

Early Childhood • K-12 Education • Human Services • Postsecondary • Workforce

Supporting Hawai'i's Families Through COVID-19 from Early Childhood into the Workforce

2020

2020
Data Summit Webinar Series

K-12 Education
September 16, 2020
10:00am - 11:00am

Attendee Questions to Presenters

- What proportion of off-track students were served during the summertime?**
Please see linked document: <https://docs.google.com/document/d/1-NSo0RCllpTrSmIzhTPrfFRRwplbFzd0m-VWwiXebCM/edit?usp=sharing>
- When will the DOE announce the extension of summer grab n go meal program that was approved by the USDA? <https://www.usda.gov/media/press-releases/2020/09/08/wtas-usda-extends-free-meals-kids-through-december-31-2020>**
Grab-and-Go school meals program will be returning for the fall semester at 203 public schools beginning on October 12, through December 18, 2020 to provide free meals to children ages 18 and younger.
<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Grab-and-Go-Fall-2020.aspx>
- What data/metrics were most valuable to school, complex or at the statewide? How did the data help to support students?**
From a statewide view, which summer learning opportunity programs were offered by location, the count of students (including disproportionately impacted) that were served. The data helped HIDOE to plan for and provide targeted supports for the various models of learning.
- Thanks very much for this informative presentation! Is there broad agreement on exactly what the vital sign metrics are for reopening schools? Are some of the metrics more important or determinant than others?**
The vital signs metrics were designed to provide a quick status of the department during the reopening of schools. The metrics are evolving from monitoring vital signs for reopening to an analysis of the gap between the actual results and the department's operations targets/goals.
- Will the DOE resubmit HB1523 to get more funding to help schools?**
The department will make every effort to seek funding to support student learning.

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- **Has there been discussion about what the most important indicators are for quickly flagging/addressing areas of concern for students? In other words, what is the first piece of data that folks are eager to obtain about students who have had disrupted learning since last March? Is the MMSS capturing this info?**
Answered in session.

- **How many off-track 12th graders were able to graduate after participating in summer learning? Are there plans to offer similar summer programs for 2021?**
Twenty-five percent of students attending summer learning graduated. These students also included 11th graders. Most of the credits earned were from students enrolled in credit recovery, school-based programs and official summer school. A majority of the students who did not graduate are ESY students and students who are still enrolled in credit recovery courses.

HIDOE always offers summer school for interested students. This year, CARES Act funds help subsidize costs for vulnerable students.

- **And how many of them remain off-track at the end of summertime?**
Not all students to remain off-track at the end of 3rd quarter took advantage of the summer learning opportunities. Official summer school enrollment was still fee-based.
- **Appreciate that the DOE is sharing data on programs like this! It is valuable to have data shown in dashboards like this. Will there be more data dashboards like this in the future?**
Answered in session.
A comprehensive analysis and final report of the 2020 summer learning can be found here: <http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SummerSchool/Pages/2020-Final-Summer-Report.aspx>
- **For the summer reports – was the weekly frequency too often, not often enough, or just right? Do you have an example of how these reports aided in real-time decision-making?**
Answered in session.

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- **Roughly what proportion of students have adequate access to devices now?**
The department awaits the delivery of approximately 47% (as of October 2020) of devices ordered since the start of school.
- **Sorry if I missed this, but will the vital sign metrics be publicly available?**
Yes, the metric is publicly available. All weekly reports can be found here:
<http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SummerSchool/Pages/home.aspx>
- **Are schools collecting data on how many families are being served by the systems of support? If popular - would these continue over time?**
Answered in session.
- **Will there be data available on the status of the systems of support (access to devices, PPE, training, family technical assistance)?**
Answered in session.
- **Given what you know now - what has been the biggest lessons learned?**
Answered in session.
- **Is it possible to get this presentation, in part, so we can access some of the links on it?**
The pdf of the slides are here:
http://hawaiidxp.org/files/webinars/DSW_K12_Education_Presentation.pdf
- **If you could use a time machine to go back to the beginning of spring break (mid-March) with the knowledge/experiences you've gained over the last six months, what would you tell your past self?**
Appoint a single point of HIDOE contact or coordinator for any statewide pandemic situation. Improve on the ability to electronically collect data to serve the students during the summer and prepare for tracking multiple school models for learning.

