%	36%	N/A	92%	63%	30	89%	83%	5
<b>Laupahoe Community Public Charter School</b>	44%	17%	N/A	68%	27%	N/A	45%	28%	17	65%	34%	31
<b>Mālama Honua Public Charter School</b>		73%	N/A		82%	N/A			N/A			N/A
<b>Myron B. Thompson Academy</b>	48%	47%	3%	74%	63%	15%	54%	42%	12	73%	67%	7
<b>Nā Wai Ola Public Charter School</b>	19%	20%	N/A	19%	19%	N/A		15%	N/A		30%	N/A
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	51%	21%	59%	79%	45%	43%	59%	19%	41	87%	33%	54
<b>University Laboratory School</b>	51%	26%	48%	75%	49%	35%	49%	31%	18	75%	40%	34
<b>The Volcano School of Arts &amp; Sciences</b>	53%	11%	79%	56%	21%	63%	44%	17%	27	46%	28%	18
<b>Voyager: A Public Charter School</b>	69%	38%	46%	71%	31%	56%	64%	42%	22	69%	42%	28
<b>Waiālae Elementary Public Charter School</b>	71%	39%	44%	65%	32%	51%	64%	41%	23	57%	37%	20
<b>Waimea Middle Public Conversion Charter School</b>	52%	28%	46%	58%	30%	48%	52%	20%	33	71%	36%	35
<b>West Hawai‘i Explorations Academy</b>	43%	32%	25%	57%	51%	11%	42%	31%	11	67%	49%	18

Table 10: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap<sup>49</sup>

School	2017-18 – Math			2017-18 – ELA/HLA		
	Proficiency		Gap	Proficiency		Gap
	NHN	HN		NHN	HN	
<b>Charter-wide</b>	<b>Not available</b>					
<b>Statewide</b>	<b>58</b>	<b>30</b>	<b>28</b>	<b>72</b>	<b>40</b>	<b>32</b>
Connections Public Charter School	24	16	8	53	33	20
Hakipu‘u Learning Center		(0-5%)	Not available		25	Not available
Halau Ku Mana Public Charter School	17	(0-5%)	13	46	21	24
Hālau Lōkahi Charter School	--	--	--	--	--	--
Hawai‘i Academy of Arts & Science Public Charter School	29	27	2	65	52	13
Hawai‘i Technology Academy (HTA)	51	32	19	74	56	18
Innovations Public Charter School	74	43	31	84	54	29
Ka ‘Umeke Kā’eo Public Charter School		21	Does not apply		21	Does not apply
Ka Waihona o ka Na‘auao Public Charter School	27	12	15	34	21	13
Kamaile Academy, PCS	10	8	2	25	21	5
Kamalani Academy	42	24	18	66	50	16
Kanu o ka ‘Āina New Century Public Charter School	28	22	7	66	43	23
Kanuikapono Public Charter School	42	32	11	69	43	25
Ka‘ōhao School (formerly: Lanikai Elementary Public Charter School)	79	45	34	91	59	33
Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A
Ka‘ū Learning Academy		8	Does not apply		20	Does not apply
Kawaikini New Century Public Charter School			Not available			Not available
Ke Ana La‘ahana Public Charter School			Not available			Not available
Ke Kula Niihau O Kekaha Learning Center			Not available			Not available
Ke Kula ‘o Nāwahīokalani‘ōpu‘ulki, LPCS	31	12	19	51	30	21
Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School			Not available			Not available
Kihei Charter School	53	28	25	70	48	21
Kona Pacific Public Charter School	20	10	9	35	19	16

<sup>49</sup> In school year 2016-2017, the Strive HI achievement gap measure changed from achievement gap *rate* to *achievement gap*. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate; an achievement gap, on the other hand, is simply the difference between the proficiency rates of high needs and non-high needs students.

Table 10: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap<sup>49</sup>

School	2017-18 – Math			2017-18 – ELA/HLA		
	Proficiency		Gap	Proficiency		Gap
	NHN	HN		NHN	HN	
<b>Kua o ka Lā New Century Public Charter School</b>		15	Not available		32	Not available
<b>Kualapu‘u Public Conversion Charter School</b>	43	30	13	41	27	14
<b>Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>			Not available			Not available
<b>Laupahoehoe Community Public Charter School</b>	33	22	11	62	36	26
<b>Mālama Honua Public Charter School</b>		33	Not available		48	Not available
<b>Myron B. Thompson Academy</b>	55	46	9	77	90	-13
<b>Nā Wai Ola Public Charter School</b>		36	Not available		41	Not available
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	57	25	33	85	53	32
<b>University Laboratory School</b>	40	18	22	74	47	27
<b>The Volcano School of Arts &amp; Sciences</b>	60	15	45	73	28	45
<b>Voyager: A Public Charter School</b>	73	43	30	80	45	36
<b>Waialae Elementary Public Charter School</b>	63	28	34	57	37	20
<b>Waimea Middle Public Conversion Charter School</b>	58	22	36	68	29	39
<b>West Hawai‘i Explorations Academy</b>	43	23	19	76	56	20

Table 11: Median Student Growth Percentiles for Reading (R)/ELA and Math (M)

School	2014-15		2015-16		2016-17		2017-18	
	ELA	M	ELA	M	ELA	M	ELA	M
<i>Charter-wide</i>	<b>48</b>	<b>51</b>	<b>46</b>	<b>49</b>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Connections Public Charter School	50	55	47	58	50	59	52	38
Hakipu'u Learning Center	27	22	20	25	17	25	21	25* <sup>50</sup>
Hālau Kū Māna Public Charter School	36	35	32	34	55	54	53	37
Hālau Lōkahi Charter School	54	41	--	--	--	--	--	--
Hawai'i Academy of Arts & Science Public Charter School	62	63	53	55	47	42	43	37
Hawai'i Technology Academy (HTA)	53	62	45	48	59	51	56	46
Innovations Public Charter School	63	53	55	57	52	44	58	55
Ka 'Umeke Kā'eo Public Charter School	86	69	38	49	61	34	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	40	37	46	44	43	41	44	36
Kamaile Academy, PCS	48	39	42	36	39	42	41	38
Kamalani Academy (Open in 2017-18)	--	--	--	--	--	--	33	26
Kanu o ka 'Āina New Century Public Charter School	45	50	65	50	60	31	53	39
Kanuikapono Public Charter School	26	46	40	40	53	59	55	45
Kapolei Charter School by Goodwill (Open in 2017-18)	--	--	--	--	--	--	N/A	N/A
Ka'ōhao School (formerly Lanikai Elementary Public Charter School)	48	64	51	68	58	76	51	53
Ka'ū Learning Academy	--	--	35	34	63	79	35	35#
Kawaikini New Century Public Charter School	56	49	45	80	33	54		
Ke Ana La'ahana Public Charter School	30	30	36	49	36	43	35	43#
Ke Kula Niihau O Kekaha Learning Center	47	70	72	74	70	60	70	60#
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School							N/A	N/A
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	61	73	79	71	58	61	58	61*
Kihei Charter School	38	41	40	52	45	54	47	39
Kona Pacific Public Charter School	43	66	41	45	42	36	41	57
Kua o ka Lā New Century Public Charter School	30	35	38	58	56	55	57	40
Kualapu'u Public Conversion Charter School	51	70	45	49	20	46	40	36
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	66	58	10	13	16	18	46	24*
Laupāhoehoe Community Public Charter	31	32	45	43	43	47	36	33

<sup>50</sup> \*Math growth prior year pooling 2 years.

#Math growth prior year pooling 3 years.



Table 11: Median Student Growth Percentiles for Reading (R)/ELA and Math (M)

School	2014-15		2015-16		2016-17		2017-18	
	ELA	M	ELA	M	ELA	M	ELA	M
<b>School</b>								
<b>Mālama Honua Public Charter School</b>	<i>Does not apply</i>		<i>Does not apply</i>				43	16
<b>Myron B. Thompson Academy</b>	59	59	55	47	60	42	58	54
<b>Nā Wai Ola Public Charter School</b>	12	14	37	11	45	37	67	71
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	51	32	51	40	57	42	54	38
<b>University Laboratory School</b>	45	52	43	57	49	43	41	31
<b>The Volcano School of Arts &amp; Sciences</b>	47	39	40	46	52	41	56	60
<b>Voyager: A Public Charter School</b>	74	76	59	70	59	61	61	60
<b>Wai‘ālae Elementary Public Charter School</b>	54	66	43	60	49	59	55	65
<b>Waimea Middle Public Conversion Charter School</b>	53	56	47	58	58	49	42	57
<b>West Hawai‘i Explorations Academy</b>	45	44	44	43	50	58	56	49

**Table 12: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawaii State Alternate Assessment**

School	2017-18	
	Language Arts	Math
Connections Public Charter School	<i>Does Not Apply</i>	
Hakipu'u Learning Center	<i>Does Not Apply</i>	
Hālau Kū Māna Public Charter School	<i>Does Not Apply</i>	
Hālau Lōkahi Charter School	--	
Hawai'i Academy of Arts & Science Public Charter School	<i>Does Not Apply</i>	
Hawai'i Technology Academy (HTA)	<i>Does Not Apply</i>	
Innovations Public Charter School	<i>Does Not Apply</i>	
Ka 'Umeke Kā'eo Public Charter School	43%	14%
Ka Waihona o ka Na'auao Public Charter School		
Kamaile Academy, PCS		
Kamalani Academy		
Kanu o ka 'Āina New Century Public Charter School		
Kanuikapono Public Charter School	<i>Does Not Apply</i>	
Kapolei Charter School by Goodwill	<i>Does Not Apply</i>	
Ka'ōhao School (formerly Lanikai Elementary Public Charter School)	<i>Does Not Apply</i>	
Ka'ū Learning Academy	<i>Does Not Apply</i>	
Kawaikini New Century Public Charter School		
Ke Ana La'ahana Public Charter School	<i>Does Not Apply</i>	
Ke Kula Niihau O Kekaha Learning Center		
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	47%	21%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School		
Kihei Charter School	<i>Does Not Apply</i>	
Kona Pacific Public Charter School	<i>Does Not Apply</i>	
Kua o ka Lā New Century Public Charter School	<i>Does Not Apply</i>	
Kualapu'u Public Conversion Charter School		
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Does Not Apply</i>	
Laupāhoehoe Community Public Charter School		
Mālama Honua Public Charter School	<i>Does Not Apply</i>	
Myron B. Thompson Academy	<i>Does Not Apply</i>	
Nā Wai Ola Public Charter School	<i>Does Not Apply</i>	
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does Not Apply</i>	
University Laboratory School	<i>Does Not Apply</i>	
The Volcano School of Arts & Sciences	<i>Does Not Apply</i>	
Voyager: A Public Charter School	<i>Does Not Apply</i>	
Wai'alaie Elementary Public Charter School		
Waimea Middle Public Conversion Charter School		
West Hawai'i Explorations Academy	<i>Does Not Apply</i>	

**Table 13: Growth Data Between Major Student Subgroups (All Students, Disadvantaged, Disabled, Limited English)**

School	All students				Disadvantaged				Disabled				Limited English (ELL)			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO
Connections Public Charter School	52		38		51		36		39		24					
Hakipu'u Learning Center	21*		25 <sup>51*</sup>													
Hālau Kū Māna Public Charter School	53		37													
Hawaii Academy of Arts & Science Public Charter School (HAAS)	43		37		40		37									
Hawaii Technology Academy	56		46		59		46		39		53					
Innovations Public Charter School	58		55		58		53									
Ka 'Umeke Kā'eo Public Charter School		43		14												
Ka Waihona o ka Na'auao Public Charter School	44		36		45		39		29		47					
Ka'ū Learning Academy	35#		35#													
Kamaile Academy, PCS	41		38		38		37		20		27					
Kamalani Academy Public Charter School	33		26		43		25									
Kanu o ka 'Āina	53		39		56		38									

**Table 13: Growth Data Between Major Student Subgroups (All Students, Disadvantaged, Disabled, Limited English)**

School	All students				Disadvantaged				Disabled				Limited English (ELL)			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO
New Century Public Charter School																
Kanuikapono Public Charter School	55		45		48		47									
Ka'ōhao School (formerly: Lanikai Elementary Public Charter School)	51		53													
Kawaikini New Century Public Charter School																
Ke Ana La'ahana Public Charter School	35 #		43 #													
Ke Kula 'o Nāwahīokalani'ōp u'u Iki Lab Public Charter School		47		21		33		14								
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	58 *		61 *													
Ke Kula Niihau O Kekaha Learning Center	70 #		60 #													
Kihei Charter School	47		39		43		36									
Kona Pacific Public Charter School	41		57		37		50									
Kua o ka Lā New Century Public Charter School	57		40		60		44									

**Table 13: Growth Data Between Major Student Subgroups (All Students, Disadvantaged, Disabled, Limited English)**

School	All students				Disadvantaged				Disabled				Limited English (ELL)			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO
Kualapu'u Public Conversion Charter School	40		36		40	44	33	33								
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	46*		24 <sup>52*</sup>													
Laupāhoehoe Community Public Charter School	36		33		36		31									
Mālama Honua Public Charter School	43		16													
Myron B. Thompson Academy	58		54		50		48									
Nā Wai Ola Public Charter School	67		71		69		72									
SEEQS: the School for Examining Essential Questions of Sustainability	54		38		40		40									
University Laboratory School	41		31													
Volcano School of	56		60		57		53									

<sup>52</sup> \*Math growth prior year pooling 2 years.

# Math growth prior year pooling 3 years

**Table 13: Growth Data Between Major Student Subgroups (All Students, Disadvantaged, Disabled, Limited English)**

School	All students				Disadvantaged				Disabled				Limited English (ELL)			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO
<b>Arts &amp; Sciences</b>																
<b>Voyager: A Public Charter School</b>	61		60		53		36		43		47					
<b>Wai'ālae Elementary Public Charter School</b>	55		65													
<b>Waimea Middle Public Conversion Charter School</b>	42		57		40		54				58					
<b>West Hawai'i Explorations Academy</b>	56		49		56		44									

**Table 14: Growth Data Between Major Student Subgroups (Asian, excluding Filipino, Filipino, Pacific Islander, Native Hawaiian)**

School	Asian, excluding Filipino				Filipino				Pacific Islander				Native Hawaiian			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO
Connections Public Charter School													51		38	
Hakipu'u Learning Center																
Hālau Kū Māna Public Charter School													53		36	
Hawai'i Academy of Arts & Science Public Charter School													39		44	
Hawaii Technology Academy	60		41		58		37						48		46	
Innovations Public Charter School													50		58	
Ka 'Umeke Kā'eo Public Charter School														45		14
Ka Waihona o ka Na'auao Public Charter School													45		36	
Ka'ū Learning Academy																
Kamaile Academy, PCS					36		42		42		45		41		38	
Kamalani Academy Public Charter School					28		34						30		20	
Kanu o ka 'Āina New Century Public Charter School													57		42	
Kanuikapono Public Charter													45		34	

<b>School</b>																	
<b>Ka'ōhāo School (formerly: Lanikai Elementary Public Charter School)</b>																	
<b>Kawaikini New Century Public Charter School</b>																	
<b>Ke Ana La'ahana Public Charter School</b>																	
<b>Ke Kula 'o Nāwahīokalani'ōp u'u Iki Lab Public Charter School</b>														47		22	
<b>Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School</b>																	
<b>Ke Kula Niihau O Kekaha Learning Center</b>																	
<b>Kihei Charter School</b>																	
<b>Kona Pacific Public Charter School</b>																	
<b>Kua o ka Lā New Century Public Charter School</b>													43		44		
<b>Kualapu'u Public Conversion Charter School</b>													40		35		
<b>Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>																	
<b>Laupāhoehoe Community Public Charter School</b>													38		34		
<b>Mālama Honua Public Charter School</b>																	
<b>Myron B. Thompson Academy</b>																	
<b>Nā Wai Ola Public Charter School</b>													58		65		



SEEQS: the School for Examining Essential Questions of Sustainability	48		43												
University Laboratory School	45		28		39		35								
Volcano School of Arts & Sciences												50		50	
Voyager: A Public Charter School	59		62		70		60					55		64	
Wai'ālae Elementary Public Charter School	61		66												
Waimea Middle Public Conversion Charter School					39		49					39		59	
West Hawai'i Explorations Academy												59		47	

Table 15: Growth Data Between Major Student Subgroups (Black, White, Hispanic)													
School	Black				White				Hispanic				
	ELA		Math		ELA		Math		ELA		Math		
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	
Connections Public Charter School					61		40						
Hakipu'u Learning Center													
Hālau Kū Māna Public Charter School													
Hawai'i Academy of Arts & Science Public Charter School					48		40						
Hawaii Technology Academy					59		47						
Innovations Public Charter					60		54						

