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Evaluation of Hawaii's Weighted Student Formula

Technical Appendix

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American Institutes for Research

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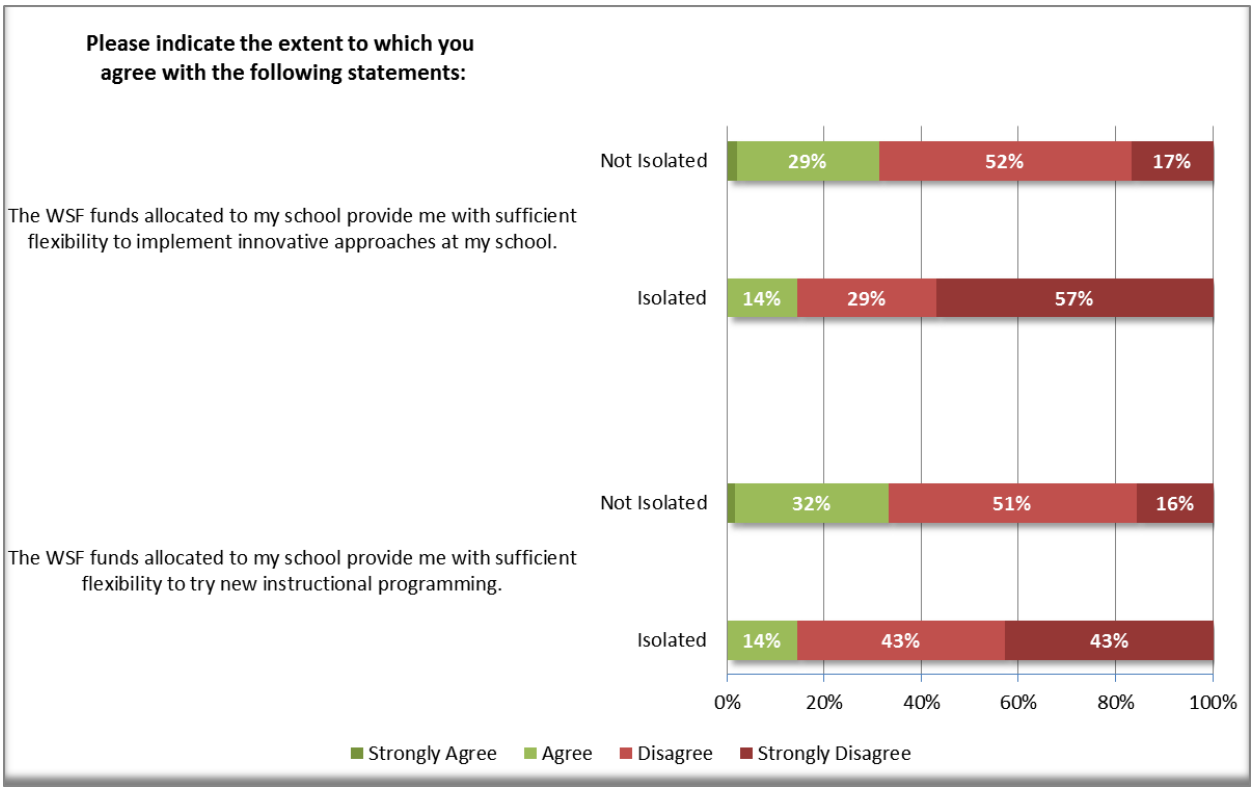
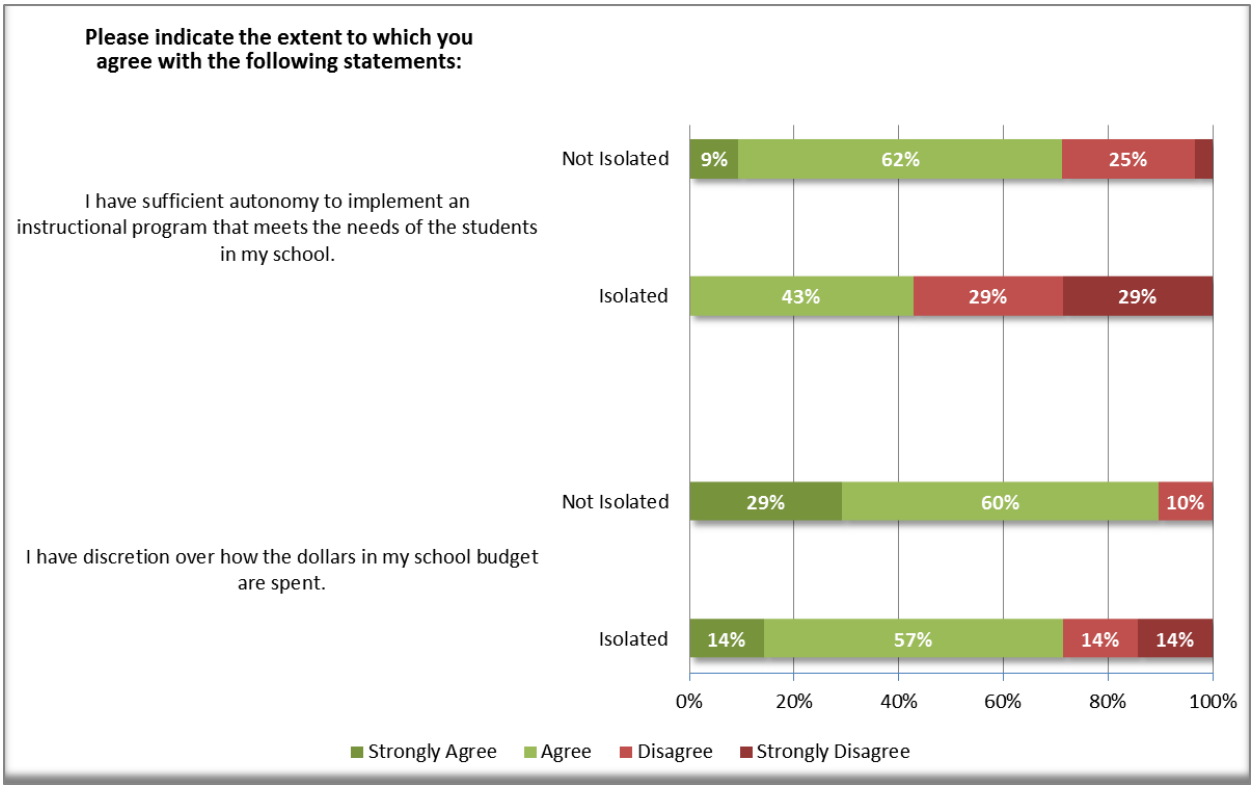
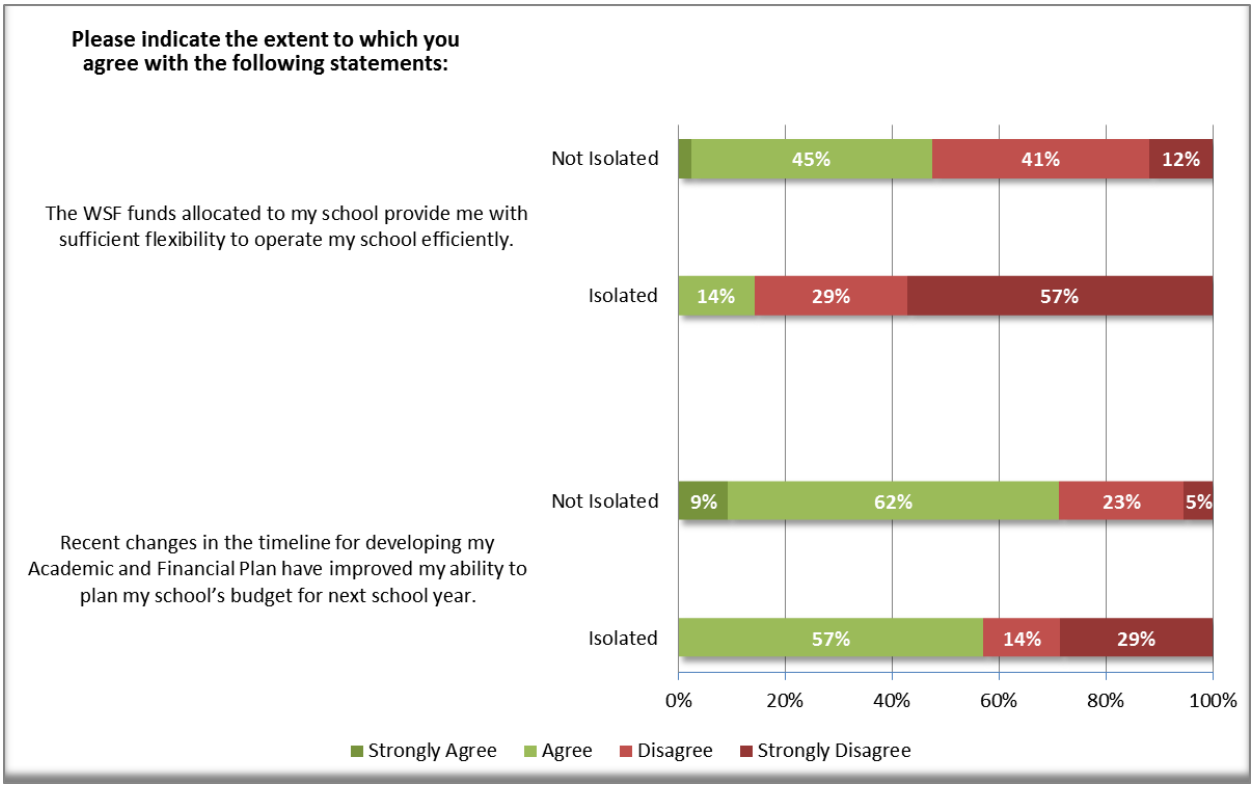
WSF Principal Survey – Technical Appendix