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- **Thank you for this informative presentation. How much of these supports are applicable or available to charter schools?**

Summer Learning Opportunities was open to all students. Support is ongoing for all schools. Access to the longitudinal data system is limited to schools using the statewide student information system (Infinite Campus) in its entirety. There are five charter schools who are not using Infinite Campus as their student information system.
- **How have students with disabilities been impacted?**

Answered in session.
- **Is DOE considering other tech devices? Students are expected to take pictures of work (or scan) then upload. This requires a printer, phone or scanner.**

The department's first priority is to ensure there is device and connectivity access for all students. Teachers are very sensitive and provide accommodations for students without access to phones, scanners, and printers. Students also had the option to attend school learning labs which provide technology devices and access for use.
- **What are we looking at for supports that might be needed for seniors this school year?**

The key to graduation from high school is the students' count of required credits for a diploma. The department will be monitoring student 1st quarter core subject grades and provide applicable support for students who are not progressing.
- **How is the perceptual data being correlated to academic data to provide a larger picture of education beyond purely academic achievement. SEL & Trauma has been identified as having a large impact on learning. Would like to see correlation between these types of data points.**

Please see the Summer Learning survey:
<http://www.hawaiipublicschools.org/DOE%20Forms/HIDOE%20Summer%20Learning%20Survey%20Insights%20and%20Findings.pdf>

The department plans to include SEL and Trauma informed data in the longitudinal data system for analysis and correlation.

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- **What could HIDOE have done differently to reach a larger number of disproportionately impacted students? What were the specific communications and outreach strategies that were used, and which were the most and least effective?**

The planning for and enrollment of students for summer programs came about before the first resolution from the Board of Education. Summer learning has always been optional for students and without the CARES Act funds the department would not have been able to provide the various and much needed learning opportunities for the DIS students. The department prioritized the DIS students for enrollment by personally contacting each family. Least effective outreach strategy was using methods other than in-person learning for high needs students.

- **What data are you collecting to evaluate the success and efficacy of vendor-supported learning technologies? Has this process changed since COVID?**

With the unanticipated school closure and force to implement full distance learning, the department was not prepared to procure a large and last minute funding to purchase vetted learning technologies for distance learning. Yes, more time has been dedicated to thoroughly research and evaluate vendor-supported learning technologies.

- **According to the data presented on school-based learning opportunities, it appears that a low number of students actually made progress academically, including just 25% in math and 30% in science. Is there any reflection on how academic outcomes could have been stronger?**

The data collected was not from a source system rather, was self-reported by the schools resulting in inconsistencies with data input and outcomes. Improve on data collection with standardized outcomes.

- **In addition to the data points mentioned before, I think points like teacher perceptions would be very important with the direct impact being on collective teacher efficacy.**

Agreed.

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- **Thank you for your great presentation, sharing what data you're collecting and how it can be used for continuous improvement! Your hard work is appreciated and your reports are valuable! This might be outside your realm, but are you doing any research on the effectiveness of varying school design models currently being implemented?**
Research is currently underway and schools need to adopt the learning model that best fit their school demographics.
- **With the on-line environment, is there better data quality or more quantity of data being reported?**
The department values both higher quality and quantity of data for reporting. We are striving for continuous improvement in our systems of support to adapt to changing reporting needs.
- **Average attendance in online and blended models were particularly weak, at 74% and 67%, respectively. Is there any reflection on how attendance could have been stronger in these formats? How was attendance defined for these models?**
Answered in session.
- **What's your biggest lessons learned through all of the Phases to re-opening?**
Data research and analysis is key to planning and improved decision making.
- **Sorry if I missed this - what percentage of HDOE students is represented in this data (as compared to overall student population)? Universal screeners are not applied to all students - are there plans to collect data on impact to ALL students?**
At the peak of summer learning, only 10% of the overall student population were served. Summer learning is optional and not required for the students.
- **Are there plans to collect data on holistic impacts of online learning?**
Yes, definitely. The department is looking at various ways to onboard and measure impacts of online learning.