**Table 15: Growth Data Between Major Student Subgroups (Black, White, Hispanic)**

School	Black				White				Hispanic			
	ELA		Math		ELA		Math		ELA		Math	
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO
<b>School</b>												
<b>Ka 'Umeke Kā'eo Public Charter School</b>												
<b>Ka Waihona o ka Na'auao Public Charter School</b>												
<b>Ka'ū Learning Academy</b>												
<b>Kamaile Academy, PCS</b>					42		21					
<b>Kamalani Academy Public Charter School</b>					36		30					
<b>Kanu o ka 'Āina New Century Public Charter School</b>					47		30					
<b>Kanuikapono Public Charter School</b>					62		47					
<b>Ka'ōhao School (formerly: Lanikai Elementary Public Charter School)</b>					48		55					
<b>Kawaikini New Century Public Charter School</b>												
<b>Ke Ana La'ahana Public Charter School</b>												
<b>Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School</b>												
<b>Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School</b>												
<b>Ke Kula Niihau O Kekaha Learning Center</b>												
<b>Kihei Charter School</b>					50		39					
<b>Kona Pacific Public Charter School</b>					41		50					
<b>Kua o ka Lā New Century Public Charter School</b>					62		42					
<b>Kualapu'u Public Conversion Charter School</b>												
<b>Kula Aupuni Niihau A</b>												

**Table 15: Growth Data Between Major Student Subgroups (Black, White, Hispanic)**

School	Black				White				Hispanic			
	ELA		Math		ELA		Math		ELA		Math	
	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO	SBA	AA/KAEO
<b>Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>												
<b>Laupāhoehoe Community Public Charter School</b>					38		29					
<b>Mālama Honua Public Charter School</b>												
<b>Myron B. Thompson Academy</b>					58		53		82		64	
<b>Nā Wai Ola Public Charter School</b>					83		71					
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>					55		30					
<b>University Laboratory School</b>					47		34					
<b>Volcano School of Arts &amp; Sciences</b>					66		60					
<b>Voyager: A Public Charter School</b>					60		53					
<b>Waiʻālae Elementary Public Charter School</b>					54		65					
<b>Waimea Middle Public Conversion Charter School</b>					54		65					
<b>West Hawaiʻi Explorations Academy</b>					54		44					

Table 16: Elementary School Chronic Absenteeism Rates

School	2014-15	2015-16
<i>Statewide</i>	<b>11%</b>	<b>13%</b>
Connections Public Charter School	28%	29%
Hakipu'u Learning Center	N/A	N/A
Hālau Kū Māna Public Charter School	16%	15%
Hālau Lōkahi Charter School	N/A	--
Hawai'i Academy of Arts & Science Public Charter School	15%	15%
Hawai'i Technology Academy (HTA)	35%	7%
Innovations Public Charter School	(0-5%)	(0-5%)
Ka 'Umeke Kā'eo Public Charter School	19%	19%
Ka Waihona o ka Na'auao Public Charter School	12%	N/A
Kamaile Academy, PCS	46%	45%
Kamalani Academy	--	--
Kanu o ka 'Āina New Century Public Charter School	16%	24%
Kanuikapono Public Charter School	25%	39%
Ka'ū Learning Academy	---	(0-5%)
Kawaikini New Century Public Charter School	20%	41%
Ke Ana La'ahana Public Charter School	<i>Does Not Apply</i>	
Ke Kula Niihau O Kekaha Learning Center	58%	41%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	20%	17%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	8%	11%
Kihei Charter School	(0-5%)	14%
Kona Pacific Public Charter School	27%	29%
Kua o ka Lā New Century Public Charter School	19%	27%
Kualapu'u Public Conversion Charter School	8%	8%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	29%	32%
Lanikai Elementary Public Charter School (now known as Ka'ōhao School )	8%	14%
Laupāhoehoe Community Public Charter School	21%	23%
Mālama Honua Public Charter School	16%	N/A
Myron B. Thompson Academy	(0-5%)	(0-5%)
Nā Wai Ola Public Charter School	40%	50%
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does Not Apply</i>	
University Laboratory School	8%	7%
The Volcano School of Arts & Sciences	27%	22%
Voyager: A Public Charter School	12%	13%
Wai'ālae Elementary Public Charter School	(0-5%)	9%
Waimea Middle Public Conversion Charter School	<i>Does Not Apply</i>	
West Hawai'i Explorations Academy	<i>Does Not Apply</i>	

Table 17: Middle School Chronic Absenteeism Rates

School	2015-16
<i>Statewide</i>	<b>14%</b>
Connections Public Charter School	38%
Hakipu'u Learning Center	N/A
Hālau Kū Māna Public Charter School	(0-5%)
Hālau Lōkahi Charter School	--
Hawai'i Academy of Arts & Science Public Charter School	(0-5%)
Hawai'i Technology Academy (HTA)	9%
Innovations Public Charter School	6%
Ka 'Umeke Kā'eo Public Charter School	16%
Ka Waihona o ka Na'auao Public Charter School	N/A
Kamaile Academy, PCS	15%
Kamalani Academy	--
Kanu o ka 'Āina New Century Public Charter School	20%
Kanuikapono Public Charter School	45%
Ka'ū Learning Academy	<i>Does Not Apply</i>
Kawaikini New Century Public Charter School	29%
Ke Ana La'ahana Public Charter School	14%
Ke Kula Niihau O Kekaha Learning Center	73%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	6%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	(0-5%)
Kihei Charter School	15%
Kona Pacific Public Charter School	26%
Kua o ka Lā New Century Public Charter School	(0-5%)
Kualapu'u Public Conversion Charter School	<i>Does Not Apply</i>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	
Lanikai Elementary Public Charter School (now Ka'ōhao School )	<i>Does Not Apply</i>
Laupāhoehoe Community Public Charter School	(0-5%)
Mālama Honua Public Charter School	<i>Does Not Apply</i>
Myron B. Thompson Academy	13%
Nā Wai Ola Public Charter School	53%
SEEQS: the School for Examining Essential Questions of Sustainability	8%
University Laboratory School	(0-5%)
The Volcano School of Arts & Sciences	25%
Voyager: A Public Charter School	15%
Wai'alaie Elementary Public Charter School	<i>Does Not Apply</i>
Waimea Middle Public Conversion Charter School	22%
West Hawai'i Explorations Academy	14%

Table 18: Chronic Absenteeism Rates (All Grade Levels)

School	2016-17	2017-18
<i>Statewide</i>	<b>15%</b>	<b>15%</b>
Connections Public Charter School	46%	40%
Hakipu'u Learning Center	37%	40%
Hālau Kū Māna Public Charter School	17%	14%
Hālau Lōkahi Charter School	--	--
Hawai'i Academy of Arts & Science Public Charter School	10%	11%
Hawai'i Technology Academy (HTA)	18%	24%
Innovations Public Charter School	8%	3%
Ka 'Umeke Kā'eo Public Charter School	18%	14%
Ka Waihona o ka Na'auao Public Charter School	29%	25%
Kamaile Academy, PCS	36%	27%
Kamalani Academy	--	3%
Kanu o ka 'Āina New Century Public Charter School	17%	23%
Kanuikapono Public Charter School	20%	29%
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	11%	9%
Kapolei Charter School	--	18%
Ka'ū Learning Academy	(0-5%)	57%
Kawaikini New Century Public Charter School	37%	17%
Ke Ana La'ahana Public Charter School	33%	35%
Ke Kula Niihau O Kekaha Learning Center	42%	34%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	17%	18%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	25%	0%
Kihei Charter School	23%	11%
Kona Pacific Public Charter School	41%	36%
Kua o ka Lā New Century Public Charter School	16%	21%
Kualapu'u Public Conversion Charter School	7%	9%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16%	27%
Laupāhoehoe Community Public Charter School	14%	11%
Mālama Honua Public Charter School	15%	13%
Myron B. Thompson Academy	(0-5%)	1%
Nā Wai Ola Public Charter School	45%	44%
SEEQS: the School for Examining Essential Questions of Sustainability	11%	12%
University Laboratory School	9%	10%
The Volcano School of Arts & Sciences	34%	29%
Voyager: A Public Charter School	18%	10%
Wai'ālae Elementary Public Charter School	9%	7%
Waimea Middle Public Conversion Charter School	23%	23%
West Hawai'i Explorations Academy	11%	16%

Table 19: On-Time Graduation Rate and College-Going Rate								
School	2014-15		2015-16		2016-17		2017-18	
	Grad	College-Going	Grad	College-Going	Grad	College-Going	Grad	College-Going
<b>Charter-wide Statewide</b>	76%	64%	73%	64%	N/A	N/A	<b>Not available</b>	<b>Not available</b>
	82%	62%	82%	62%	83%	55%	83%	55%
<b>Connections Public Charter School</b>	67%	38%	59%	52%	70%	39%	52%	33%
<b>Hakipu'u Learning Center</b>	53%	(95-100%)	58%		56%		52%* <sup>53</sup>	
<b>Halau Ku Mana Public Charter School</b>	65%	50%			52%		76%*	
<b>Hālau Lōkahi Charter School</b>	48%	43%	--	--	--	--	--	--
<b>Hawai'i Academy of Arts &amp; Science Public Charter School</b>	82%	58%	72%	57%	70%	58%	70%	37%
<b>Hawai'i Technology Academy (HTA)</b>	65%	82%	51%	37%	66%	44%	83%	57%
<b>Innovations Public Charter School</b>	<i>Does not apply</i>							
<b>Ka 'Umeke Kā'eo Public Charter School</b>	<i>Does not apply</i>							
<b>Ka Waihona o ka Na'auao Public Charter School</b>	<i>Does not apply</i>							
<b>Kamaile Academy, PCS</b>	69%	N/A	88%		74%	45%	65%	
<b>Kamalani Academy</b>	<i>Does not apply</i>							
<b>Kanu o ka 'Āina New Century Public Charter School</b>	89%	55%	80%	70%	82%		40%*	
<b>Kanuikapono Public Charter School</b>	29%	check						
<b>Ka'ōhao School</b>	<i>Does not apply</i>							

<sup>53</sup> \*Prior year pooling 2 years.

#Prior year pooling 3 years.

Table 19: On-Time Graduation Rate and College-Going Rate

School	2014-15		2015-16		2016-17		2017-18	
	Grad	College-Going	Grad	College-Going	Grad	College-Going	Grad	College-Going
(formerly Lanikai Elementary Public Charter School)								
Kapolei Charter School by Goodwill	N/A							
Ka'ū Learning Academy	--	--	--	--	Does Not Apply			
Kawaikini New Century Public Charter School	80%	(95-100%)						
Ke Ana La'ahana Public Charter School	76%	62%			70%			
Ke Kula Niihau O Kekaha Learning Center								
Ke Kula 'o Nāwahīokalani'ōpū'u Iki Lab Public Charter School	Does Not Apply							
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	(95-100%)	N/A					Does not apply	
Kihei Charter School	70%	63%	79%	78%	83%	46%	70%	66%
Kona Pacific Public Charter School	Does Not Apply							
Kua o ka Lā New Century Public Charter School	55%		27%		38%		50%*	
Kualapu'u Public Conversion Charter School	Does Not Apply							
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	72%							
Laupahoehoe Community Public	85%					61%	64%*	



Table 19: On-Time Graduation Rate and College-Going Rate								
School	2014-15		2015-16		2016-17		2017-18	
	Grad	College-Going	Grad	College-Going	Grad	College-Going	Grad	College-Going
<b>Charter School</b>								
<b>Mālama Honua Public Charter School</b>	<i>Does Not Apply</i>							
<b>Myron B. Thompson Academy</b>	(95%-100%)	62%	81%	55%	(95-100%)	36%	(95-100%)	50%
<b>Nā Wai Ola Public Charter School</b>	<i>Does Not Apply</i>							
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	<i>Does Not Apply</i>							
<b>University Laboratory School</b>	(95-100%)	91%	(95-100%)	(95 - 100%)	(95 - 100%)	86%	(95-100%)	94%
<b>The Volcano School of Arts &amp; Sciences</b>	<i>Does Not Apply</i>							
<b>Voyager: A Public Charter School</b>	<i>Does Not Apply</i>							
<b>Waialae Elementary Public Charter School</b>	<i>Does Not Apply</i>							
<b>Waimea Middle Public Conversion Charter School</b>	<i>Does Not Apply</i>							
<b>West Hawai'i Explorations Academy</b>	87%	61%	(95-100%)	54%	79%	42%	91%	56%

Table 20: Status of Value Added Measures/Goals

School	2017-18
Connections Public Charter School	Making progress
Hakipu'u Learning Center	Did not complete
Hālau Kū Māna Public Charter School	Making limited progress
Hālau Lōkahi Charter School	<i>Does not apply</i>
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	Exceeded target
Hawai'i Technology Academy	Completed
Innovations Public Charter School	Making progress
Ka 'Umeke Kā'eo	Making progress
Ka Waihona o ka Na'auao Public Charter School	Making progress
Kamaile Academy, PCS	Making progress
Kamalani Academy	N/A
Kanu o ka 'Āina New Century Public Charter School	Making progress
Kanuikapono Public Charter School	Completed
Ka'ōhao Public Charter School (formerly known as Lanikai Elementary Public Charter School)	Did not complete
Kapolei Charter School	Making progress
Ka'u Learning Academy	<i>Does not apply</i>
Kawaikini New Century Public Charter School	Making progress
Ke Ana La'ahana PCS	Did not complete
Ke Kula Niihau O Kekaha Learning Center	Making progress
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Making progress
Ke Kula 'o Samuel M. Kamakau, LPCS	Making progress
Kihei Charter School	Making progress
Kona Pacific Public Charter School	Did not complete
Kua o ka Lā New Century Public Charter School	Making progress
Kualapu'u School: A Public Conversion Charter	Making progress
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A
Laupāhoehoe Community Public Charter School	Completed
Mālama Honua Public Charter School	Making progress
Myron B. Thompson Academy	Making progress
Nā Wai Ola Public Charter School	Completed
SEEQS: the School for Examining Essential Questions of Sustainability	Making progress
University Laboratory School	Making progress
The Volcano School of Arts & Sciences	Completed
Voyager: A Public Charter School	Completed
Wai'ālae Elementary Public Charter School	Making progress
Waimea Middle Public Conversion Charter School	Completed
West Hawai'i Explorations Academy	Making progress

Table 21: Enrollment by Charter School					
School	2014-15	2015-16	2016-17	2017-18	
<i>Charter-wide</i>	<b>10,413</b>	<b>10,422</b>	<b>10,634</b>	<b>11,160</b>	
<i>Statewide</i>	<b>180,895</b>	<b>169,987</b>	<b>179,902</b>	<b>179,255</b>	
<b>Connections Public Charter School</b>	350	359	369	363	
<b>Hakipu'u Learning Center</b>	63	66	64	63	
<b>Hālau Kū Māna Public Charter School</b>	134	143	140	142	
<b>Hālau Lōkahi Charter School</b>	161	--	--	--	
<b>Hawai'i Academy of Arts &amp; Science Public Charter School</b>	547	592	637	644	
<b>Hawai'i Technology Academy (HTA)</b>	1154	979	1,062	1,111	
<b>Innovations Public Charter School</b>	228	240	237	239	
<b>Ka 'Umeke Kā'eo Public Charter School</b>	260	244	215	205	
<b>Ka Waihona o ka Na'auao Public Charter School</b>	646	641	650	653	
<b>Kamaile Academy, PCS</b>	952	910	887	858	
<b>Kamalani Academy</b>	--	--	--	286	
<b>Kanu o ka 'Āina New Century Public Charter School</b>	307	325	377	559	
<b>Kanuikapono Public Charter School</b>	179	201	186	194	
<b>Ka'ōhao Public Charter School (formerly known as Lanikai Elementary Charter School)</b>	328	316	327	327	
<b>Kapolei Charter School by Goodwill Hawai'i</b>	--	--	--	49	
<b>Ka'ū Learning Academy</b>	--	94	96	79	
<b>Kawaikini New Century Public Charter School</b>	136	141	150	147	
<b>Ke Ana La'ahana Public Charter School</b>	45	44	54	43	
<b>Ke Kula Niihau O Kekaha Learning Center</b>	44	54	50	54	
<b>Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School</b>	294	345	395	426	
<b>Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School</b>	127	142	141	133	
<b>Kihei Charter School</b>	526	560	526	520	
<b>Kona Pacific Public Charter School</b>	236	226	223	216	
<b>Kua o ka Lā New Century Public Charter School</b>	229	149	202	200	
<b>Kualapu'u Public Conversion Charter School</b>	306	305	310	325	
<b>Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>	60	56	48	49	
<b>Laupāhoehoe Community Public Charter School</b>	246	247	267	305	
<b>Mālama Honua Public Charter School</b>	41	63	85	103	
<b>Myron B. Thompson Academy</b>	584	683	685	582	
<b>Nā Wai Ola Public Charter School</b>	172	211	158	162	
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	126	151	160	177	

Table 21: Enrollment by Charter School

School	2014-15	2015-16	2016-17	2017-18
University Laboratory School	444	442	443	437
The Volcano School of Arts & Sciences	171	159	170	190
Voyager: A Public Charter School	282	296	299	294
Wai'alaie Elementary Public Charter School	499	485	501	515
Waimea Middle Public Conversion Charter School	288	267	254	258
West Hawai'i Explorations Academy	248	286	266	252

**C. Appendix C: Charter School Financial Performance Framework  
Data for School Years 2014-15, 2015-16, 2016-17, and 2017-18**

**Table 22: Current Ratio**  
*Current Ratio = Current Assets ÷ Current Liabilities*

School	2014-15	2015-16	2016-17	2017-18
Connections Public Charter School	1.5	3.7	5.5	6.7
Hakipu'u Learning Center	2.3	2.8	2.7	4.0
Hālau Kū Māna Public Charter School	25.9	18.9	20.8	17.8
Hālau Lōkahi Charter School	N/A	--	--	--
Hawai'i Academy of Arts & Science Public Charter School	2.1	2.9	4.0	3.1
Hawai'i Technology Academy (HTA)	3.1	4.1	3.6	3.1
Innovations Public Charter School	2.4	3.3	2.4	2.8
Ka 'Umeke Kā'eo Public Charter School	5.2	6.0	6.3	3.4
Ka Waihona o ka Na'auao Public Charter School	0.9	0.7	0.8	0.8
Kamaile Academy, PCS	3.2	5.4	6.1	7.9
Kamalani Academy Public Charter School	N/A	N/A	N/A	1.2
Kanu o ka 'Āina New Century Public Charter School	2.3	3.6	3.2	6.4
Kanuikapono Public Charter School	8.5	4.2	8.3	13.2
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	7.3	6.7	6.5	7.9
Kapolei Public Charter School	N/A	N/A	N/A	3.3
Ka'ū Learning Academy <sup>54</sup>	N/A	3.6	2.4	N/A
Kawaikini New Century Public Charter School	1.6	2.9	3.9	13.5
Ke Ana La'ahana Public Charter School	9.9	5.6	6.7	5.7
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	1.9	2.2	4.5	2.0
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	7.8	8.7	6.7	7.5

<sup>54</sup> Fiscal Year 2017-2018 Annual Audit information unavailable at the time of the publication of this report.