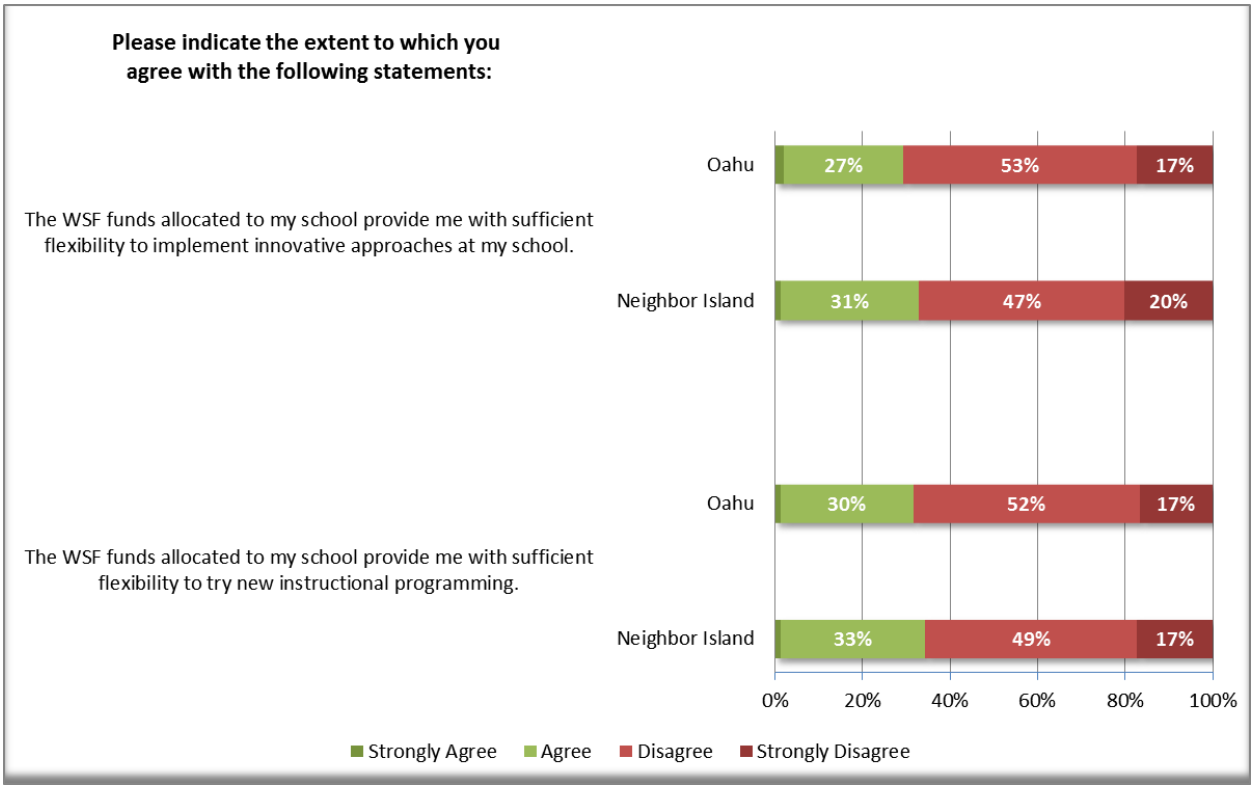
Empowerment and Flexibility, by Geographic Isolation

