



State of Hawaii's Charter Schools

A Report to the Hawaii Charter School Network

By

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Part I: The Year in Review

The Situation in January 2004:

- Great concern over workers comp
- Great concern over fringes
- Desire for an alternative payroll system
- Many CS employees not receiving retirement and health benefits
- Need for better communication and information for charters
- Uncertainty over role of CSAO/staffing, etc.
- Coping with the fallout of a critical Auditor's Report

Dec 2004...continued

- Lack of a coordinated approach to the Legislature
- Great focus on historical disputes
- Continuing concerns over the relationship of charter schools with DOE/SPED
- An executive branch that did not share the same view of the budget formula as charter schools
- Threats to impose Ch 92 and county zoning on charter schools
- Awkward relationship with Unions
- Many teachers not in Highly Qualified pipeline
- A “system” that relied more on the individual personalities of existing leaders rather than an environment that nurtures the recruitment, development and support of future leaders.

Progress Made in 2005

- **ACT 87** - a major omnibus policy bill focusing exclusively on charters
- **Workers comp** administered by DHRD
- All charter school **fringes** paid by B&F
- Implementation of a new alternative **payroll system**
- All known employees get health, retirement **benefits**
- **HSTA** added CS to master contract
- Selection of a highly professional and competent **staff of CSAO**

Progress continued...

- Revision of **SPED Guidelines** with greater CS input
- Launching of the CSAO **web-page**
- Change of fixed 4-year review in law to **Multi-year review (or WASC)** (guidelines passed by BOE)
- Creation of the **CS Task Force** – *dialogue* among major stakeholders
- A proposed **2006 Exec budget** that adds significant per-pupil, facility, and new start-up charter funds

The background of the slide is a textured, golden-brown surface. In the upper right corner, there is a faint, semi-transparent image of a globe with a compass rose overlaid on it. The globe shows latitude and longitude lines, and the compass rose has four cardinal directions indicated by arrows.

Wait, wait, too soon to
celebrate...still not done...

- CS still lack a coherent, clear, set of *alternatives and procedures* for a CS personnel system for civil service employees, especially the movement of individuals between systems.
- CS still lack *alternatives and procedures* for the easy and attractive movement of teachers between systems, including resolution of issues relating to evaluation, probation, tenure, and seniority.

More to do, part 2...

- CS lack a generally understood and accepted funding formula, and the ability to “count on” a stable and adequate funding appropriation from the Legislature.
- CS lack help with facilities, and the end of continued insistence by some policy makers that while facilities are VERY important for DOE students, facilities are NOT important for charter school students.

More to do part 3...

The creation of a charter “system” that is

- (1) Not bureaucratic, and incorporates grassroots participation and decision making in the development and modification of the system; a system that embraces democratic dialogue;
- (2) Provides clarity for each agency’s role, duties and responsibilities;
- (3) Provides timely and adequate technical assistance to CS;
- (4) Places responsibility for many functions at the grassroots level; a system built on trust not suspicion – assessing outcomes rather than granting permissions;
- (5) Allows each school multiple choices among equally valid policies and accountability measures; and
- (6) Provides data-driven assurances to the public and policy makers that all is well with CS and the spending of public funds.



Part II: Developing An Appropriate Hawaii Charter School System: Initial Steps...

- LSB Training.
- CS4S web system linking standards to CS projects and lessons – building a pool of classroom ideas and conducting research on if the system actually makes a difference.
- Promotion of the ARTS via Fed grants.
- Promotion of Prof. Development.
- Promotion of Research at charters.
- Facilitating collaboration and exchanges among charters.

More initial steps...

- Creation of a broad-based policy dialogue via the Task Force.
- Via Task Force: clarification of the future role of CSAO, LSBs, BOE, and various panels in the CS “system.”
- Charters as resources for each other and DOE schools.

Part III: A 5-Year Projection: The Hawaii Charter World in 2010

- 55 charter schools.
- 10 CS will be schools-within-DOE schools.
- 15,000 charter school students.
- 1,500 full & part-time charter school teachers - 75% will hold tenure in the DOE.
- Probation in a CS = DOE probation.
- All Hawaiian Immersion Schools will be charter schools.

2010 continued

Authorizers will include:

- The BOE,
- The CSAO Charter Board,
- UH Manoa,
- UH Hilo,
- OHA,
- and HSTA.

More of 2010

- All CS employees will be under collective bargaining – under new units created for the charter school system.
- All charter school students will enjoy participation in visual and performing arts, physical education, health education, and organized sports.
- The State of Hawaii will take responsibility for either building charter schools, locating CS in safe and appropriate facilities, or assisting CS or their non profits in building facilities.

2010 ...

- CS will receive \$15,000 per student.
- Smaller CS will receive an allocation for non instructional staff.
- Nearly all CS will deliver a portion of their instruction or tutoring in a virtual environment.
- Charter schools will often be called upon (and paid) to test new ideas for the DOE, and schools outside of Hawaii.
- Hawaii charter schools will lead the nation in individual educational plans, individual and group project-based learning, portfolio development for graduates, and production of written and video products for sale.
- Hawaii charter school graduates will be highly recruited by colleges all over the nation.



The challenge...

Make it happen.