**Table 22: Current Ratio**  
*Current Ratio = Current Assets ÷ Current Liabilities*

School	2014-15	2015-16	2016-17	2017-18
Ke Kula Niihau O Kekaha Learning Center	2.3	6.0	6.3	6.3
Kihei Charter School	645.5	71.3	79.4	44.7
Kona Pacific Public Charter School	2.0	1.0	1.0	1.3
Kua o ka Lā New Century Public Charter School	6.5	23.0	6.4	4.2
Kualapu‘u Public Conversion Charter School	3.3	3.3	3.4	3.7
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	17.9	17.0	10.1	14.2
Laupāhoehoe Community Public Charter School	1.8	3.2	3.8	4.3
Mālama Honua Public Charter School	3.2	4.6	11.9	8.9
Myron B. Thompson Academy	12.6	13.8	14.4	18.8
Nā Wai Ola Public Charter School	0.5	0.8	2.6	2.6
SEEQS: the School for Examining Essential Questions of Sustainability	4.2	2.9	5.1	5.7
University Laboratory School	3.8	2.5	2.5	3.3
The Volcano School of Arts & Sciences	4.0	4.6	2.8	4.6
Voyager: A Public Charter School	2.6	3.9	3.4	3.9
Wai‘alae Elementary Public Charter School	3.7	3.8	3.8	3.2
Waimea Middle Public Conversion Charter School	2.9	3.7	3.1	3.1
West Hawai‘i Explorations Academy	5.7	6.2	6.1	5.8

**Table 23: Unrestricted Days Cash on Hand**  
*Unrestricted Days Cash = Days Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365]*

School	2014-15	2015-16	2016-17	2017-18
Connections Public Charter School	45 days	119 days	187 days	256 days
Hakipu'u Learning Center	94 days	95 days	62 days	102 days
Hālau Kū Māna Public Charter School	404 days	428 days	375 days	310 days
Hālau Lōkahi Charter School	N/A	--	--	--
Hawai'i Academy of Arts & Science Public Charter School	96 days	111 days	157 days	177 days
Hawai'i Technology Academy (HTA)	151 days	123 days	97 days	123 days
Innovations Public Charter School	128 days	127 days	149 days	102 days
Ka 'Umeke Kā'eo Public Charter School	195 days	235 days	254 days	251 days
Ka Waihona o ka Na'auao Public Charter School	29 days	19 days	24 days	9 days
Kamaile Academy, PCS	101 days	201 days	223 days	243 days
Kamalani Academy Public Charter School	N/A	N/A	N/A	23 days
Kanu o ka 'Āina New Century Public Charter School	18 days	54 days	65 days	135 days
Kanuikapono Public Charter School	20 days	79 days	126 days	204 days
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	273 days	275 days	182 days	228 days
Kapolei Public Charter School	N/A	N/A	N/A	152 days
Ka'ū Learning Academy <sup>55</sup>	N/A	35 days	15 days	N/A
Kawaikini New Century Public Charter School	33 days	47 days	83 days	50 days
Ke Ana La'ahana Public Charter School	279 days	260 days	340 days	306 days
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	75 days	66 days	86 days	48 days
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	119 days	136 days	157 days	130 days
Ke Kula Niihau O Kekaha Learning Center	73 days	91 days	56 days	101 days
Kihei Charter School	139 days	155 days	90 days	113 days
Kona Pacific Public Charter School	34 days	9 days	10 days	10 days
Kua o ka Lā New Century Public Charter School	72 days	108 days	109 days	80 days
Kualapu'u Public Conversion Charter School	93 days	127 days	158 days	178 days
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	195 days	186 days	191 days	95 days
Laupāhoehoe Community Public Charter School	60 days	105 days	113 days	95 days
Mālama Honua Public Charter School	30 days	93 days	186 days	228 days
Myron B. Thompson Academy	403 days	458 days	512 days	560 days
Nā Wai Ola Public Charter School	5 days	14 days	51 days	52 days
SEEQS: The School for Examining Essential Questions of Sustainability	35 days	51 days	57 days	84 days
University Laboratory School	99 days	77 days	87 days	83 days
The Volcano School of Arts & Sciences	83 days	48 days	52 days	39 days
Voyager: A Public Charter School	69 days	113 days	122 days	115 days
Wai'alae Elementary Public Charter School	155 days	169 days	156 days	166 days



<b>Waimea Middle Public Conversion Charter School</b>	183 days	209 days	199 days	213 days
<b>West Hawai'i Explorations Academy</b>	202 days	161 days	195 days	198 days

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<sup>55</sup> Fiscal Year 2017-2018 Annual Audit information unavailable at the time of the publication of this report.

Table 24: Enrollment Variance/Budget Variance

*Enrollment Variance (2014-17) = Actual Enrollment ÷ Projected Enrollment*

*Budget Variance (2017-18) = Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget*

School	2014-15	2015-16	2016-17	2017-18
Connections Public Charter School	94.9%	96.8%	104.7%	96%
Hakipu'u Learning Center	88.6%	94.3%	98.4%	95%
Hālau Kū Māna Public Charter School	114.5%	90.6%	95.2%	94%
Hālau Lōkahi Charter School	N/A	--	--	--
Hawai'i Academy of Arts & Science Public Charter School	94.1%	105.8%	114.5%	97%
Hawai'i Technology Academy (HTA)	93.6%	83.6%	102.6%	102%
Innovations Public Charter School	95.4%	100.0%	100.0%	100%
Ka 'Umeke Kā'eo Public Charter School	83.2%	98.8%	103.8%	100%
Ka Waihona o ka Na'auao Public Charter School	100.2%	99.7%	98.2%	96%
Kamaile Academy, PCS	98.4%	92.7%	97.8%	96%
Kamalani Academy Public Charter School	N/A	N/A	N/A	102%
Kanu o ka 'Āina New Century Public Charter School	97.2%	99.7%	157.1%	121%
Kanuikapono Public Charter School	101.1%	95.3%	89.2%	98%
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	98.2%	97.6%	101.5%	102%
Kapolei Public Charter School	N/A	N/A	N/A	102%
Ka'ū Learning Academy <sup>56</sup>	N/A	99.0%	124.7%	N/A
Kawaikini New Century Public Charter School	97.8%	88.7%	99.3%	90%
Ke Ana La'ahana Public Charter School	67.2%	81.5%	138.5%	78%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	93.3%	117.5%	112.1%	94%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	95.6%	102.1%	96.6%	89%
Ke Kula Niihau O Kekaha Learning Center	116.7%	100.0%	79.4%	93%
Kihei Charter School	96.1%	102.0%	93.4%	98%
Kona Pacific Public Charter School	105.6%	92.6%	99.1%	90%
Kua o ka Lā New Century Public Charter School	70.0%	73.6%	145.1%	81%
Kualapu'u Public Conversion Charter School	100.0%	99.0%	94.2%	102%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	82.5%	74.2%	106.0%	150%
Laupāhoehoe Community Public Charter School	91.9%	110.4%	118.3%	104%
Mālama Honua Public Charter School	82.0%	92.6%	128.8%	99%
Myron B. Thompson Academy	91.6%	107.1%	90.0%	86%
Nā Wai Ola Public Charter School	114.4%	113.0%	80.3%	83%

<sup>56</sup> Fiscal Year 2017-2018 annual audit information unavailable at the time of the publication of this report.

Table 24: Enrollment Variance/Budget Variance

*Enrollment Variance (2014-17) = Actual Enrollment ÷ Projected Enrollment*

*Budget Variance (2017-18) = Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget*

School	2014-15	2015-16	2016-17	2017-18
SEEQS: the School for Examining Essential Questions of Sustainability	100.8%	101.3%	102.5%	101%
University Laboratory School	98.2%	97.6%	97.8%	98%
The Volcano School of Arts & Sciences	92.8%	88.5%	94.5%	100%
Voyager: A Public Charter School	99.6%	96.8%	100.0%	88%
Wai'alaie Elementary Public Charter School	100.2%	103.2%	99.2%	103%
Waimea Middle Public Conversion Charter School	106.9%	89.3%	96.5%	101%
West Hawai'i Explorations Academy	97.3%	104.1%	104.8%	100%

Table 25: Total Margin

*Total Margin = Net Income ÷ Total Revenue*

School	2014-15	2015-16	2016-17	2017-18
Connections Public Charter School	6.0%	15.9%	18.5%	16.7%
Hakipu'ū Learning Center	-3.3%	3.6%	-5.9%	9.4%
Hālau Kū Māna Public Charter School	20.1%	3.8%	-2.6%	-0.8%
Hālau Lōkahi Charter School	N/A	--	--	--
Hawai'i Academy of Arts & Science Public Charter School	3.4%	8.7%	9.1%	2.9%
Hawai'i Technology Academy (HTA)	20.4%	7.2%	3.3%	9.7%
Innovations Public Charter School	-2.6%	5.5%	0.5%	4.2%
Ka 'Umeke Kā'eo Public Charter School	-1.5%	10.8%	11.0%	1.6%
Ka Waihona o ka Na'auao Public Charter School	1.0%	-6.0%	2.5%	0.2%
Kamaile Academy, PCS	-7.1%	17.5%	11.1%	10.0%
Kamalani Academy Public Charter School	N/A	N/A	N/A	6.7%
Kanu o ka 'Āina New Century Public Charter School	3.6%	5.6%	11.8%	17.3%
Kanuikapono Public Charter School	11.3%	8.8%	14.3%	18.8%
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	39.0%	3.0%	5.0%	7.8%
Kapolei Public Charter School	N/A	N/A	N/A	22.5%
Ka'ū Learning Academy <sup>57</sup>	N/A	11.5%	3.4	N/A
Kawaikini New Century Public Charter School	-4.8%	3.5%	-0.4%	-9.2%
Ke Ana La'ahana Public Charter School	-26.9%	-24.1%	8.3%	-3.7%

<sup>57</sup> Fiscal Year 2017-2018 annual audit information unavailable at the time of the publication of this report.

Table 25: Total Margin

*Total Margin = Net Income ÷ Total Revenue*

School	2014-15	2015-16	2016-17	2017-18
Ke Kula 'o Nāwahīokalani'ōpu'ū Iki Lab Public Charter School	-5.3%	-1.1%	5.8%	-6.1%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	3.0%	6.3%	13.6%	15.6%
Ke Kula Niihau O Kekaha Learning Center	-11.8%	6.2%	3.6%	-2.1%
Kihei Charter School	-4.0%	3.9%	1.0%	1.9%
Kona Pacific Public Charter School	1.2%	-9.7%	0.4%	1.7%
Kua o ka Lā New Century Public Charter School	-6.6%	11.2%	6.7%	-0.9%
Kualapu'ū Public Conversion Charter School	-15.4%	4.5%	11.5%	15.4%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	2.5%	-4.2%	12.2%	-7.8%
Laupāhoehoe Community Public Charter School	4.3%	11.3%	7.4%	4.5%
Mālama Honua Public Charter School	19.2%	25.3%	23.6%	16.6%
Myron B. Thompson Academy	6.2%	16.6%	16.3%	8.0%
Nā Wai Ola Public Charter School	-4.5%	4.0%	11.8%	-1.0%
SEEQS: the School for Examining Essential Questions of Sustainability	1.8%	7.4%	3.1%	11.5%
University Laboratory School	2.3%	-6.3%	0.4%	2.3%
The Volcano School of Arts & Sciences	-5.4%	-6.7%	-4.6%	5.8%
Voyager: A Public Charter School	6.5%	11.3%	5.0%	1.8%
Wai'ālae Elementary Public Charter School	2.0%	1.8%	0.5%	10.3%
Waimea Middle Public Conversion Charter School	-10.2%	3.3%	-4.8%	0.1%
West Hawai'i Explorations Academy	5.7%	9.8%	-4.3%	5.8%

Table 26: Debt-to-Assets Ratio

*Debt to Asset Ratio = Total Liabilities ÷ Total Assets*

School	2014-15	2015-16	2016-17	2017-18
Connections Public Charter School	28.7%	16.4%	12.6%	10.5%
Hakipu'ū Learning Center	40.3%	33.6%	28.1%	24.6%
Hālau Kū Māna Public Charter School	2.7%	5.3%	3.4%	4.0%
Hālau Lōkahi Charter School	N/A	--	--	--
Hawai'i Academy of Arts & Science Public Charter School	29.3%	23.2%	18.8	25.6%
Hawai'i Technology Academy (HTA)	51.1%	34.8%	30.3	26.5%
Innovations Public Charter School	41.0%	30.0%	42.4	31.0%
Ka 'Umeke Kā'eo Public Charter School	14.5%	13.5%	13.4%	24.5%

Table 26: Debt-to-Assets Ratio

*Debt to Asset Ratio = Total Liabilities ÷ Total Assets*

School	2014-15	2015-16	2016-17	2017-18
Ka Waihona o ka Na'auao Public Charter School	15.0%	22.6%	22.2%	19%
Kamaile Academy, PCS	9.7%	11.5%	16.5%	10.2%
Kamalani Academy Public Charter School	N/A	N/A	N/A	78%
Kanu o ka 'Āina New Century Public Charter School	40.4%	36.0%	26.8%	14.0%
Kanuikapono Public Charter School	7.5%	18.4%	9.8%	7.6%
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	10.3%	11.2%	13.6%	1.1%
Kapolei Public Charter School	N/A	N/A	N/A	23.1%
Ka'ū Learning Academy <sup>58</sup>	N/A	23.8%	23.3%	N/A
Kawaikini New Century Public Charter School	8.6%	7.8%	7.0%	7.0%
Ke Ana La'ahana Public Charter School	9.8%	17.1%	14.6%	17.6%
Ke Kula 'o Nāwahīokalani'ōpu'ū Iki Lab Public Charter School	18.6%	13.7%	8.2%	13.1%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	10.9%	10.1%	13.3%	13.4%
Ke Kula Niihau O Kekaha Learning Center	18.0%	7.4%	6.7%	15.8%
Kihei Charter School	0.2%	1.4%	0.8%	1.5%
Kona Pacific Public Charter School	48.5%	96.5%	90.8%	59.4%
Kua o ka Lā New Century Public Charter School	15.7%	3.8%	14.0%	24.1%
Kualapu'ū Public Conversion Charter School	7.7%	26.4%	28.1%	23.2%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	4.7%	4.9%	8.9%	5.0%
Laupāhoehoe Community Public Charter School	47.4%	28.9%	24.2%	20.0%
Mālama Honua Public Charter School	22.4%	12.7%	6.3%	11.2%
Myron B. Thompson Academy	7.2%	6.6%	6.3%	5.0%
Nā Wai Ola Public Charter School	72.1%	53.3%	24.3%	37.8%
SEEQS: the School for Examining Essential Questions of Sustainability	17.6%	21.1%	15.7%	12.0%
University Laboratory School	26.6%	40.8%	40.5%	30.5%
The Volcano School of Arts & Sciences	23.9%	20.1%	32.8%	19.0%
Voyager: A Public Charter School	37.2%	27.6%	29.6%	25.4%
Wai'ālae Elementary Public Charter School	39.6%	38.6%	37.7%	31.5%
Waimea Middle Public Conversion Charter School	21.4%	27.7%	27.5%	30.9%
West Hawai'i Explorations Academy	7.2%	6.0%	7.6%	9.6%

<sup>58</sup> Fiscal Year 2017-2018 annual audit information unavailable at the time of the publication of this report.