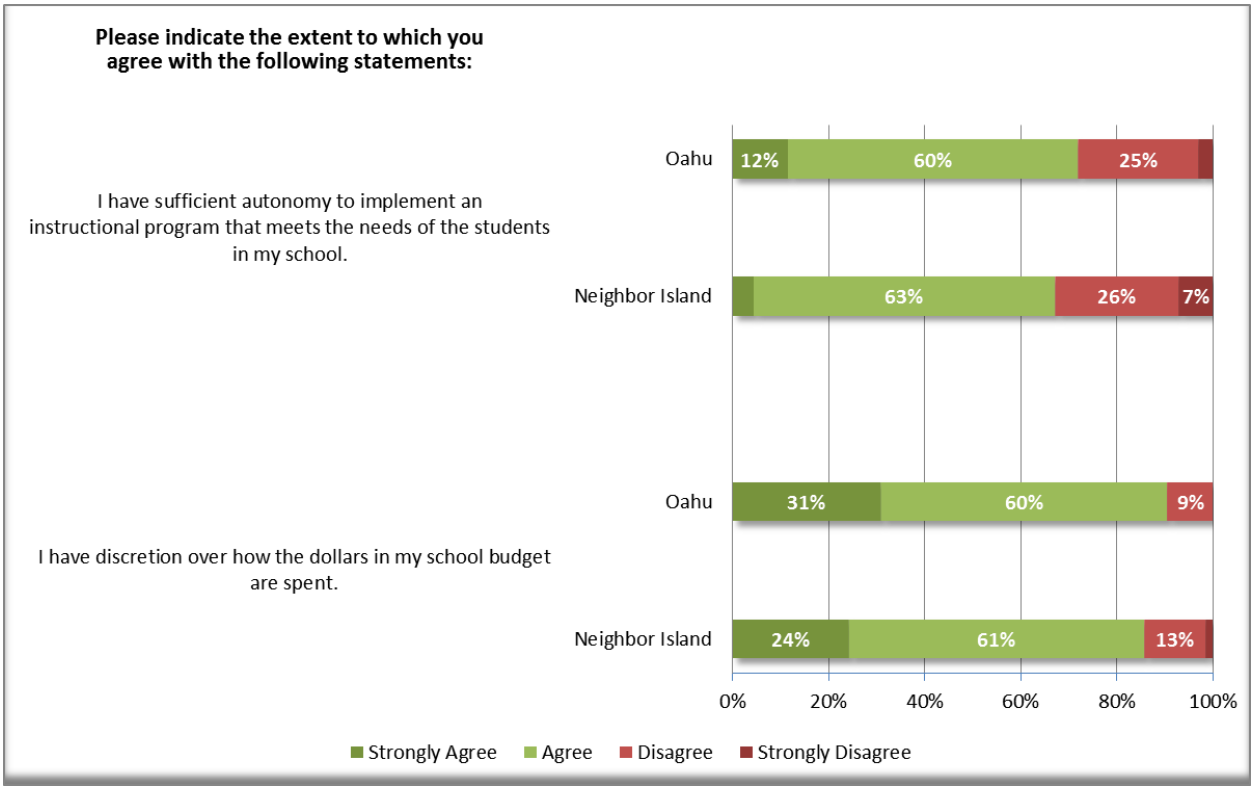


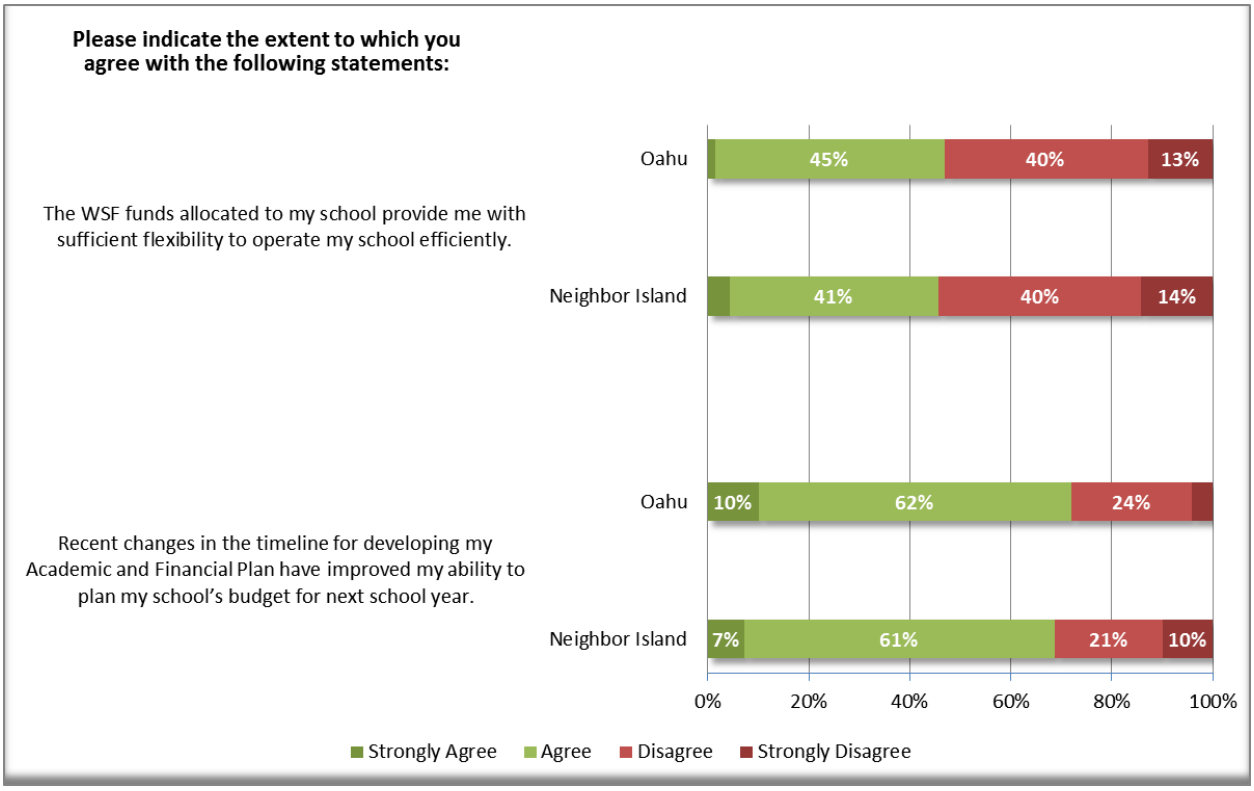

Please indicate the extent to which you agree with the following statements:
I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.
Not Isolated
9%
62%
25%
Isolated
43%
29%
29%
I have discretion over how the dollars in my school budget are spent.
Not Isolated
29%
60%
10%
Isolated
14%
57%
14%
14%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The WSF funds allocated to my school