Table 27: Cash Flow

*Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance*

School	2014-15	2015-16	2016-17	2017-18
<b>Connections Public Charter School</b>	\$115,239	\$488,810	\$545,755	\$553,238
<b>Hakipu‘u Learning Center</b>	-\$65,533	\$28,453	-\$83,015	\$251,601
<b>Hālau Kū Māna Public Charter School</b>	-\$160,218	\$222,782	-\$76,286	\$(7,447)
<b>Hālau Lōkahi Charter School</b>	N/A	--	--	--
<b>Hawai‘i Academy of Arts &amp; Science Public Charter School</b>	\$173,471	\$394,512	\$706,352	\$584,166
<b>Hawai‘i Technology Academy (HTA)</b>	\$1,912,323	-\$134,975	-\$237,668	\$768,454
<b>Innovations Public Charter School</b>	\$18,207	\$46,121	\$164,043	\$(211,093)
<b>Ka ‘Umeke Kā’eo Public Charter School</b>	-\$228,992	\$336,101	\$108,186	\$478,626
<b>Ka Waihona o ka Na‘auao Public Charter School</b>	\$208,236	\$122,190	\$118,173	\$(264,909)
<b>Kamaile Academy, PCS</b>	-\$579,326	\$1,867,104	\$1,025,224	\$880,444
<b>Kamalani Academy Public Charter School</b>	N/A	N/A	N/A	\$204,043
<b>Kanu o ka ‘Āina New Century Public Charter School</b>	-\$6,776	\$329,438	\$291,522	\$1,182,914
<b>Kanuikapono Public Charter School</b>	\$64,243	\$274,588	\$173,170	\$355,145
<b>Ka‘ōhao School (formerly known as Lanikai Elementary Public Charter School)</b>	\$106,410	\$120,352	\$207,476	\$338,517
<b>Kapolei Public Charter School</b>	N/A	N/A	N/A	\$145,720
<b>Ka‘ū Learning Academy<sup>59</sup></b>	N/A	\$77,242	-\$38,070	N/A
<b>Kawaikini New Century Public Charter School</b>	-\$59,233	\$134,087	\$172,570	\$(113,860)
<b>Ke Ana La‘ahana Public Charter School</b>	-\$230,104	-\$3,709	\$88,256	\$(36,290)
<b>Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki Lab Public Charter School</b>	-\$215,526	\$67,671	\$196,085	\$(762,574)
<b>Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School</b>	-\$167,395	\$94,167	\$97,675	\$(99,296)
<b>Ke Kula Niihau O Kekaha Learning Center</b>	-\$134,649	\$80,628	-\$101,203	\$157,096
<b>Kihei Charter School</b>	-\$223,002	\$220,970	-\$708,556	\$237,113
<b>Kona Pacific Public Charter School</b>	\$10,704	-\$147,042	\$4,765	\$8,555
<b>Kua o ka Lā New Century Public Charter School</b>	-\$206,586	\$57,904	\$524,962	\$(11,842)
<b>Kualapu‘u Public Conversion Charter School</b>	-\$278,180	\$315,238	\$301,748	\$436,753
<b>Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)</b>	\$38,719	-\$31,768	\$12,475	\$(129,862)
<b>Laupāhoehoe Community Public Charter School</b>	\$113,625	\$407,021	\$60,807	\$(36,465)
<b>Mālama Honua Public Charter School</b>	\$38,529	\$566,167	\$233,997	\$217,493
<b>Myron B. Thompson Academy</b>	\$125,509	\$827,075	\$756,021	\$430,234
<b>Nā Wai Ola Public Charter School</b>	-\$48,388	\$49,145	\$127,444	\$43,150
<b>SEEQS: the School for Examining Essential Questions of Sustainability</b>	-\$44,639	\$76,648	\$219,173	\$109,252

<sup>59</sup> Fiscal Year 2017-2018 annual audit information unavailable at the time of the publication of this report.

Table 27: Cash Flow

*Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance*

School	2014-15	2015-16	2016-17	2017-18
University Laboratory School	\$45,877	-\$125,860	\$55,907	\$11,460
The Volcano School of Arts & Sciences	-\$120,522	-\$131,213	\$41,289	\$(43,406)
Voyager: A Public Charter School	\$127,918	\$267,288	\$113,620	\$(19,390)
Wai‘alae Elementary Public Charter School	\$130,471	\$120,115	-\$48,659	\$249,158
Waimea Middle Public Conversion Charter School	\$21,526	\$14,641	\$17,207	\$26,364
West Hawai‘i Explorations Academy	\$103,926	-\$117,830	\$310,837	\$175,706

**Table 28: Unrestricted Fund Balance Percentage (2014-2017)**  
**Unrestricted Fund Balance Percentage = Year End Unrestricted Fund Balance ÷ Total Expenses**

School	2014-15	2015-16	2016-17
Connections Public Charter School	29.0%	49.8%	69.5%
Hakipu'u Learning Center	22.3%	24.0%	17.5%
Hālau Kū Māna Public Charter School	169.8%	161.3%	143.7%
Hālau Lōkahi Charter School	N/A	--	--
Hawai'i Academy of Arts & Science Public Charter School	39.1%	42.9%	48.1%
Hawai'i Technology Academy (HTA)	25.6%	29.9%	30.0%
Innovations Public Charter School	21.0%	24.7%	23.6%
Ka 'Umeke Kā'eo Public Charter School	76.8%	86.2%	99.9%
Ka Waihona o ka Na'auao Public Charter School	51.7%	44.3%	43.2%
Kamaile Academy, PCS	97.3%	97.8%	100.4%
Kanu o ka 'Āina New Century Public Charter School	10.0%	15.1%	24.8%
Kanuikapono Public Charter School	36.2%	41.9%	61.9%
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	91.9%	89.4%	91.3%
Ka'ū Learning Academy	N/A	9.6%	14.3%
Kawaikini New Century Public Charter School	90.1%	100.4%	89.9%
Ke Ana La'ahana Public Charter School	92.7%	67.3%	84.3%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	76.2%	59.0%	72.3%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	77.5%	81.5%	96.9%
Ke Kula Niihau O Kekaha Learning Center	74.7%	72.8%	73.6%
Kihei Charter School	40.0%	42.9%	43.0%
Kona Pacific Public Charter School	8.8%	0.3%	0.7%
Kua o ka Lā New Century Public Charter School	35.2%	62.3%	40.7%
Kualapu'u Public Conversion Charter School	138.1%	29.7%	44.4%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	63.8%	62.3%	75.7%
Laupāhoehoe Community Public Charter School	12.8%	23.3%	31.2%
Mālama Honua Public Charter School	23.8%	51.0%	72.0%
Myron B. Thompson Academy	110.7%	124.8%	139.7%
Nā Wai Ola Public Charter School	4.9%	7.8%	23.1%
SEEQS: the School for Examining Essential Questions of Sustainability	14.1%	20.3%	21.1%
University Laboratory School	22.9%	14.8%	15.9%
The Volcano School of Arts & Sciences	29.9%	21.5%	15.1%
Voyager: A Public Charter School	4.2%	28.5%	3.7%
Wai'ālae Elementary Public Charter School	36.8%	39.4%	37.9%
Waimea Middle Public Conversion Charter School	82.1%	45.6%	59.4%
West Hawai'i Explorations Academy	127.0%	125.0%	108.8%



**Table 29: Change in Total Fund Balance (2014-17)**  
*Change in Total Fund Balance = Year End Fund Balance – Total Year Begin Fund Balance*

School	2014-15	2015-16	2016-17
Connections Public Charter School	\$167,016	\$488,932	\$608,122
Hakipu'u Learning Center	-\$28,438	\$36,185	-\$56,947
Hālau Kū Māna Public Charter School	\$341,352	\$57,189	-\$40,367
Hālau Lōkahi Charter School	N/A	--	--
Hawai'i Academy of Arts & Science Public Charter School	\$152,493	\$478,976	\$336,374
Hawai'i Technology Academy (HTA)	\$1,579,138	\$548,854	\$277,901
Innovations Public Charter School	-\$41,985	\$100,240	\$9,741
Ka 'Umeke Kā'eo Public Charter School	-\$37,895	\$320,487	\$321,066
Ka Waihona o ka Na'auao Public Charter School	\$60,585	-\$315,348	\$180,288
Kamaile Academy, PCS	-\$614,687	\$1,336,694	\$1,111,604
Kanu o ka 'Āina New Century Public Charter School	\$112,393	\$190,775	\$575,867
Kanuikapono Public Charter School	\$189,901	\$161,103	\$256,593
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	\$102,816	\$77,676	\$136,628
Ka'ū Learning Academy	N/A	\$77,242	-\$33,389
Kawaikini New Century Public Charter School	-\$70,755	\$52,003	-\$6,063
Ke Ana La'ahana Public Charter School	-\$153,987	-\$150,858	\$59,751
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	-\$156,869	-\$45,084	\$531,992
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	\$48,834	\$107,922	\$255,651
Ke Kula Niihau O Kekaha Learning Center	-\$106,444	\$74,794	\$43,998
Kihei Charter School	-\$154,319	\$167,845	\$41,631
Kona Pacific Public Charter School	\$25,977	-\$190,486	\$7,583
Kua o ka Lā New Century Public Charter School	-\$185,339	\$279,327	\$165,890
Kualapu'u Public Conversion Charter School	-\$478,728	\$160,106	\$306,096
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	\$18,294	-\$27,922	\$99,190
Laupāhoehoe Community Public Charter School	\$104,777	\$341,675	\$220,186
Mālama Honua Public Charter School	\$110,374	\$218,460	\$247,125
Myron B. Thompson Academy	\$254,256	\$809,549	\$818,397
Nā Wai Ola Public Charter School	-\$58,408	\$75,433	\$193,857
SEEQS: the School for Examining Essential Questions of Sustainability	\$21,401	\$103,612	\$47,796
University Laboratory School	\$73,751	-\$211,349	\$12,961
The Volcano School of Arts & Sciences	-\$79,389	-\$103,897	-\$81,949
Voyager: A Public Charter School	\$139,942	\$265,861	\$121,590
Wai'alaie Elementary Public Charter School	\$85,866	\$75,108	\$23,511
Waimea Middle Public Conversion Charter School	-\$311,372	\$99,790	-\$141,184
West Hawai'i Explorations Academy	\$110,021	\$221,725	-\$91,928

Table 30: Audited Fiscal Year 2018 Financial Performance Framework Risk Assessment Results

Audited Fiscal Year 2018 Financial Performance Framework Risk Assessment Results	Indicators Risk Risk Index	Near Term						Sustainability								Budget		Risk Assessment Results				
		Current Ratio		Unrestricted Days Cash				Debt to Assets		Cash Flow				Total Margin				Budget Variance		2018	2018 Overall Risk Rating	
		inability to meet current obligations 10%		Insufficient cash to meet its cash obligations 35%				Not being able to pay back its debt 10%		Financial instability over time 10%				Closure risk when operating at a deficit for a sustained period 25%				Unable to meet budgeted expenses 10%				
		More than 1.5 = 1 1.35-1.5 = 2 1.20-1.35 = 3 1.0-1.2 = 4 Less than 1.0 = 5		More than 60 days, upward trend = 1 50-60 days, up/downward trend = 2 30-50 days, up/downward trend = 3 20-30 days, up/downward trend = 4 Less than 20 days, downward trend = 5				Less than 0.20 = 1 0.20-0.40 = 2 0.40-0.50 = 3 0.50-0.75 = 4 More than 0.75 = 5		(+ ) CF, upward trend = 1 (+ ) CF, up/down trend = 2 (+/- ) CF, up/down trend = 3 (- ) CF, up/down trend = 4 (- ) CF, downward trend = 5				(+ ) Margin, upward trend = 1 (+ ) Margin, up/down trend = 2 (+/- ) Margin, up/down trend = 3 (- ) Margin, up/down trend = 4 (- ) Margin, downward trend = 5				Over 99% = 1 96%-98% = 2 94%-95% = 3 91%-93% = 4 Less than 90% = 5				
Org ID	2018	Risk Rating	2016	2017	2018	Risk Rating	2018	Risk Rating	2016	2017	2018	Risk Rating	2016	2017	2018	Risk Rating	2018	Risk Rating				
Official School Name	Org ID	2018	Risk Rating	2016	2017	2018	Risk Rating	2018	Risk Rating	2016	2017	2018	Risk Rating	2016	2017	2018	Risk Rating	2018	Risk Rating	2018	2018 Overall Risk Rating	
Connections Public Charter School	396	7.0	1	119	187	256	1	0.11	1	488,810	545,755	553,238	1	15.9%	18.5%	16.7%	2	96%	2	1	Low	
Hakipū'u Learning Center	546	4.0	1	95	62	102	1	0.25	2	28,453	(83,015)	251,601	3	3.6%	-5.9%	9.4%	3	95%	2	2	Acceptable	
Hālau Kū Māna Public Charter School	540	17.8	1	428	375	310	1	0.04	1	222,782	(76,286)	(7,447)	4	3.8%	-2.6%	-0.8%	4	94%	3	2	Acceptable	
Hawai'i Academy of Arts & Science Public Charter School	561	3.1	1	111	157	177	1	0.26	2	394,512	706,352	584,166	2	8.7%	9.1%	2.9%	2	97%	2	2	Acceptable	
Hawai'i Technology Academy (HTA)	551	3.1	1	123	97	123	1	0.27	2	(134,975)	(237,668)	768,454	2	7.2%	3.3%	9.7%	2	102%	1	1	Low	
Innovations Public Charter School	548	2.8	1	127	149	102	1	0.31	2	46,121	164,043	(211,093)	3	5.5%	0.5%	4.2%	2	100%	1	2	Acceptable	
Ka 'Umeke Kā'eo Public Charter School	562	3.4	1	235	254	251	1	0.25	2	336,101	108,186	478,626	2	10.8%	11.0%	1.6%	2	100%	1	1	Low	
Ka Waihoia o ka Na'auao Public Charter School	545	0.8	5	19	24	9	5	0.19	1	122,190	118,173	(264,909)	3	-6.0%	2.5%	0.2%	3	96%	2	4	High	
Kamailē Academy, PCS	275	7.9	1	201	223	243	1	0.10	1	1,867,104	1,025,224	880,444	2	17.5%	11.1%	10.0%	2	96%	2	1	Low	
Kamalani Academy	553	1.2	4	NA	NA	23	4	0.78	5	NA	NA	204,043	1	NA	NA	6.7%	1	102%	1	3	Moderate	
Kanu o ka 'Āina New Century Public Charter School	397	6.4	1	54	65	135	1	0.14	1	329,438	291,522	1,182,914	1	5.6%	11.8%	17.3%	1	121%	1	1	Low	
Kanuikapono Public Charter School	564	13.2	1	79	126	204	1	0.08	1	274,588	173,170	355,145	1	8.8%	14.3%	18.8%	1	98%	2	1	Low	
Ka'ōhau School (formerly: Lanikai Elementary Public Charter School)	320	7.9	1	275	182	228	1	0.11	1	120,352	207,476	338,517	1	3.0%	5.0%	7.8%	1	102%	1	1	Low	
Kapolei Charter School	555	3.3	1	NA	NA	152	1	0.23	2	NA	NA	145,720	1	NA	NA	22.5%	1	102%	1	1	Low	
Kawaikini New Century Public Charter School	565	13.5	1	47	83	50	2	0.07	1	134,087	172,570	(113,860)	3	3.5%	-0.4%	-9.2%	4	90%	4	3	Moderate	
Ka'ū Learning Academy*	Closed	N/A	N/A	35	83	N/A	N/A	N/A	N/A	77,242	(38,070)	N/A	N/A	11.5%	3.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	549	5.7	1	260	340	306	1	0.18	1	(3,709)	88,256	(36,290)	4	-24.1%	8.3%	-3.7%	4	78%	5	2	Acceptable	
Ke Kula 'o Nāwahīkialani 'ōpū'u Iki Lab Public Charter School	563	2.0	1	66	86	48	3	0.13	1	67,671	196,085	(762,574)	3	-1.1%	5.8%	-6.1%	4	94%	3	3	Moderate	
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	547	7.5	1	136	157	130	1	0.13	1	94,167	97,675	(99,296)	3	6.3%	13.6%	15.6%	1	89%	5	2	Acceptable	
Ke Kula Niihau O Kekaha Learning Center	556	6.3	1	91	56	101	1	0.16	1	80,628	(101,203)	157,096	3	6.2%	3.6%	-2.1%	3	93%	4	2	Acceptable	
Kihei Charter School	554	44.7	1	155	90	113	1	0.02	1	220,970	(708,556)	237,113	3	3.9%	1.0%	1.9%	2	98%	2	2	Acceptable	
Kona Pacific Public Charter School	566	1.3	3	9	10	10	5	0.59	4	(147,042)	4,765	8,555	2	-9.7%	0.4%	1.7%	3	90%	4	4	High	
Kua o ka Lā New Century Public Charter School	557	4.2	1	108	109	80	1	0.24	2	57,904	524,962	(11,842)	3	11.2%	6.7%	-0.9%	3	81%	5	2	Acceptable	
Kualapū'u School: A Public Conversion Charter	411	3.7	1	127	158	178	1	0.23	2	315,238	301,748	436,753	1	4.5%	11.5%	15.4%	1	102%	1	1	Low	
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	466	14.2	1	186	191	95	1	0.05	1	(31,768)	12,475	(129,862)	4	-4.2%	12.2%	-7.8%	4	150%	1	2	Acceptable	
Laupāhoehoe Community Public Charter School	377	4.3	1	105	113	95	1	0.20	2	407,021	60,807	(36,465)	2	11.3%	7.4%	4.5%	2	104%	1	1	Low	
Mālama Honua Public Charter School	550	8.9	1	93	186	228	1	0.11	1	566,167	233,997	217,493	2	25.3%	23.6%	16.6%	2	99%	1	2	Acceptable	
Myron B. Thompson Academy	544	18.8	1	458	512	560	1	0.05	1	827,075	756,021	430,234	2	16.6%	16.3%	8.0%	2	86%	2	1	Low	
Nā Wai Ola Public Charter School	398	2.6	1	14	51	52	2	0.38	2	49,145	127,444	43,150	2	4.0%	11.8%	-1.0%	3	83%	5	2	Acceptable	
SEEOS: the School for Examining Essential Questions of Sustainability	567	5.7	1	51	57	84	1	0.12	1	76,648	219,173	109,252	1	7.4%	3.1%	11.5%	1	101%	1	1	Low	
University Laboratory School	543	3.3	1	77	87	83	1	0.31	2	(125,860)	55,907	11,460	3	-6.3%	0.4%	2.3%	2	98%	2	2	Acceptable	
The Volcano School of Arts & Sciences	560	4.6	1	48	52	39	3	0.19	1	(131,213)	41,289	(43,406)	4	-6.7%	-4.6%	5.8%	2	100%	1	2	Acceptable	
Voyager: A Public Charter School	541	3.9	1	113	122	115	1	0.25	2	267,288	113,620	(19,390)	3	11.3%	5.0%	1.8%	2	88%	5	2	Acceptable	
Wai'alae Elementary Public Charter School	149	3.2	1	169	156	166	1	0.32	2	120,115	(48,659)	249,158	3	1.8%	0.5%	10.3%	2	103%	1	2	Acceptable	
Wāimeā Middle Public Conversion Charter School	394	3.1	1	209	199	213	1	0.31	2	14,641	17,207	26,364	1	3.3%	-4.8%	0.1%	3	101%	1	2	Acceptable	
West Hawai'i Explorations Academy	399	5.8	1	161	195	198	1	0.10	1	(117,830)	310,837	175,706	2	9.8%	-4.3%	5.8%	2	100%	1	2	Acceptable	

\* Fiscal Year 2017-2018 Annual Audit information unavailable at the time of the publication of this report

**D. Appendix D: Charter School Organizational Performance  
Framework Data for School Years 2014-15, 2015-16, 2016-17,  
and 2017-18**

Table 31: On-Time Completion Ratio for Epicenter Tasks			
School	2014-15	2015-16	2016-17
Connections Public Charter School	98%	100%	100%
Hakipu'u Learning Center	90%	93%	92%
Hālau Kū Māna Public Charter School	71%	85%	100%
Hālau Lōkahi Charter School	53%	--	--
Hawai'i Academy of Arts & Science Public Charter School	92%	100%	100%
Hawai'i Technology Academy (HTA)	96%	100%	100%
Innovations Public Charter School	95%	100%	95%
Ka 'Umeke Kā'eo Public Charter School	77%	88%	95%
Ka Waihona o ka Na'auao Public Charter School	81%	85%	100%
Kamaile Academy, PCS	94%	100%	100%
Kamalani Academy	N/A	N/A	N/A
Kanu o ka 'Āina New Century Public Charter School	90%	100%	100%
Kanuikapono Public Charter School	54%	81%	72%
Kapolei Charter School by Goodwill Hawai'i	N/A	N/A	N/A
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	89%	91%	100%
Ka'ū Learning Academy	--	80%	88%
Kawaikini New Century Public Charter School	79%	80%	91%
Ke Ana La'ahana Public Charter School	65%	77%	82%
Ke Kula Niihau O Kekaha Learning Center	69%	89%	83%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	77%	96%	100%
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	91%	92%	100%
Kihei Charter School	83%	92%	100%
Kona Pacific Public Charter School	81%	96%	96%
Kua o ka Lā New Century Public Charter School	73%	96%	96%
Kualapu'u Public Conversion Charter School	93%	100%	100%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	100%	100%	100%
Laupāhoehoe Community Public Charter School	94%	100%	95%
Mālama Honua Public Charter School	98%	100%	100%
Myron B. Thompson Academy	94%	100%	100%
Nā Wai Ola Public Charter School	67%	77%	68%
SEEQS: the School for Examining Essential Questions of Sustainability	89%	96%	91%
University Laboratory School	92%	100%	100%
The Volcano School of Arts & Sciences	91%	100%	100%

School	2014-15	2015-16	2016-17
Voyager: A Public Charter School	81%	92%	95%
Wai'ālae Elementary Public Charter School	98%	100%	95%
Waimea Middle Public Conversion Charter School	98%	100%	100%
West Hawai'i Explorations Academy	91%	96%	85%

School	2014-15	2015-16	2016-17
Connections Public Charter School	0	0	0
Hakipu'u Learning Center	0	1	0
Hālau Kū Māna Public Charter School	0	0	0
Hālau Lōkahi Charter School	2	--	--
Hawai'i Academy of Arts & Science Public Charter School	0	0	0
Hawai'i Technology Academy (HTA)	0	0	0
Innovations Public Charter School	0	1	1
Ka 'Umeke Kā'eo Public Charter School	0	1	1
Ka Waihona o ka Na'auao Public Charter School	0	0	0
Kamaile Academy, PCS	0	0	0
Kamalani Academy	N/A	N/A	N/A
Kanu o ka 'Āina New Century Public Charter School	0	1	0
Kanuikapono Public Charter School	0	0	0
Kapolei Charter School by Goodwill Hawai'i	N/A	N/A	N/A
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	0	1	0
Ka'ū Learning Academy	0	2	0
Kawaikini New Century Public Charter School	0	0	0
Ke Ana La'ahana Public Charter School	0	0	0
Ke Kula Niihau O Kekaha Learning Center	0	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	0	0	0
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	0	0	0
Kihei Charter School	0	0	0
Kona Pacific Public Charter School	0	0	0
Kua o ka Lā New Century Public Charter School	0	0	0

School	2014-15	2015-16	2016-17
Kualapu‘u Public Conversion Charter School	0	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0	0	0
Laupāhoehoe Community Public Charter School	0	0	0
Mālama Honua Public Charter School	0	0	0
Myron B. Thompson Academy	0	0	0
Nā Wai Ola Public Charter School	0	1	0
SEEQS: the School for Examining Essential Questions of Sustainability	0	0	0
University Laboratory School	0	0	0
The Volcano School of Arts & Sciences	0	0	0
Voyager: A Public Charter School	0	0	0
Wai‘alae Elementary Public Charter School	0	0	0
Waimea Middle Public Conversion Charter School	0	0	0
West Hawai‘i Explorations Academy	0	0	0

School	2014-15	2015-16	2016-17
Connections Public Charter School	0	0	2
Hakipu‘u Learning Center	3+	0	1
Hālau Kū Māna Public Charter School	3+	0	0
Hālau Lōkahi Charter School	3+	--	--
Hawai‘i Academy of Arts & Science Public Charter School	0	0	0
Hawai‘i Technology Academy (HTA)	0	0	0
Innovations Public Charter School	3+	0	0
Ka ‘Umeke Kā’eo Public Charter School	0	0	0
Ka Waihona o ka Na‘auao Public Charter School	0	0	1
Kamaile Academy, PCS	0	0	0
Kamalani Academy	N/A	N/A	N/A
Kanu o ka ‘Āina New Century Public Charter School	0	0	0
Kanuikapono Public Charter School	3+	0	3+
Kapolei Charter School by Goodwill Hawai‘i	N/A	N/A	N/A
Ka’ōhao School (formerly known as Lanikai Elementary Public Charter School)	1	0	2
Ka’ū Learning Academy	0	0	3+
Kawaikini New Century Public Charter School	0	0	0

**Table 33: Number of Incidents of Non-Compliance with Governing Board Requirements**

School	2014-15	2015-16	2016-17
Ke Ana La‘ahana Public Charter School	0	0	1
Ke Kula Niihau O Kekaha Learning Center	3+	0	0
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki Lab Public Charter School	0	2	0
Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School	0	0	0
Kihei Charter School	0	2	3+
Kona Pacific Public Charter School	0	0	0
Kua o ka Lā New Century Public Charter School	3+	0	3+
Kualapu‘u Public Conversion Charter School	0	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0	0	0
Laupāhoehoe Community Public Charter School	2	0	0
Mālama Honua Public Charter School	0	0	1
Myron B. Thompson Academy	0	0	0
Nā Wai Ola Public Charter School	0	5	2
SEEQS: the School for Examining Essential Questions of Sustainability	0	0	0
University Laboratory School	0	0	0
The Volcano School of Arts & Sciences	3+	0	0
Voyager: A Public Charter School	0	0	2
Wai‘alae Elementary Public Charter School	0	0	0
Waimea Middle Public Conversion Charter School	0	0	0
West Hawai‘i Explorations Academy	0	0	0

**Table 34: Number of Incidents of Non-Compliance with School Policy Requirements**

School	2014-15	2015-16	2016-17
Connections Public Charter School	0	0	0
Hakipu'u Learning Center	0	0	2+
Hālau Kū Māna Public Charter School	0	0	0
Hālau Lōkahi Charter School	1	--	--
Hawai'i Academy of Arts & Science Public Charter School	0	0	1
Hawai'i Technology Academy (HTA)	0	0	0
Innovations Public Charter School	0	0	0
Ka 'Umeke Kā'eo Public Charter School	0	0	0
Ka Waihona o ka Na'auao Public Charter School	0	0	0
Kamaile Academy, PCS	0	0	0
Kamalani Academy	N/A	N/A	N/A
Kanu o ka 'Āina New Century Public Charter School	0	0	0
Kanuikapono Public Charter School	0	0	2+
Kapolei Charter School by Goodwill Hawai'i	N/A	N/A	N/A
Ka'ōhao School (formerly known as Lanikai Elementary Public Charter School)	0	1	0
Ka'ū Learning Academy	0	1	0
Kawaikini New Century Public Charter School	0	0	0
Ke Ana La'ahana Public Charter School	0	1	1
Ke Kula Niihau O Kekaha Learning Center	0	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	0	0	0
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	0	0	0
Kihei Charter School	0	1	0
Kona Pacific Public Charter School	0	1	0
Kua o ka Lā New Century Public Charter School	0	0	0
Kualapu'u Public Conversion Charter School	0	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0	0	0
Laupāhoehoe Community Public Charter School	0	0	0
Mālama Honua Public Charter School	0	0	0
Myron B. Thompson Academy	0	0	0
Nā Wai Ola Public Charter School	0	0	0
SEEQS: the School for Examining Essential Questions of Sustainability	0	0	0
University Laboratory School	0	0	0
The Volcano School of Arts & Sciences	0	0	0
Voyager: A Public Charter School	0	0	0
Wai'ālae Elementary Public Charter School	0	0	0



**Table 34: Number of Incidents of Non-Compliance with School Policy Requirements**

School	2014-15	2015-16	2016-17
<b>Waimea Middle Public Conversion Charter School</b>	0	0	0
<b>West Hawai'i Explorations Academy</b>	0	0	0

**Table 35: Completed Assurance of Compliance Statement**

School	2017-2018
Connections Public Charter School	✓
Hakipu'u Learning Center	✓
Hālau Kū Māna Public Charter School	X
Hawai'i Academy of Arts & Science Public Charter School	✓
Hawaii Technology Academy	✓
Innovations Public Charter School	✓
Ka 'Umeke Kā'eo Public Charter School	✓
Ka Waihona o ka Na'auao Public Charter School	✓
Ka'ū Learning Academy	✓
Ka'ōhao Public Charter School	✓
Kamaile Academy, PCS	✓
Kamalani Academy	✓
Kanu o ka 'Āina New Century Public Charter School	✓
Kanuikapono Public Charter School	✓
Kawaikini New Century Public Charter School	✓
Ke Ana La'ahana Public Charter School	X
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	✓
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	✓
Ke Kula Niihau O Kekaha Learning Center	X
Kihei Charter School	✓
Kona Pacific Public Charter School	✓
Kua o ka Lā New Century Public Charter School	✓
Kualapu'u Public Conversion Charter School	✓
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	✓
Laupāhoehoe Community Public Charter School	✓
Mālama Honua Public Charter School	✓
Myron B. Thompson Academy	✓
Nā Wai Ola Public Charter School	X
SEEQS: the School for Examining Essential Questions of Sustainability	✓
The Kapolei Charter School by Goodwill Hawaii	✓
The Volcano School of Arts & Sciences	✓
University Laboratory School	✓
Voyager: A Public Charter School	✓
Wai'alae Elementary Public Charter School	✓
Waimea Middle Public Conversion Charter School	✓
West Hawai'i Explorations Academy	✓

**E. Appendix E: Commission's Audited Financial Statements for  
Fiscal Year 2017-2018**

**STATE PUBLIC CHARTER SCHOOL  
COMMISSION**  
(An Agency of the State of Hawaii)

**FINANCIAL AND COMPLIANCE AUDIT**

**As of and for the Year Ended June 30, 2018  
(With Prior Year Comparative Information)**



**CW Associates**

*A Hawaii Certified Public Accounting Corporation*

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An Agency of the State of Hawaii)**

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**(With Prior Year Comparative Information)**

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**PART I**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An Agency of the State of Hawaii)**

**MANAGEMENT’S DISCUSSION AND ANALYSIS**

**For the Year Ended June 30, 2018**

Effective July 1, 2013, the State Public Charter School Commission (“Commission”) was established under Act 130, Chapter 302D, Hawaii Revised Statutes, with statewide chartering jurisdiction and authority. Its predecessor, the Charter School Administrative Office (“CSAO”), which was established by Chapter 302B, Hawaii Revised Statutes in 2014, closed as of June 30, 2013 pursuant to the repeal of Chapter 302B.

The following is management’s discussion and analysis of the Commission’s financial activities for the fiscal year ended June 30, 2018. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 16.

**FINANCIAL HIGHLIGHTS**

- The Commission’s total net position increased by \$134,956 in FY 2017-18, a 55% increase.
- The Commission, as a pass-through entity, transferred \$96,634,547 to charter schools comprised of state and federal funding in FY 2017-18, an increase of 13% over FY 2016-17.
- The Commission provided \$1,611,552 in FY 2017-18 to eighteen charter schools and \$621,456 in FY 2016-17 for the Pre-K program with funds from the U.S. Department of Education Preschool Development Grant.
- Travel expenses in FY 2017-18 increased 43% compared to FY 2016-17 due to an increase in the number of neighbor island high-needs charter schools and Pre-K classrooms. These high-needs charter schools were provided more direct support and coaching from Commission Federal Programs staff.