provide me with sufficient flexibility to operate my school efficiently.
Not Isolated
45%
41%
12%
Isolated
14%
29%
57%
Recent changes in the timeline for developing my Academic and Financial Plan have improved my ability to plan my school's budget for next school year.
Not Isolated
9%
62%
23%
5%
Isolated
57%
14%
29%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

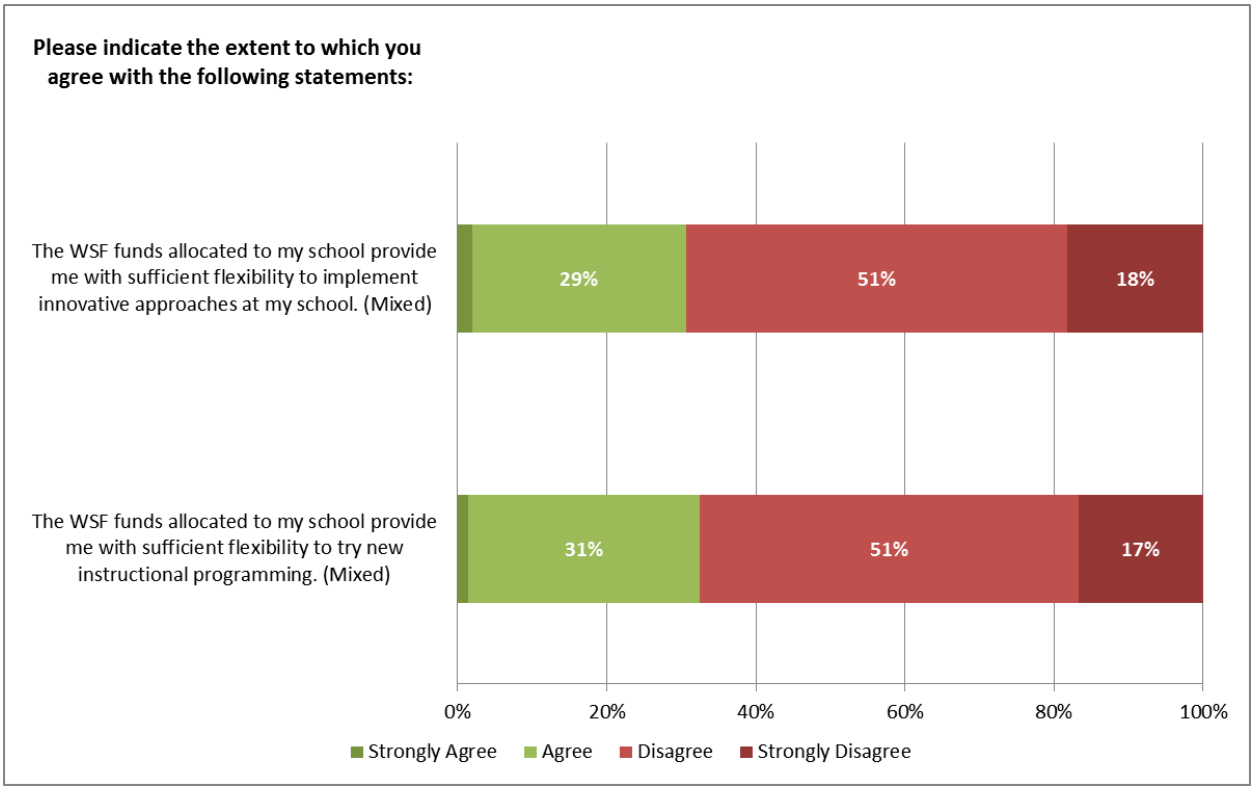
Empowerment and Flexibility, by Neighbor Island Status