**OVERVIEW OF THE FINANCIAL STATEMENTS**

This annual report consists of five parts – management’s discussion and analysis (this section), financial information, internal control and compliance, schedule of findings and questioned costs, and corrective action plan. The financial information section includes the financial statements which consists of two types of statements that present different views of the Commission’s financial activities:

- The first two statements are government-wide financial statements that provide both long-term and short-term information about the Commission’s overall financial status.
- The remaining statements are fund financial statements that focus on the individual parts of the Commission, reporting the Commission’s operations in more detail than the government-wide statements. The fund financial statements show how general services were financed in the short term as well as what remains for future spending.

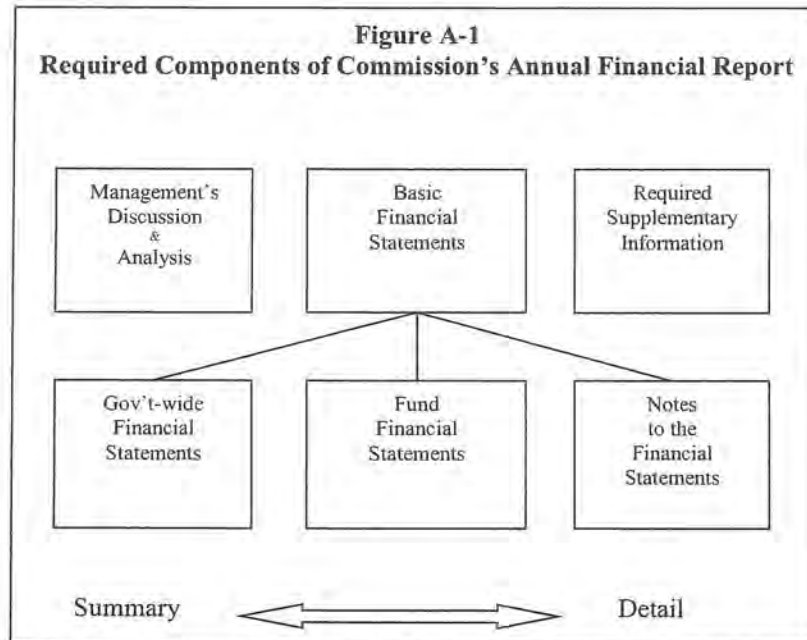
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An Agency of the State of Hawaii)**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)**

**For the Year Ended June 30, 2018**

**OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)**

The financial statements also include notes that explain certain information in the financial statements and provide more detailed information. The statements are followed by required supplementary information that further explains and supports the information in the financial statements. Figure A-1 shows how the required parts of the annual report are arranged and relate to one another. In addition to these elements, combining statements are provided with details about the non-major governmental funds, each of which are added together and presented in single columns in the basic financial statements.





**STATE PUBLIC CHARTER SCHOOL COMMISSION  
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**MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)**

**For the Year Ended June 30, 2018**

**OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)**

Figure A-2 summarizes the major features of the Commission’s financial statements, including the portion of the Commission they cover and the types of information they contain. The remainder of this overview section of management’s discussion and analysis explains the structure and content of the financial statements.

<b>Figure A-2 Major Features of the Commission’s Government-wide and Fund Financial Statements</b>		
	<i>Government-Wide Statements</i>	<i>Fund Statements: Governmental Funds</i>
Scope	Entire Commission	If the Commission operated proprietary or fiduciary funds these would be excluded from these statements.
Required financial statements	<ul style="list-style-type: none"> <li>• Statement of Net Position</li> <li>• Statement of Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Balance Sheet</li> <li>• Statement of Revenues, Expenditures, and Changes in Fund Balances</li> </ul>
Accounting basis and measurement focus	Accrual accounting and economic resources focus.	Modified accrual accounting and current financial resources focus.
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term.	Only assets expected to be used and liabilities that come due during the year or soon thereafter; no capital assets included.
Type of inflow/outflow information	All revenues and expenses during the year, regardless of when cash is received or paid.	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An Agency of the State of Hawaii)**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)**

**For the Year Ended June 30, 2018**

**OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)**

*Government-Wide Financial Statements*

The government-wide financial statements report information about the Commission as a whole using accounting methods similar to those used by private sector companies. The statement of net position includes all of the Commission's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Commission's net position and how net position has changed during the year. Net position, the difference between the Commission's assets and liabilities, is one way to measure the Commission's financial health or position.

- Over time, increases or decreases in the Commission's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- To assess the overall health of the Commission, one would need to consider additional nonfinancial factors including how well the Commission performed in meeting its statutory obligations.

The government-wide financial statements of the Commission are included in one category, Governmental Activities, although other governmental agencies may report their activities in as many as three categories. For completeness, each of the three different categories is described here even though the Commission's activities are all presented in the Governmental Activities category:

- Governmental Activities – All of the Commission's activities are included here, such as administration, financial services, federal programs support, and information technology support. Operating revenues, which include a percentage of total charter school appropriations and federal grant income pay for most of these activities.
- Business-type Activities – If the Commission engaged in activities, such as self-insurance programs or activities where the Commission was operating more like a business, these activities would be reported in a separate column in its government-wide financial statements.
- Component Units – If the Commission was financially responsible for a separate entity or entities, usually a non-profit corporation that meets certain accounting rules, then the "component unit" would be reported as such because of the Commission's financial responsibility to the component unit.

*Fund Financial Statements*

- The fund financial statements provide more detailed information about the Commission's most significant funds – not the Commission as a whole. Funds are accounting devices that the Commission uses to keep track of specific sources of funding and spending for particular purposes.

**STATE PUBLIC CHARTER SCHOOL COMMISSION  
(An Agency of the State of Hawaii)**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)**

**For the Year Ended June 30, 2018**

**OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)**

The Commission reports its financial activities in two funds: the Commission General Fund and the Restricted – Federal Programs Fund. The Commission’s general operations are reflected in the General Fund. Within the Restricted – Federal Programs Fund, the Commission records its activities for Federal Title I, Title IIa, Title III, Impact Aid, SPED, Pre-K, and other Federal Programs.

**FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE**

Net Position: The Commission’s net position increased between the fiscal years ended June 30, 2018 and 2017 from \$244,190 to \$379,146 (See Table A-1).

**Table A-1: Commission’s Summary Comparative Statement of Net Position**

	<u>2018</u>	<u>2017</u>	<u>Percentage Change 2017-2018</u>
<b>ASSETS</b>			
Current assets	\$ 13,450,658	\$ 4,452,781	202%
Capital Assets, net of depreciation	36,478	39,545	-8%
Total Assets	<u>\$ 13,487,136</u>	<u>\$ 4,492,326</u>	200%
<b>LIABILITIES</b>			
Current liabilities	\$ 13,107,990	\$ 4,248,136	209%
Total Liabilities	<u>13,107,990</u>	<u>4,248,136</u>	209%
<b>NET POSITION</b>			
Invested in capital assets	36,478	39,545	-8%
Unrestricted	<u>342,668</u>	<u>204,645</u>	67%
Total net position	<u>379,146</u>	<u>244,190</u>	55%
Total liabilities and net position	<u>\$ 13,487,136</u>	<u>\$ 4,492,326</u>	200%

Increases or decreases in the net position may serve as a useful indicator of whether the Commission’s financial condition is improving or deteriorating. Some of the Commission’s net position is restricted as to the purposes for which they can be used because they are invested in capital assets, primarily computer equipment.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An Agency of the State of Hawaii)**

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**For the Year Ended June 30, 2018**

**FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)**

**Changes in the Commission's Net Position**

	<u>2018</u>	<u>2017</u>	<u>Percentage Change</u> <u>2017-2018</u>
Revenues			
State Commission funding	\$ 1,554,761	\$ 1,514,179	3%
Federal grants	1,367,909	852,268	61%
Other income	28,729	107,182	-73%
Total revenues	<u>2,951,399</u>	<u>2,473,629</u>	19%
Expenses			
Payroll and related expenses	2,098,516	1,576,448	33%
Professional services	329,494	359,006	-8%
Travel	165,030	115,690	43%
Building leases	97,297	97,008	0%
Supplies	24,384	16,836	45%
Professional development	19,699	6,298	213%
Repairs and maintenance	17,058	16,694	2%
Meeting refreshments and meals	13,651	11,269	21%
Utilities	12,992	6,717	93%
Capital outlay	10,518	7,896	33%
Telecommunications	9,862	12,350	-20%
Miscellaneous	6,595	58,173	-89%
Dues and subscriptions	3,611	7,074	-49%
Rental	2,532	22,147	-89%
Computer	2,337	9,169	-75%
Equipment purchases	2,010	2,891	-30%
Printing and advertising	437	15	2813%
Postage	420	952	-56%
Total Expenses	<u>2,816,443</u>	<u>2,326,633</u>	2880%
Transfers			
Transfers in	96,634,546	85,334,320	13%
Transfers out	<u>(96,634,546)</u>	<u>(85,334,320)</u>	-13%
Total transfers	-	-	
Change in net position	134,956	146,996	8%
Net position – beginning of year	<u>244,190</u>	<u>97,194</u>	-151%
Net position – end of year	<u>\$ 379,146</u>	<u>\$ 244,190</u>	55%

The narrative that follows considers the operations of the Commission's governmental activities.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An Agency of the State of Hawaii)**

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**For the Year Ended June 30, 2018**

**FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)**

In the fiscal year ended June 30, 2018, the Commission's total revenues increased by 19% to \$2,951,399, compared to total revenues of \$2,473,629 in the fiscal year ended June 30, 2017. State funding continues to be a significant source of funds for charter schools, as provided by statute and appropriated by the State Legislature. In fiscal years ended June 30, 2018 and 2017, federal revenues amounted to 46% and 35% of total revenues for the Commission, or \$1,367,909 and \$852,268, respectively. In the fiscal year ended June 30, 2018, funding provided to administer the Commission increased by 3% or by \$40,582 and other income decreased by 73% or by \$78,543 due to funding changes from the DOE.

In the fiscal year ended June 30, 2018, the total cost of all programs and services provided by the Commission increased by 21% or by \$489,810. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer. Changes in expenses in the fiscal year ended June 30, 2018 include:

- Payroll and related expenses increased 33% or \$522,068 primarily due to additional federal programs personnel that were needed to assist and support an increased number of high-needs charter schools;
- Travel increased 43% or \$49,340 primarily due to an increase in the number of neighbor island high-needs charter schools and Pre-K classrooms. High-needs charter schools were provided more direct support and coaching from Commission Federal Programs staff;
- Supplies increased 45% or \$7,548 due to the increased number of staff, such as federal programs personnel;
- Professional development increased 213% or \$13,401 due to an increased focus on providing Commissioners with professional development opportunities;
- Utilities increased 93% or \$6,275 due to rate increases, additional mobile cell phone plans and usage for federal program teams that required travel to the neighbor islands;
- Capital outlays increased 33% or \$2,622 due to increased acquisition of office equipment and computers;
- Miscellaneous decreased 89% or \$51,578 primarily due to expenses for the Pre-K program being moved from miscellaneous expenses and transferred out to the Pre-K program;
- Dues and subscriptions decreased 49% or \$3,463 due to cancellation and discontinuing of subscriptions, resources, and memberships that were underutilized;
- Rental expenses decreased 89% or \$19,615 due to the inability to hold a charter-system meeting/summit due to the lack of available funding;
- Computer expenses decreased 75% or \$6,832 due to disposals of old computer equipment outpacing the purchases of new computer equipment;
- Printing and advertising increased 2,813% or \$422 due to an administrative rules process in the previous and current fiscal year which required the Commission to advertise and hold meetings on every island; and
- Postage decreased 56% or \$532 due to a lower volume of mailings sent directly to charter schools.

**STATE PUBLIC CHARTER SCHOOL COMMISSION  
(An Agency of the State of Hawaii)**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)**

**For the Year Ended June 30, 2018**

**FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)**

The narrative that follows considers the operations of the Commission's governmental activities (Figure-1).

**Figure-1**



**Governmental activities**

The cost of all governmental activities of the Commission for the fiscal year ended June 30, 2018 was \$2,789,003 compared to \$2,265,276 for the fiscal year ended June 30, 2017.

**Business-type activities**

Some governmental agencies charge fees to customers to fund certain types of services it provides. If the Commission operated business type funds, these activities would be reported as such. For fiscal years ended June 30, 2018 and 2017, the Commission did not engage in any business-type activities.

**STATE PUBLIC CHARTER SCHOOL COMMISSION  
(An Agency of the State of Hawaii)**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)**

**For the Year Ended June 30, 2018**

**FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS**

As the Commission completed the year, its governmental funds reported a fund balance of \$379,146, an increase from the prior fiscal year of \$134,956. Effective during the year ended June 30, 2017, the funding of the Commission's operational budget was separately allocated and identified in a separate department, EDN 612, separating its funding from the charter schools' per pupil allocation.

**CAPITAL ASSET AND LONG-TERM DEBT ACTIVITIES**

The Commission's capital asset policy provides that furniture and equipment purchases that exceed \$500 with a useful life of greater than one year be capitalized and depreciated over the asset's useful life. During the year ended June 30, 2018, the Commission made purchases of \$31,512 of furniture or equipment that were capitalized and disposed of \$39,063 of furniture and equipment. The Commission has no long-term debt obligations.

**ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES**

The official enrollment count date for charter schools is October 15 of each year. Enrollment among the charter schools grew by approximately 5% in the 2017-18 school year to 11,343 compared to 10,792 in the 2016-17 school year.

**CONTACTING THE COMMISSION'S FINANCIAL MANAGEMENT**

This financial report is designed to provide stakeholders with a general overview of the Commission's finances and to demonstrate the Commission's accountability for the funds it receives. Should you have questions about this report or need additional financial information, contact the SPCSC Fiscal Services team, 1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813.

**PART II**  
**FINANCIAL INFORMATION SECTION**



## INDEPENDENT AUDITOR'S REPORT

State Public Charter School Commission:

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission), an agency of the State of Hawaii, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements as listed in the table of contents.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinions on the Financial Statements*

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Commission as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### *Other Matters – Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management’s discussion and analysis on pages 3 through 11 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the budgetary comparison information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by the missing information.

### *Other Matters – Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Commission’s basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Report on Prior Year Comparative Information

We have previously audited the Commission's financial statements as of and for the year ended June 30, 2017, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 1, 2017. In our opinion, the accompanying prior year comparative information as of and for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 8, 2018, on our consideration of the Commission's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control over financial reporting and compliance.

CW ASSOCIATES, CPAs

Honolulu, Hawaii  
November 8, 2018

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES**

**As of June 30, 2018**  
**(With Prior Year Comparative Information)**

	<u>2018</u>	<u>2017</u>
<b>Current Assets</b>		
Cash and cash equivalents	\$ 11,920,576	\$ 1,192,886
Accounts receivable – net	48,937	145,299
Pass through receivable from State	1,134,380	2,759,596
Funds held for others	346,765	355,000
<b>Total current assets</b>	<u>13,450,658</u>	<u>4,452,781</u>
Capital assets, net of depreciation	<u>36,478</u>	<u>39,545</u>
<b>Total assets</b>	<u>13,487,136</u>	<u>4,492,326</u>
<b>Current Liabilities</b>		
Accounts payable	246,809	172,953
Unearned revenue	8,515,537	1,193,225
Pass through payable to charter schools	2,949,041	1,931,735
Pass through payable to State	822,024	337,480
Liability for funds held for others	346,765	355,000
Accrued leave earnings	226,249	201,876
Accrued liabilities	1,565	55,867
<b>Total current liabilities</b>	<u>13,107,990</u>	<u>4,248,136</u>
<b>Net position</b>		
Invested in capital assets	36,478	39,545
Unrestricted position	<u>342,668</u>	<u>204,645</u>
<b>Total net position</b>	<u>\$ 379,146</u>	<u>\$ 244,190</u>

See accompanying notes to the financial statements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
(An agency of the State of Hawaii)

**STATEMENT OF ACTIVITIES – GOVERNMENTAL ACTIVITIES**

**For the Year Ended June 30, 2018**  
**(With the Prior Year Comparative Information)**

	2018		2017			
<u>Functions/Programs</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>
Governmental activities						
Support and administrative services	\$ 1,448,534	\$ -	\$ (1,448,534)	\$ 1,474,365	\$ -	\$ (1,474,365)
Instructional enhancement	<u>87,486,684</u>	<u>87,486,684</u>	<u>-</u>	<u>5,102,456</u>	<u>5,102,456</u>	<u>-</u>
Total governmental activities	<u>\$88,935,218</u>	<u>\$87,486,684</u>	<u>(1,448,534)</u>	<u>\$6,576,821</u>	<u>\$5,102,456</u>	<u>(1,474,365)</u>
General revenues						
State Commission funding			1,554,761			1,514,179
Other grants and income			<u>28,729</u>			<u>107,182</u>
Total general revenues			<u>1,583,490</u>			<u>1,621,361</u>
Change in net position			134,956			146,996
Net position – beginning of year			<u>244,190</u>			<u>97,194</u>
Net position – end of year			<u>\$ 379,146</u>			<u>\$ 244,190</u>