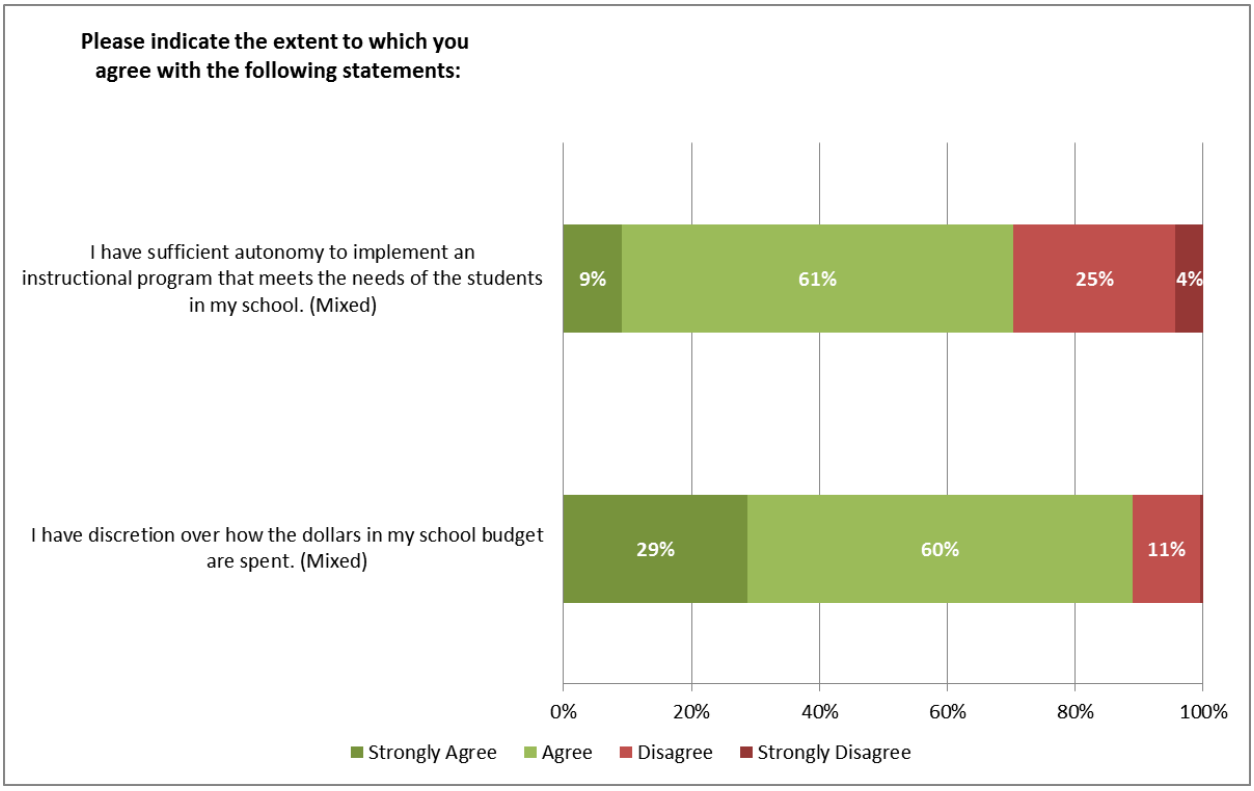


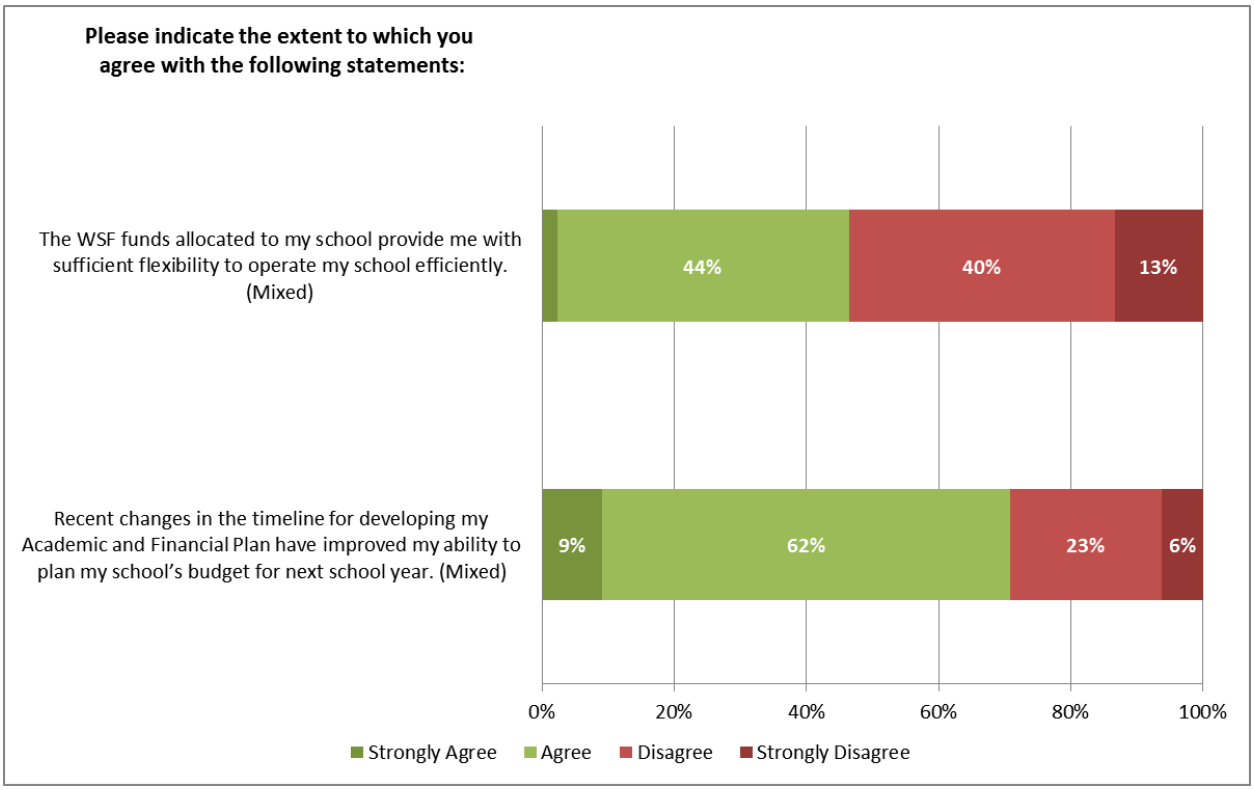




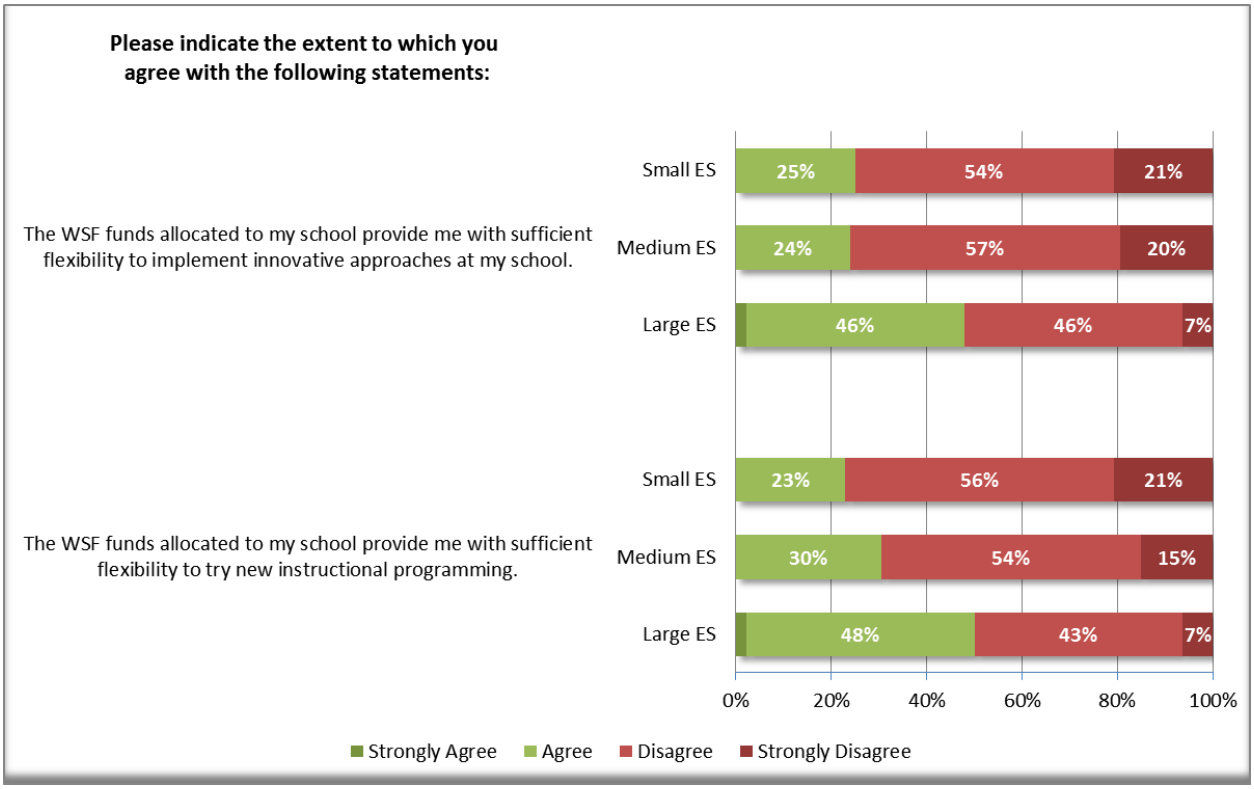
Empowerment and Flexibility of Mixed Schools