See accompanying notes to the financial statements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**BALANCE SHEET – GOVERNMENTAL FUNDS**

**As of June 30, 2018**  
**(With Prior Year Comparative Information)**

	<u>General</u>	<u>Restricted Funds</u>	<u>Total</u>	
			<u>2018</u>	<u>2017</u>
<b>ASSETS</b>				
Cash				
Cash and cash equivalents	\$ 3,404,882	\$ 8,515,537	\$ 11,920,419	\$ 1,192,729
Cash held for others	-	346,765	346,765	355,000
Petty cash	157	-	157	157
Total cash	3,405,039	8,862,302	12,267,341	1,547,886
Accounts receivable – net	48,937	-	48,937	145,299
Pass through receivable from State	1,134,380	-	1,134,380	2,759,596
<b>TOTAL ASSETS</b>	<b>\$ 4,588,356</b>	<b>\$ 8,862,302</b>	<b>\$ 13,450,658</b>	<b>\$ 4,452,781</b>
<b>LIABILITIES</b>				
Accounts payable	\$ 246,809	\$ -	\$ 246,809	\$ 172,953
Unearned revenue	-	8,515,537	8,515,537	1,193,226
Pass through payable to schools	2,949,041	-	2,949,041	1,931,735
Pass through payable to state	822,024	-	822,024	337,480
Liability for funds held for others	-	346,765	346,765	355,000
Accrued liabilities	1,565	-	1,565	55,866
Total liabilities	4,019,439	8,862,302	12,881,741	4,046,260
<b>FUND BALANCE</b>				
Unassigned	568,917	-	568,917	406,521
Total fund balance	568,917	-	568,917	406,521
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>\$ 4,588,356</b>	<b>\$ 8,862,302</b>	<b>\$ 13,450,658</b>	<b>\$ 4,452,781</b>

See accompanying notes to the financial statements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS  
TO THE STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES**

**As of June 30, 2018**

Total fund balance – governmental funds	\$ 568,917
Amounts reported for governmental activities that are different in the Statement of Net Position due to:	
Capital assets used in governmental activities are not financial resources and therefore not reported in the governmental funds	36,478
Accrued leave earnings are not reported in the governmental funds	<u>(226,249)</u>
Total net position – governmental activities	<u>\$ 379,146</u>

See accompanying notes to the financial statements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
(An agency of the State of Hawaii)

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN  
FUND BALANCE – GOVERNMENTAL FUNDS**

**For the Year Ended June 30, 2018  
(With Prior Year Comparative Information)**

	Restricted Funds									
	General	Title I	Title II	Title III	Aid	SPED	Pre-K	Other	2018	2017
<b>REVENUES</b>										
State Commission funding	\$ 1,554,761	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,554,761	\$ 1,514,179
Federal grant revenues	-	891,685	30,008	9,164	-	-	437,052	-	1,367,909	852,268
Other	27,943	786	-	-	-	-	-	-	28,729	107,182
Total revenues	1,582,704	892,471	30,008	9,164	-	-	437,052	-	2,951,399	2,473,629
<b>EXPENDITURES</b>										
Payroll and related expenses	1,139,575	598,107	-	-	-	-	336,461	-	2,074,143	1,512,900
Professional services	97,196	208,758	12,782	-	-	-	10,758	-	329,494	359,006
Travel	31,460	55,450	11,080	1,532	-	-	65,508	-	165,030	115,690
Building leases	97,297	-	-	-	-	-	-	-	97,297	97,008
Supplies	-	14,649	2,961	-	-	-	6,774	-	24,384	16,836
Professional development	4,050	5,925	3,135	6,000	-	-	589	-	19,699	6,298
Repairs and maintenance	17,058	-	-	-	-	-	-	-	17,058	16,694
Meeting refreshments and meal	1,828	1,207	-	921	-	-	9,695	-	13,651	11,269
Utilities	12,844	106	-	-	-	-	42	-	12,992	6,717
Telecommunications	4,592	3,504	-	-	-	-	1,766	-	9,862	12,350
Computer	7,362	1,752	-	-	-	-	674	-	9,788	19,256
Miscellaneous	-	2,356	50	161	-	-	4,028	-	6,595	58,173
Dues and subscriptions	3,611	-	-	-	-	-	-	-	3,611	7,074
Rental	575	657	-	550	-	-	750	-	2,532	22,147
Equipment purchases	2,010	-	-	-	-	-	-	-	2,010	2,891
Printing and advertising	437	-	-	-	-	-	-	-	437	15
Postage	413	-	-	-	-	-	7	-	420	952
Total expenditures	1,420,308	892,471	30,008	9,164	-	-	437,052	-	2,789,003	2,265,276
<b>CHANGE IN NET POSITION</b>	162,396	-	-	-	-	-	-	-	162,396	208,353

(Continued)



**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
(An agency of the State of Hawaii)

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN  
FUND BALANCE – GOVERNMENTAL FUNDS (Continued)**

**For the Year Ended June 30, 2018  
(With Prior Year Comparative Information)**

	Restricted Funds							2017		
	General	Title I	Title II	Title III	Impact Aid	SPED	Pre-K		Other	2018
CHANGE IN NET POSITION	\$ 162,396	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 162,396	\$ 208,353
OTHER FINANCING SOURCES (USES)										
Transfers in	85,686,481	4,598,004	417,444	3,040	2,709,050	507,421	2,150,306	562,801	96,634,547	85,334,320
Transfers out	(85,686,481)	(4,598,004)	(417,444)	(3,040)	(2,709,050)	(507,421)	(2,150,306)	(562,801)	(96,634,547)	(85,334,320)
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN FUND BALANCE	162,396	-	-	-	-	-	-	-	162,396	208,353
FUND BALANCE, BEGINNING OF YEAR	406,521	-	-	-	-	-	-	-	406,521	198,168
FUND BALANCE, END OF YEAR	\$ 568,917	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 568,917	\$ 406,521

See accompanying notes to the financial statements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCE – GOVERNMENTAL FUNDS TO THE STATEMENT OF  
ACTIVITIES – GOVERNMENTAL ACTIVITIES**

**For the Year Ended June 30, 2018**

Total net change in fund balance – governmental funds	\$ 162,396
Amounts reported for governmental activities that are different in the Statement of Activities due to:	
Governmental funds report capital asset outlays (disposals) as expenditures	
Capital Asset Outlays Recorded in the Current Period	\$ 31,512
Capital Asset Disposals Recorded in the Current Period	(24,061)
Depreciation expense	<u>(10,518)</u>
	(3,067)
Net change in obligations for accrued vested vacation benefits is reported in the Statement of Activities, but is not reported as an expenditure in the governmental funds as it does not require the use of current financial resources.	<u>(24,373)</u>
Change in net position of governmental activities	<u>\$ 134,956</u>

See accompanying notes to the financial statements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
(An agency of the State of Hawaii)

**STATEMENT OF CASH FLOWS**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

	General	Title I	Title II	Title III	Impact Aid	School Improvement Grant	PreK Grant	Other	Total All Funds 2018	Total All Funds 2017
\$ 134,956	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 134,956	\$ 146,996
10,518	-	-	-	-	-	-	-	-	10,518	7,896
1,721,578	-	-	-	-	-	-	-	-	1,721,578	(498,331)
1,537,542	-	-	-	-	-	-	-	-	1,537,542	58,089
-	1,882,069	(375,041)	7,731	-	-	-	6,573,623	(766,070)	7,322,312	(72,199)
<u>\$ 3,404,594</u>	<u>\$ 1,882,069</u>	<u>\$ (375,041)</u>	<u>\$ 7,731</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 6,573,623</u>	<u>\$ (766,070)</u>	<u>\$ 10,726,906</u>	<u>\$ (357,549)</u>

RECONCILIATION OF CHANGE IN NET POSITION TO  
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES

Change in net position

Adjustments to reconcile change in net position  
to net cash provided by (used in) operating activities:

Depreciation

Changes in operating assets and liabilities:

Accounts receivable and pass through receivable  
from State

Accounts payable, pass through payable to State and Charter Schools  
and accrued expenses

Unearned revenue

NET CASH PROVIDED BY (USED IN)  
OPERATING ACTIVITIES

(Continued)

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
(An agency of the State of Hawaii)

**STATEMENT OF CASH FLOWS (Continued)**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

	General	Title I	Title II	Title III	Impact Aid	School		PreK Grant	Other	Total All Funds 2018	Total All Funds 2017
						Improvement Grant					
<b>Cash Flows from Operating Activities</b>											
Cash received from State	\$ 89,145,836	\$ 7,255,557	\$ 206,329	\$ 19,934	\$ 2,709,050	\$ -	\$ -	\$ -	\$ 1,075,222	\$ 100,411,928	\$ 84,848,513
Cash received from Federal Government	-	-	-	-	-	-	9,019,598	-	-	9,019,598	1,548,527
Other cash receipts	-	-	-	-	-	-	-	-	-	-	19,848
Cash paid to Charter Schools	(85,686,481)	(4,339,583)	(417,444)	(3,040)	(2,709,050)	-	(1,611,552)	(1,350,242)	(1,350,242)	(96,117,392)	(85,870,019)
Cash paid to State	-	(149,220)	-	-	-	-	-	-	-	(149,220)	(52,073)
Cash paid to employees and vendors	(54,761)	(884,685)	(163,926)	(9,163)	-	-	(834,423)	(491,050)	(491,050)	(2,438,008)	(852,345)
Net cash provided by (used in) operating activities	3,404,594	1,882,069	(375,041)	7,731	-	-	6,573,623	(766,070)	(766,070)	10,726,906	(357,549)
<b>Cash Flows from Investing Activities</b>											
Purchase of capital assets	(31,512)	-	-	-	-	-	-	-	-	(31,512)	(10,087)
Disposal of capital assets	24,061	-	-	-	-	-	-	-	-	24,061	-
Net cash used in investing activities	(7,451)	-	-	-	-	-	-	-	-	(7,451)	(10,087)
Net increase/(decrease) in Cash	3,397,143	1,882,069	(375,041)	7,731	-	-	6,573,623	(766,070)	(766,070)	10,719,455	(367,636)
Cash, including funds held for others, beginning of year	354,660	211,950	(33,942)	64,830	11,250	153,968	(106,297)	891,467	891,467	1,547,886	1,915,522
Cash, including funds held for others, ending of year	\$ 3,751,803	\$ 2,094,019	\$ (408,983)	\$ 72,561	\$ 11,250	\$ 153,968	\$ 6,467,326	\$ 125,397	\$ 125,397	\$ 12,267,341	\$ 1,547,886

See accompanying notes to the financial statements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE FINANCIAL STATEMENTS**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

**NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Organization and Activity

The State Public Charter School Commission (Commission) was formed pursuant to Hawaii State Legislature (Legislature) Hawaii Revised Statutes 302D-3 and is attached to the Department of Education (DOE) for administrative purposes only. Among other duties, the Commission is responsible for the following:

- Preparing and executing the budget for the Commission,
- Allocating annual appropriations to the charter schools based on student enrollment,
- Monitoring charter school compliance with various state laws,
- Representing charter schools in communications with to the Board of Education (BOE), and
- Chartering jurisdiction and authorizing public charter schools throughout the State of Hawaii (State).

In order to fulfill these responsibilities, the Commission employs an Executive Director and Framework Managers along with several staff persons in its Honolulu, Hawaii office. All staff persons report to the Executive Director who reports to the Commission.

The Commission receives funding from the State. Other support is in the form of payments for administrative costs allocated from various federal grants.

These financial statements are intended to present the financial position and activity of only the Commission and not that of the DOE. Additionally, these financial statements do not represent any balances or activities of the individual charter schools.

Basis of Accounting

The accompanying financial statements and accounting policies of the Commission are in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) as applicable to governmental units.

Government-Wide and Fund Financial Statements

The government-wide financial statements consist of the statement of net position and the statement of activities. These statements report all activities of the primary governmental unit. The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants that are restricted to meeting the operational requirements of a particular function. Other items not properly included among program revenues are reported instead as general revenues. The Commission does not allocate general government (indirect) expenses to other functions.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (Continued)

Government funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Commission considers revenues other than federal grants and assistance awards to be available if they are collected within 60 days of the end of the fiscal year.

Federal grants and assistance awards made on the basis of entitlement periods are recorded as revenues when available and entitlement occurs which is generally within 12 months of the end of the current fiscal year. All other federal reimbursement-type grants are recorded as intergovernmental receivables and revenues when the related expenditures or expenses are incurred and funds are available.

Expenditures are generally recorded when a liability is incurred. However, expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Encumbrances are recorded obligations in the form of purchase orders or contracts. The Commission records encumbrances at the time purchase orders or contracts are awarded and executed. Encumbrances outstanding at fiscal year-end are reported as restrictions, assignments, or commitments (no commitments in 2018 and 2017) of fund balances since they do not constitute expenditures or liabilities.

Fund Accounting

The financial statements of the Commission are recorded in individual funds, each of which is deemed to be a separate accounting entity. The Commission uses fund accounting to report on its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities. A fund is a separate accounting entity with a self-balancing set of accounts.

Net Position

In the government-wide financial statements, net position is reported in three categories: net investment in capital assets, net of related debt, if any; restricted (none in 2018 and 2017); and unrestricted. Restricted category components are restricted by parties outside of the State (such as citizens, public interest groups, or the judiciary) or imposed by law through enabling legislation.

Fund Balance Reporting

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balance represent tentative management plans that are subject to change.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Reporting (Continued)

In accordance with Government Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the Commission classifies fund balances based primarily on the extent to which it is bound to follow constraints on how resources can be spent. Classifications used by the Commission are:

*Restricted* – Represents resources that are restricted to specific purposes usually imposed by external parties such as creditors, grantors, or other governments.

*Committed* – Represents resources that can only be used for specific purposes pursuant to formal action of the Legislature (none in 2018 and 2017).

*Assigned* – Represents resources that are constrained by management’s intent to be used for specific purposes, but are neither restricted nor committed (none in 2018 and 2017).

*Unassigned* – Represents residual balances that are neither nonspendable, restricted, committed or assigned.

Encumbrance balances at year-end are reflected as assigned. The Commission’s Special Funds consist of specific revenue sources restricted or committed as to expenditure for specific purposes other than debt service or capital projects. Restricted and committed revenues are expected to comprise a substantial portion of the fund inflows. Funds not meeting these criteria are reported in the general fund. The spending policy of the Commission’s Special Funds is, in order of priority, restricted, committed, and then assigned. The Commission’s classification of Special Fund inflows are restricted (federal grants), program revenues (committed), transfers from other funds (assigned), investment income (assigned unless restricted), and miscellaneous revenues (assigned). The Commission’s Special Funds are not encumbered.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the amounts reported in the basic financial statements and accompanying notes. Actual results could differ from those estimates, and it is reasonably possible that such estimates may change within the near term.

Accrued Leave Earnings

The Commission’s policy is to permit employees to accumulate earned but unused vacation and sick leave benefits. There is no liability for unpaid accumulated sick leave as sick leave is not convertible to pay upon termination of employment. All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

Cash and cash equivalents include all cash and unrestricted highly liquid investments with original maturities of three months or less.

Pass Through Receivable and Payable Accounts

The Commission acts as an intermediary for payroll and related benefits that are due and/or payable between the State and individual charter schools. For charter schools that choose to be on the DOE system, the Commission records a pass through receivable from charter schools and a payable to the DOE for the payroll amount. Charter schools on a proprietary payroll system, pay the full report amount, which includes fringe benefits and payroll taxes. As with all State agencies, employer payroll taxes are paid by the State of Hawaii Department of Budget & Finance and the Commission records a pass through receivable from the State and payable to the charter schools.

Federal program funds that have been received by the Commission by June 30, 2018 and are to be directly passed on to the charter schools, but paid to the charter schools after year-end, are also included in the pass through accounts.

Unearned Revenue

The Commission reports unearned revenue in the financial statements. Unearned revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In general, federal monies received in the current year, which have not been expended for the federal purpose by year-end are unearned.

Capital Assets, Net of Depreciation

Capital assets purchased or acquired with an original cost of \$500 or more are reported in the statement of net position, at cost. Maintenance and repairs are charged to operations when incurred. Betterments and major improvements which significantly increase values, change capacities, or extend useful lives are capitalized. When assets are retired or otherwise disposed of, the cost and accumulated depreciation are removed from the accounts, and any resulting gain or loss is recognized in the statement of activities.

The Commission's capital assets consist of furniture and equipment which are depreciated using the straight-line method over their estimated useful lives of five to seven years.