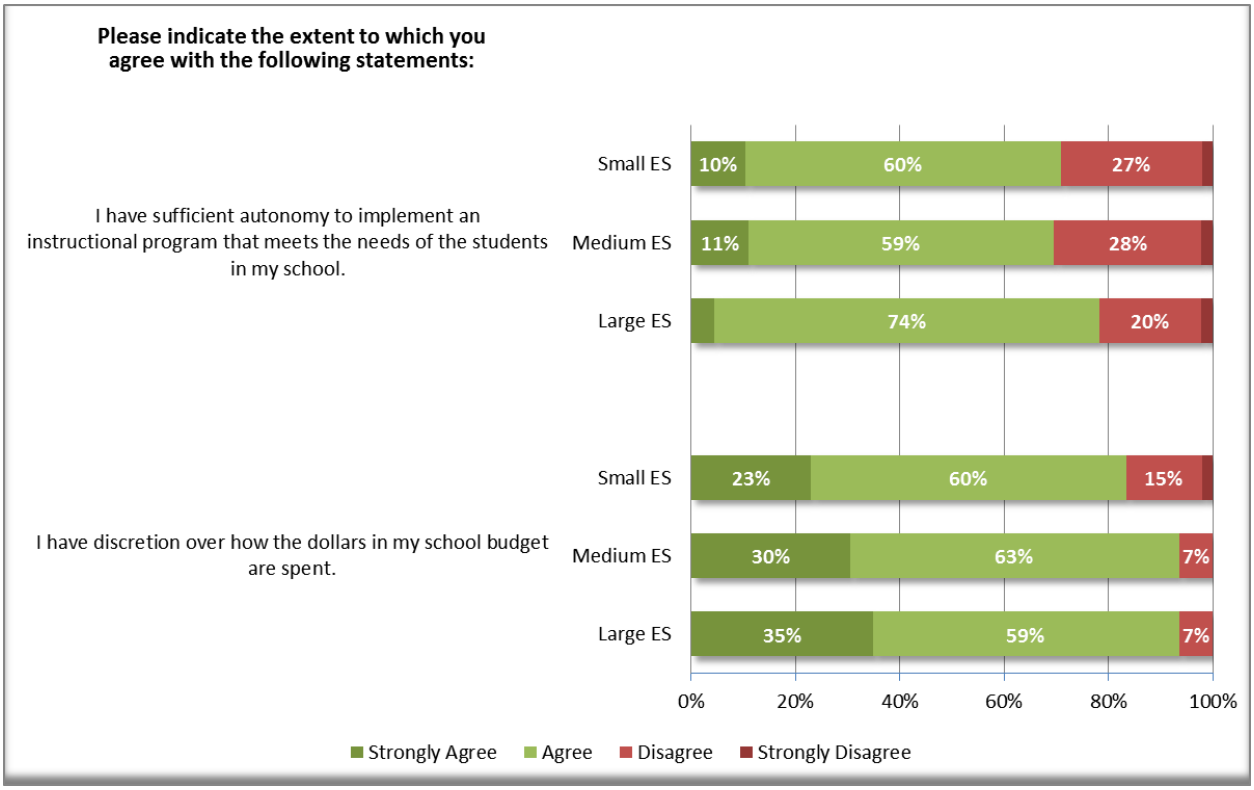


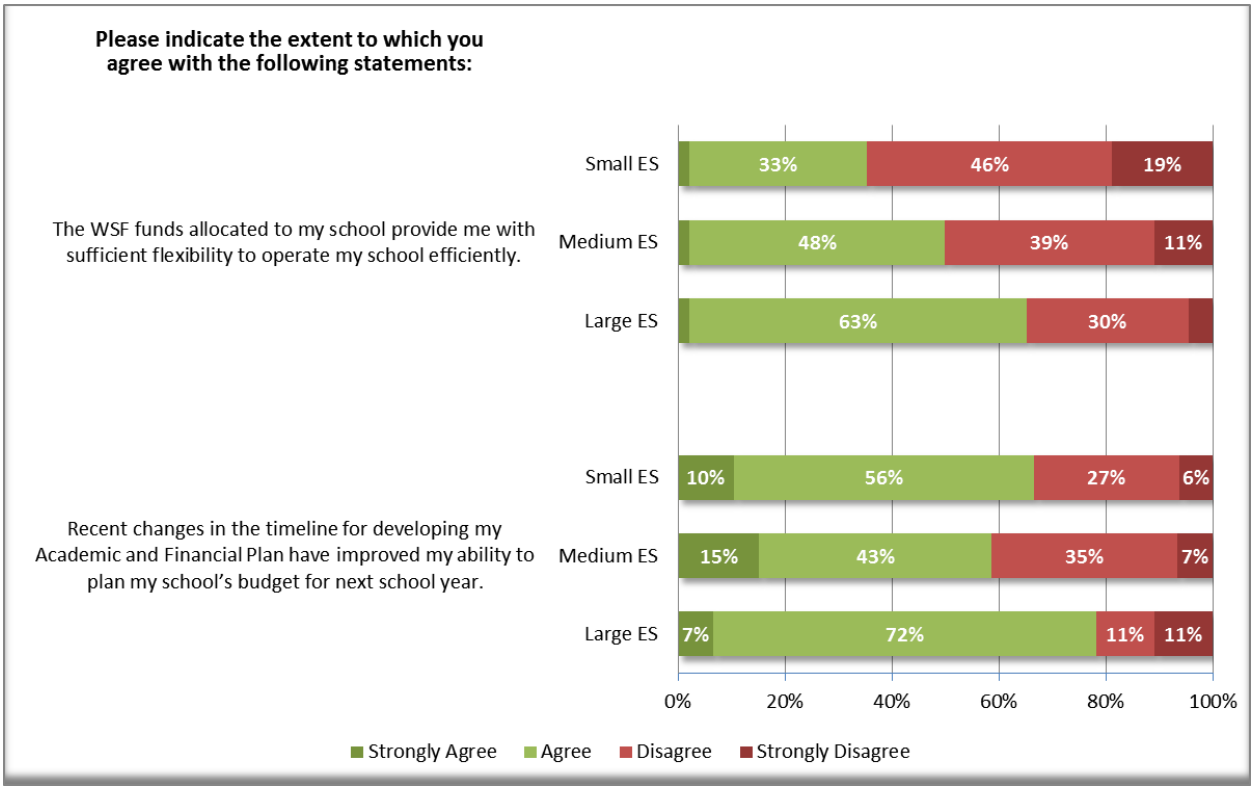

Please indicate the extent to which you agree with the following statements:
I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school. (Mixed)
9%
61%
25%
4%
I have discretion over how the dollars in my school budget are spent. (Mixed)
29%
60%
11%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The WSF funds allocated to my school provide me with sufficient flexibility to operate my school efficiently. (Mixed)
44%
40%
13%
Recent changes in the timeline for developing my Academic and Financial Plan have improved my ability to plan my school's budget for next school year. (Mixed)
9%
62%
23%
6%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

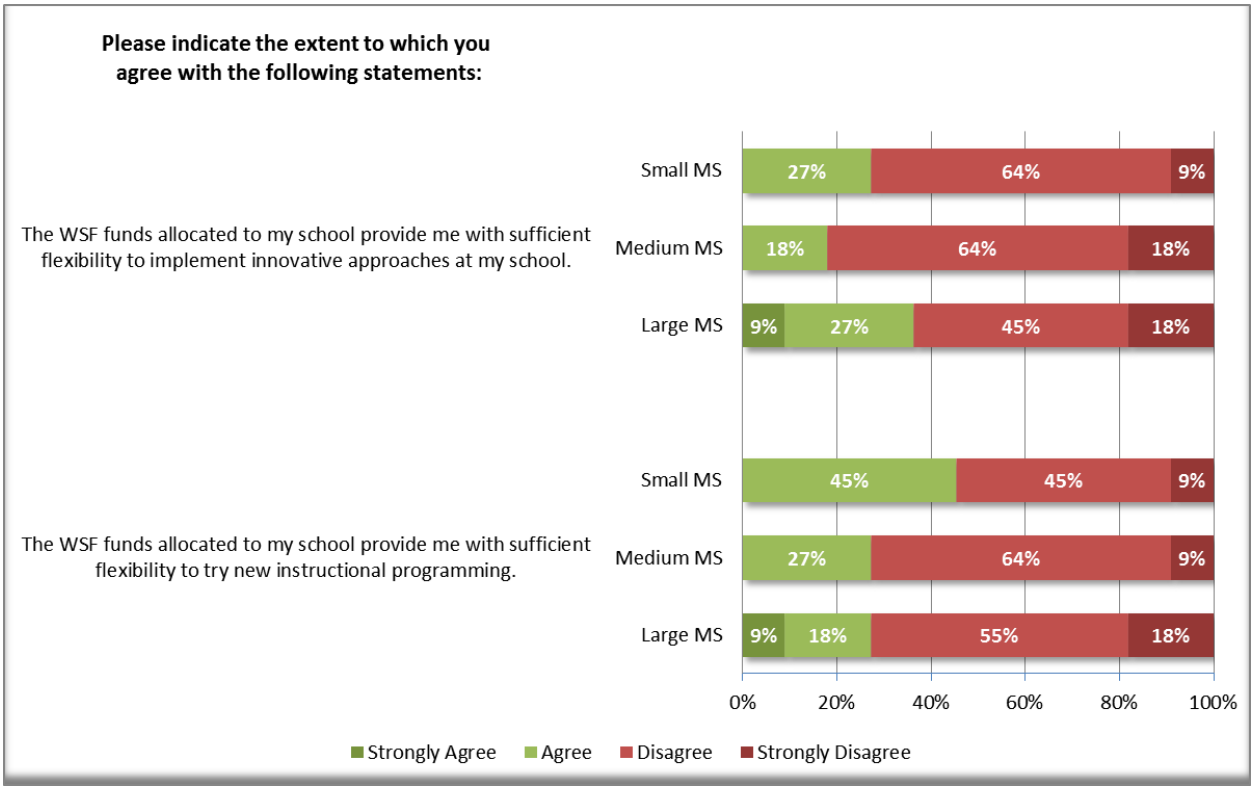
Empowerment and Flexibility, by Elementary School Size