**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

**NOTE B – CASH AND CASH EQUIVALENTS AND INVESTMENTS**

The State of Hawaii, Director of Finance is responsible for the safekeeping of all monies deposited into the State Treasury. The Director of Finance pools and invests any monies of the Commission, which in the Director's judgment, are in excess of the amounts necessary for meeting the specific requirements of the Commission. Investment earnings are allocated to the Commission based on its equity interest in the pooled monies.

Legally authorized investments include obligations of or guaranteed by the U.S. Government, obligations of the State, federally-insured savings and checking accounts, certificates of deposits, and repurchase agreements with federally-insured financial institutions.

**NOTE C – CAPITAL ASSETS**

For the year ended June 30, 2018, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 287,015	\$ 31,512	\$ (39,063)	\$ 279,464
Accumulated depreciation	<u>(247,470)</u>	<u>(10,518)</u>	<u>15,002</u>	<u>(242,986)</u>
Capital assets, net of depreciation	<u>\$ 39,545</u>	<u>\$ 20,994</u>	<u>\$ (24,061)</u>	<u>\$ 36,478</u>

For the year ended June 30, 2017, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 276,928	\$ 10,087	\$ -	\$ 287,015
Accumulated depreciation	<u>(239,574)</u>	<u>(7,896)</u>	<u>-</u>	<u>(247,470)</u>
Capital assets, net of depreciation	<u>\$ 37,354</u>	<u>\$ 2,191</u>	<u>\$ -</u>	<u>\$ 39,545</u>

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

**NOTE D – LEASES**

The Commission leases office space and office equipment in Honolulu, Hawaii under operating leases. The Commission's leases are effective through August 31, 2020. The office space lease includes a monthly base rent of \$2,927 plus \$4,418 for common area maintenance expenses and property taxes. The office equipment lease includes a monthly base rent of \$864 plus additional usage charges. Rent expense for the years ended June 30, 2018 and 2017 totaled \$99,829 and \$119,155, respectively.

At June 30, 2018, future minimum lease rent payments were expected to approximate the following:

Years Ending June 30th:	
2019	\$45,500
2020	\$45,500
2021	\$ 7,600

**NOTE E – CONTINGENCIES**

The Commission is subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it seeks the advice of the Attorney General of the State of Hawaii. Management estimates that the cost to resolve such matters, if any, would not be material to the financial statements. However, it is reasonably possible that such estimates may change within the near term.

The Commission operates in the State of Hawaii. National and international events can have severe, adverse effects on economic conditions in Hawaii. The effects on the financial statements of the Commission, from such changes in economic conditions, if any, are not presently determinable.

**NOTE F – FINANCIAL STATEMENT PRESENTATION**

The financial statements include certain prior year comparative information. Such information does not include sufficient detail to constitute a complete presentation in accordance with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Commission's financial statements as of and for the year ended June 30, 2017, from which the information was derived.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended June 30, 2018**  
**(With Prior Year Comparative Information)**

**NOTE G – SUBSEQUENT EVENTS**

Management has evaluated subsequent events through November 8, 2018, which is the date the financial statements were available to be issued, and determined that the Commission did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements.

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**SUPPLEMENTARY FINANCIAL  
INFORMATION**

**STATE PUBLIC CHARTER SCHOOL COMMISSION  
(An Agency of the State of Hawaii)**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

**For the Year Ended June 30, 2018**

<u>Program Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipients</u>
<u>United States Department of Education</u>			
Direct Program			
Preschool Development Grants	84.419	\$ 2,593,605	\$ 2,150,306
Passed through the State of Hawaii, Department of Education			
Title I Grants to Local Education Agencies	84.010 *	5,520,183	4,598,004
Passed through the State of Hawaii, Department of Education			
Impact Aid	84.041	2,709,050	2,709,050
Passed through the State of Hawaii, Department of Education			
Special Education Grants to States	84.027 *	507,421	507,421
Passed through the State of Hawaii, Department of Education			
Supporting Effective Instruction State Grants	84.367	433,338	417,444
Passed through the State of Hawaii, Department of Education			
English Language Acquisition State Grants	84.365	<u>12,204</u>	<u>3,040</u>
Total United States Department of Education		<u>11,775,801</u>	<u>10,385,265</u>
Total Expenditures of Federal Awards		<u>\$ 11,775,801</u>	<u>\$ 10,385,265</u>

See accompanying notes to the Schedule of Expenditures of Federal Awards.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

**For the Year Ended June 30, 2018**

**NOTE A – BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards (Schedule) includes the federal grant activity of the State Public Charter School Commission and is presented on the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, certain amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

\* Denotes major program expenditures, comprising 51% of total expenditures of federal awards of a low-risk auditee.

**NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. In addition, pass-through entity identifying numbers are presented where available.

**NOTE C – INDIRECT COST RATES**

The State Public Charter School Commission has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

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**PART III**

**INTERNAL CONTROL AND COMPLIANCE SECTION**

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

State Public Charter School Commission:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission) as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements, and have issued our report thereon dated November 8, 2018.

Internal Control over Financial Reporting

The management of the Commission is responsible for establishing and maintaining effective internal control over financial reporting (internal control). In planning and performing our audit of the financial statements, we considered the Commission's internal control to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, including applicable provisions of the Hawaii Public Procurement Code (Chapter 103D of the Hawaii Revised Statutes) and procurement rules, directives and circulars, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii  
November 8, 2018

**INDEPENDENT AUDITOR'S REPORT ON  
COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM  
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE**

State Public Charter School Commission:

Report on Compliance for Each Major Federal Program

We have audited the compliance of the State Public Charter School Commission (Commission) with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on the Commission's major federal programs for the year ended June 30, 2018. The major federal programs of the Commission are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

*Management's Responsibility*

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

*Auditor's Responsibility*

Our responsibility is to express an opinion on compliance for the Commission's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Commission's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal programs. However, our audit does not provide a legal determination of the Commission's compliance.

*Opinion on Each Major Federal Program*

In our opinion, the Commission complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended June 30, 2018.

### *Other Matters*

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as *Findings #2018-001, #2018-002 and #2018-003*. Our opinion on the major federal programs is not modified with respect to these matters.

The Commission's responses to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. The Commission's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the responses.

### Report on Internal Control Over Compliance

Management of the Commission is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the Commission's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as *Findings #2018-01, #2018-002 and #2018-003*.

The Commission's responses to the internal control over compliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. The Commission's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the responses.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii  
November 8, 2018

**PART IV**  
**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**

**STATE PUBLIC CHARTER SCHOOL COMMISSION  
(An agency of the State of Hawaii)**

**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**

**For the Year Ended June 30, 2018**

**SECTION I – SUMMARY OF AUDIT RESULTS**

**FINANCIAL STATEMENTS:**

Type of auditor's report issued:

- |                                                                                |                      |
|--------------------------------------------------------------------------------|----------------------|
| 1. Internal control over financial reporting:                                  | <u>Unmodified</u>    |
| 2. Material weakness identified?                                               | <u>No</u>            |
| Reportable condition identified that is not considered to be material weakness | <u>None reported</u> |
| 3. Noncompliance material to financial statements noted?                       | <u>No</u>            |

**FEDERAL AWARDS**

- |                                                                                                             |                   |
|-------------------------------------------------------------------------------------------------------------|-------------------|
| 1. Internal control over major programs:<br>Material weakness identified?                                   | <u>No</u>         |
| Reportable condition identified that is not considered to be material weakness?                             | <u>Yes</u>        |
| 2. Type of auditor's report issued on compliance for major programs:                                        | <u>Unmodified</u> |
| 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 2001.516(a)?      | <u>Yes</u>        |
| 4. Identification of major programs:                                                                        |                   |
| a. No. 84.010 – Title I Grants to Local Education Agencies; No. 84.027 – Special Education Grants to States |                   |
| b. Dollar threshold used to distinguish between type A and type B programs:                                 | <u>\$750,000</u>  |
| c. Auditee qualified as low-risk auditee?                                                                   | <u>Yes</u>        |

**SECTION II – FINANCIAL STATEMENT FINDINGS**

In the current year, no deficiencies or combinations of deficiencies material to the Commission's internal control over financial reporting and no instances of noncompliance material to the Commission's financial statements were reported by the auditor.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS (Continued)**

**For the Year Ended June 30, 2018**

**SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

In the current year, the auditor expressed an unmodified opinion on compliance for the Commission's major federal award programs. However, the following instances of material noncompliance disclosed by auditing procedures, which are required to be reported in accordance with the Uniform Guidance, are described below as *Findings #2018-001, #2018-002, and #2018-003*. A significant deficiency in internal control over compliance was reported by the auditor in the current year as described below as *Findings #2018-001, #2018-002, and #2018-003*.

Finding #2018-001: Subrecipient Monitoring

*Federal Agency* – U.S. Department of Education

*Federal Programs* – CFDA 84.010 – Title I Grants to Local Education Agencies

*Criteria* – Title 2 CFR 200.331 provides that the Commission is responsible for ensuring the following as a pass through entity: (1) Ensuring that subrecipients, expending \$750,000 or more in Federal awards during the subrecipient's fiscal year as provided in the Uniform Guidance, have met the audit requirements of the Uniform Guidance and that the required audits are completed within nine months of end of the subrecipient's audit period; (2) issuing a management decision on audit findings within six months after receipt of the subrecipient's audit report; and (3) ensuring that the subrecipient takes timely and appropriate corrective action on all audit findings.

*Condition* – During our audit for the year ended June 30, 2018, we noted for one of the schools selected for testing that the Commission did not perform requirements number two and three listed in the criteria above.

*Questioned Costs* – Unknown, if any.

*Effect or Potential Effect* – Subrecipients expenditures may include inappropriate expenditures, which would be unallowable.

*Cause* – The Commission received the subrecipient's audited financial statements, however, the Commission did not follow its policies of providing a decision on the audit findings and did not perform monitoring of the subrecipient's corrective actions.

*Recommendation* – The Commission should follow its policy and procedures to ensure that its management decision on the audit findings is documented and to monitor the subrecipient's corrective actions for timeliness and appropriateness.

*Responsible Official's Response and Corrective Action Planned* – Refer to the Corrective Action Plan.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS (Continued)**

**For the Year Ended June 30, 2018**

**SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)**

Finding #2018-002: Cash Management

*Federal Agency* – U.S. Department of Education

*Federal Programs* – CFDA 84.010 – Title I Grants to Local Education Agencies; CFDA 84.419 – Preschool Development Grants

*Criteria* – Title 2 CFR 200.305 requires that program costs be paid with recipient funds before reimbursement is requested from the federal government. Furthermore, when awards provide for advance payments, recipients must follow procedures to minimize the time between the drawdown of funds from the U.S. Treasury and expenditure of funds by the recipient. These regulations include expectations for the Commission to monitor cash drawdowns to ensure subrecipients conform substantially to the same standards that apply to the Commission.

*Condition* – During our audit for the year ended June 30, 2018, we noted a drawdown of funds by the Commission for subrecipients that did not have adequate documentation including a review of the purpose or time period covered to ensure that minimal time passed between the drawdown of funds and the disbursement of funds to the subrecipients. The Commission continues to hold these federal funds due to project cancelations at the subrecipients.

*Questioned Costs* –\$8,845,370

*Effect or Potential Effect* – The Commission did not minimize the time between the drawdown of funds and the disbursement of the funds to subrecipients. Funds that are unspent may have to be returned to the federal agency.

*Cause* – Funds were drawn in advance to meet anticipated cash needs of the subrecipients, but funds were not disbursed due to project cancelations.

*Recommendation* – The Commission should implement adequate policies and procedures to ensure subrecipient requests for funds are for reimbursements of program expenditures or are advances for the immediate needs of the program.

*Responsible Official's Response and Corrective Action Planned* – Refer to the Corrective Action Plan.



**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS (Continued)**

**For the Year Ended June 30, 2018**

**SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)**

Finding #2018-003: Allowable Costs and Cost Principles

*Federal Agency* – U.S. Department of Education

*Federal Programs* – CFDA 84.010 – Title I Grants to Local Education Agencies

*Criteria* – Title 2 CFR Part 200 Subpart E §200.430 of the Uniform Guidance requires that the distribution of salaries and wages to federal awards and other activities must be based on records that accurately reflect the work performed. The records must be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated, and be incorporated in the official records of the entity.

*Condition* – The distribution of time for Commission employees that work on more than one activity was based on predetermined allocation percentages. The predetermined allocation percentages were not updated or supported by documentation of the actual time spent by the employees on the programs during the year.

*Questioned Costs* – Unknown, if any.

*Context* – Of the \$5,520,183 in expenditures for federal program CFDA #84.010, \$506,039 was for payroll related expenditures.

*Effect or Potential Effect* – The Commission was missing completed employee semi-annual payroll certifications for the actual time that should have been charged to the federal award for the year ended June 30, 2018.

*Cause* – The Commission did not ensure all payroll certifications were completed to support the actual time spent on programs by employees.

*Recommendation* – When using estimated allocation percentages, a reconciliation of estimates against actual time must be done on a “regular basis” to ensure that estimates confirm actual employee activity. The Commission should complete the employee payroll certifications monthly based on the activities of each employee to be consistent with Title 2 CFR Part 200 Subpart E §200.430 of the Uniform Guidance. The reports should be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, noting the distribution of activity represents reasonable work performed by the employee during the period covered by the reports.

*Responsible Official's Response and Corrective Action Planned* – Refer to the Corrective Action Plan.

**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(An agency of the State of Hawaii)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**

**For the Year Ended June 30, 2018**

**STATUS OF PRIOR YEAR COMMENTS**

**FINDINGS – FINANCIAL STATEMENTS AUDIT**

In the prior year, no deficiencies or combinations of deficiencies material to the Commission's internal control over financial reporting and no instances of noncompliance material to the Commission's financial statements were reported by the auditor.

**FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT**

In the prior year, the auditor expressed an unmodified opinion on compliance for the major federal award programs of the Commission. No deficiencies or combinations of deficiencies material to the internal control over compliance of the Commission were reported by the auditor in the prior year.

**PART V**  
**CORRECTIVE ACTION PLAN**

DAVID Y. IGE  
GOVERNOR



JOHN S.S. KIM  
CHAIRPERSON

STATE OF HAWAII  
STATE PUBLIC CHARTER SCHOOL COMMISSION  
[‘AHA KULA MO‘AMANA]  
<http://CharterCommission.Hawaii.Gov>  
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813  
Tel: (808) 586-3775 Fax: (808) 586-3776

November 5, 2018

VIA EMAIL

To Whom It May Concern,

The State Public Charter School Commission, hereinafter referred to as the Commission, respectfully submits the following Corrective Action Plan for the year ended June 30, 2018.

*Name and address of independent public accounting firm:*

CW Associates, CPAs; 700 Bishop Street, Suite 1040; Honolulu, Hawaii 96813

*Audit Period:* July 1, 2017 to June 30, 2018

The findings from the June 30, 2018 Schedule of Finding and Questioned Costs (Schedule) are discussed below. The findings are identified with the reference numbers used in the Schedule.

**CORRECTIVE ACTION PLAN**  
**For the Year Ended June 30, 2018**

**Compliance**

Title I Grants to Local Education Agencies

CFDA No. 84.010

Reference Number – Item #2018-001

*Action Taken Regarding Subrecipient Monitoring: The Commission has already implemented, through the current Public Charter School Contract, an Intervention Protocol which allows the Commission to identify compliance violations, notify the school governing board, and request corrective action on the violations.*

Page 2  
November 5, 2018

*The Commission has already issued Notices of Concern to a few charter schools due to incidents of non-compliance with financial requirements identified in charter school annual audits. The Commission will increase its monitoring efforts to better ensure that incidents of non-compliance, including federal fund expenditures, are followed up on once designated as significant audit findings.*

Title I Grants to Local Education Agencies CFDA No. 84.010  
Reference Number – Item #2018-002

*Action Taken Regarding Cash Management of Drawdowns: The Commission will work with public charter schools and staff to amend current drawdown procedures to ensure that funds are not held for an extended period of time from the drawdown to the disbursement to public charter schools.*

*In addition, the Commission will implement a review and approval process for the drawdown of federal funds, in excess of \$100,000, that will include the review and approval of the executive director and finance manager.*

Title I Grants to Local Education Agencies CFDA No. S4.010  
Reference Number – Item #2018-003

*Action Taken Regarding Allowable Costs and Cost Principles: The Commission will implement more stringent procedures to ensure that payroll certifications are completed on a monthly basis by federal programs team staff and reviewed by Commission management, specifically the executive director and federal programs manager.*

Should the U.S. Department of Education have questions regarding this plan, please call Slone Thompson, Executive Director or Danny Vasconcellos, Finance and Control Manager at (808) 586-3775.

Sincerely yours,



Slone Thompson  
Executive Director

Cc: John S.S. Kim, State Public Charter School Commission, Chairperson

Danny Vasconcellos Jr., State Public Charter School Commission, Finance and Control Manager