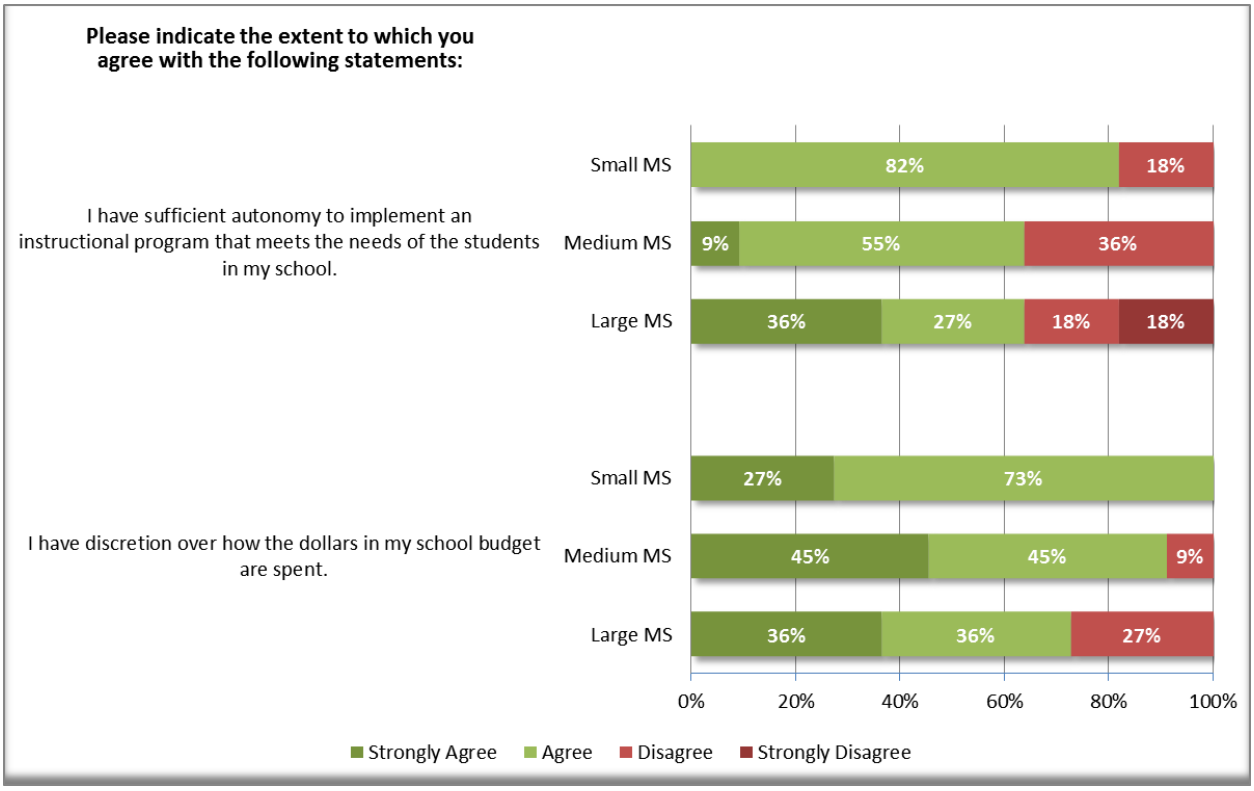


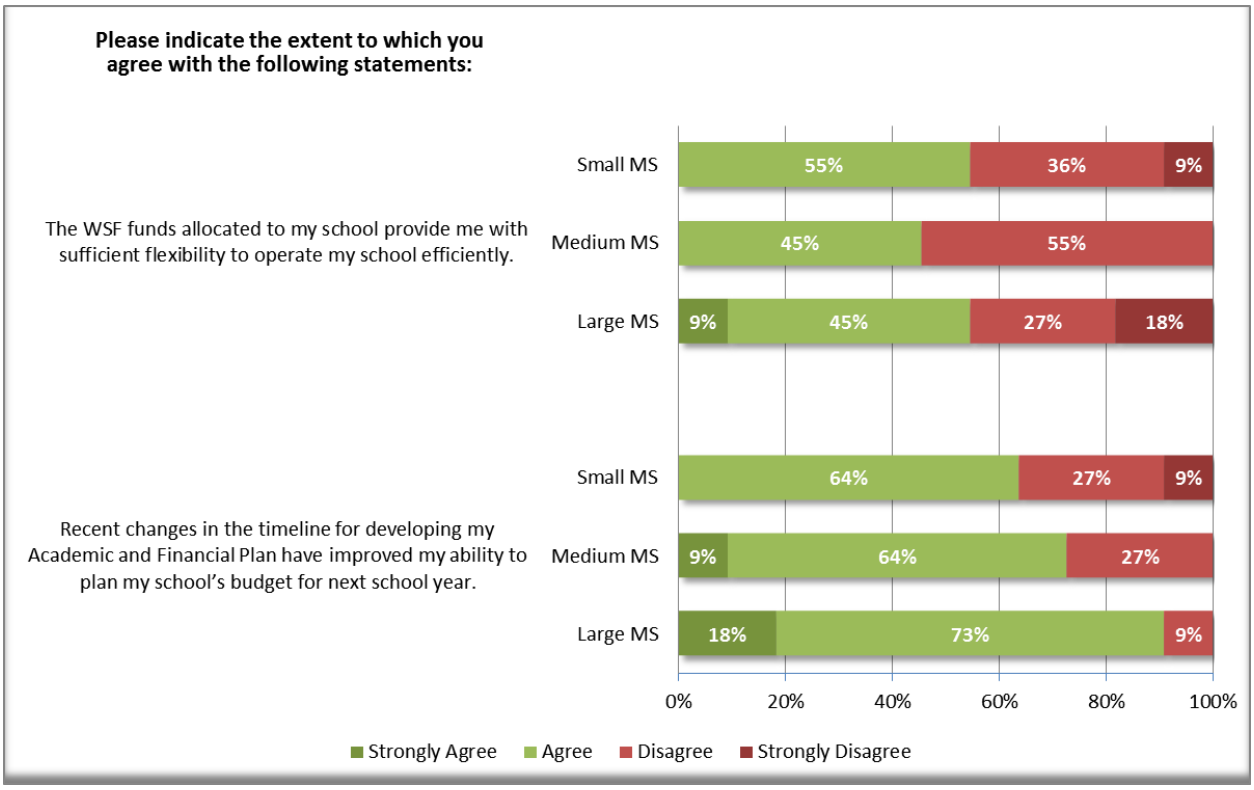




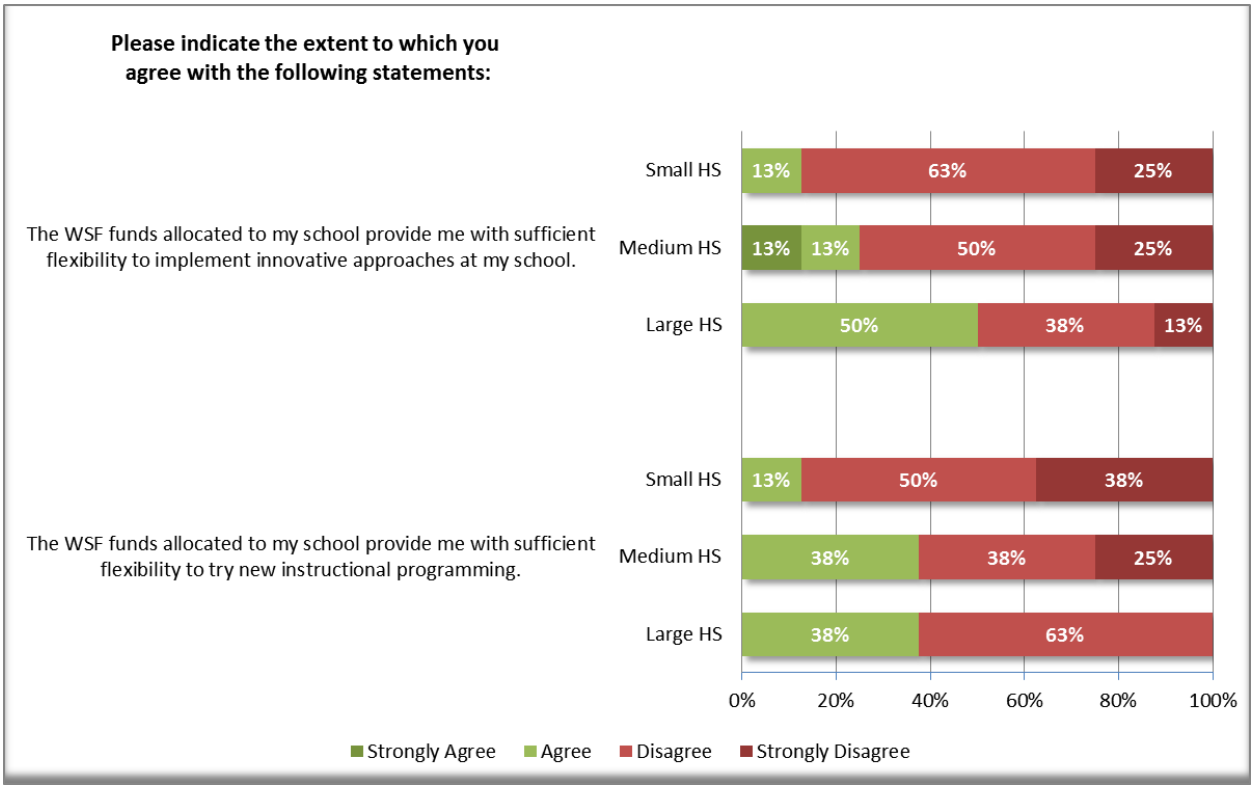
Empowerment and Flexibility, by Middle School Size

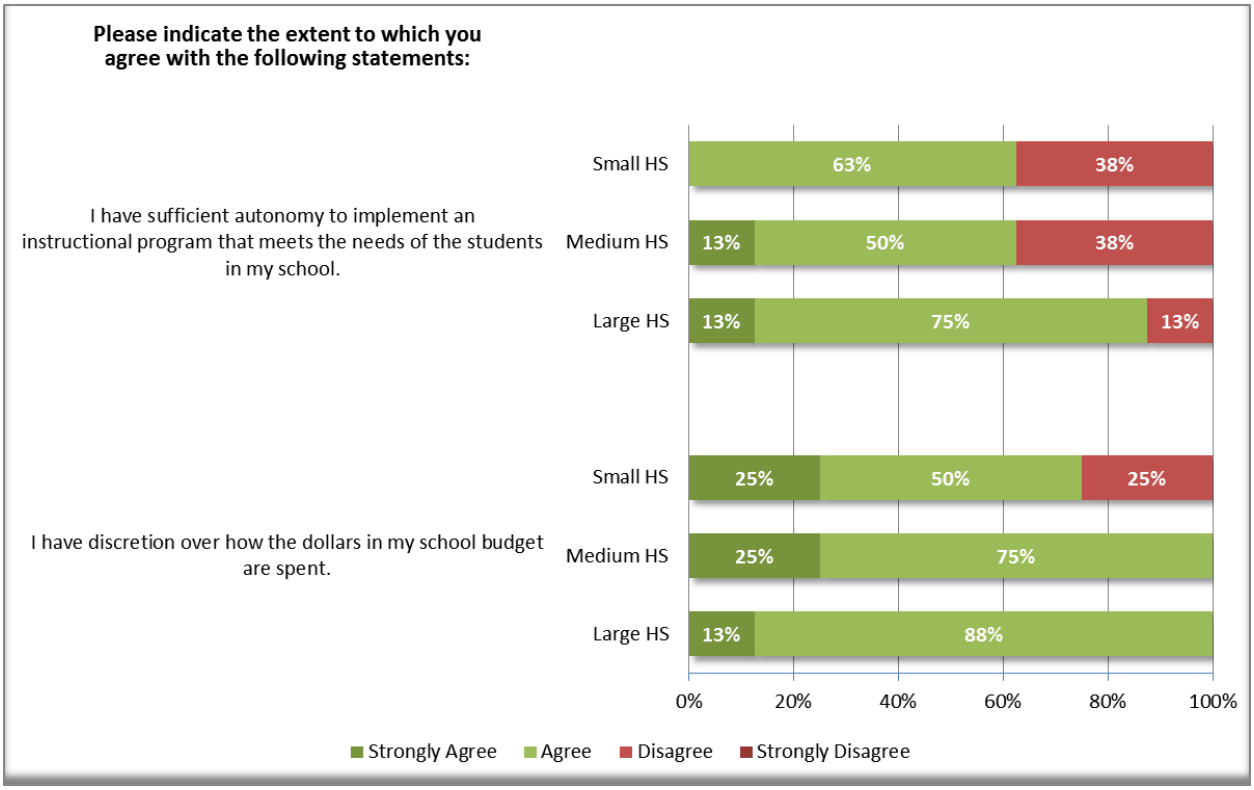


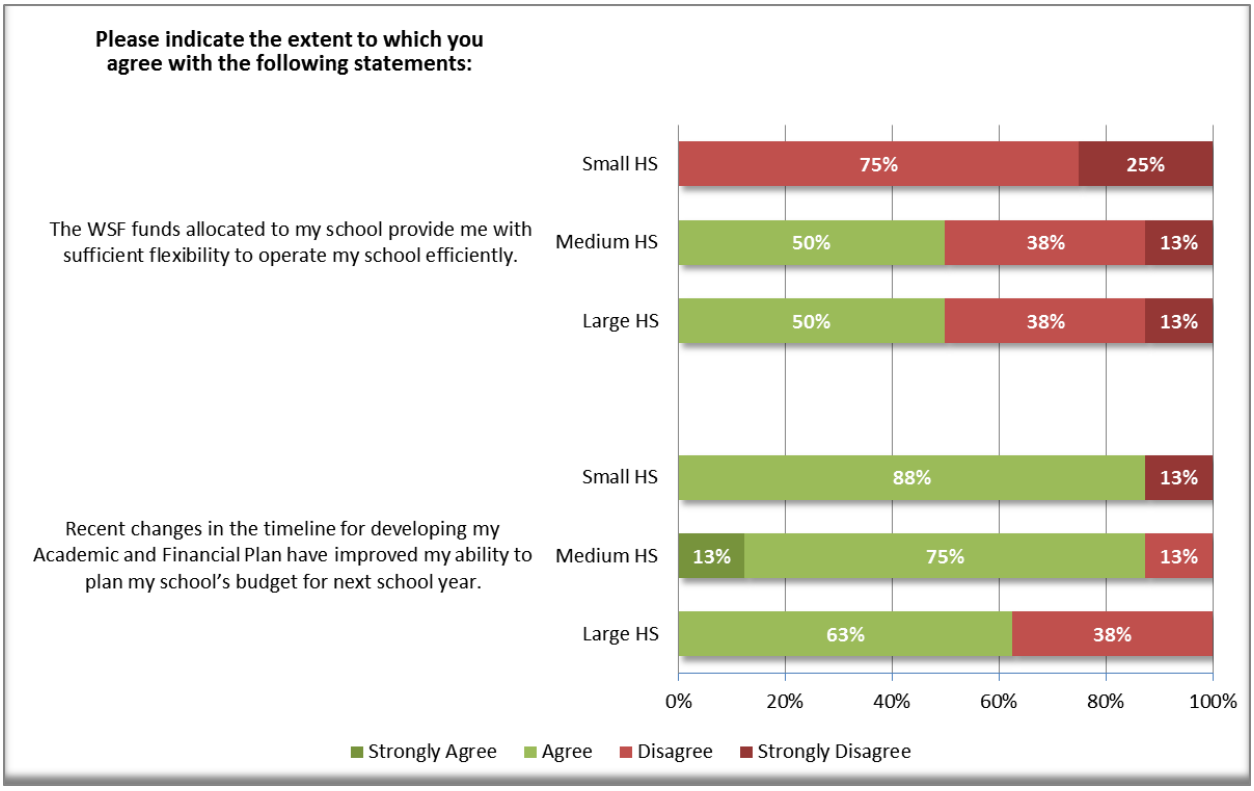

Please indicate the extent to which you agree with the following statements:
I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.
Small MS
Medium MS
Large MS
82%
18%
9%
55%
36%
36%
27%
18%
18%
I have discretion over how the dollars in my school budget are spent.
Small MS
Medium MS
Large MS
27%
73%
45%
45%
9%
36%
36%
27%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The WSF funds allocated to my school provide me with sufficient flexibility to operate my school efficiently.
Small MS
Medium MS
Large MS
55%
36%
9%
45%
55%
9%
45%
27%
18%
Recent changes in the timeline for developing my Academic and Financial Plan have improved my ability to plan my school's budget for next school year.
Small MS
Medium MS
Large MS
64%
27%
9%
9%
64%
27%
18%
73%
9%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

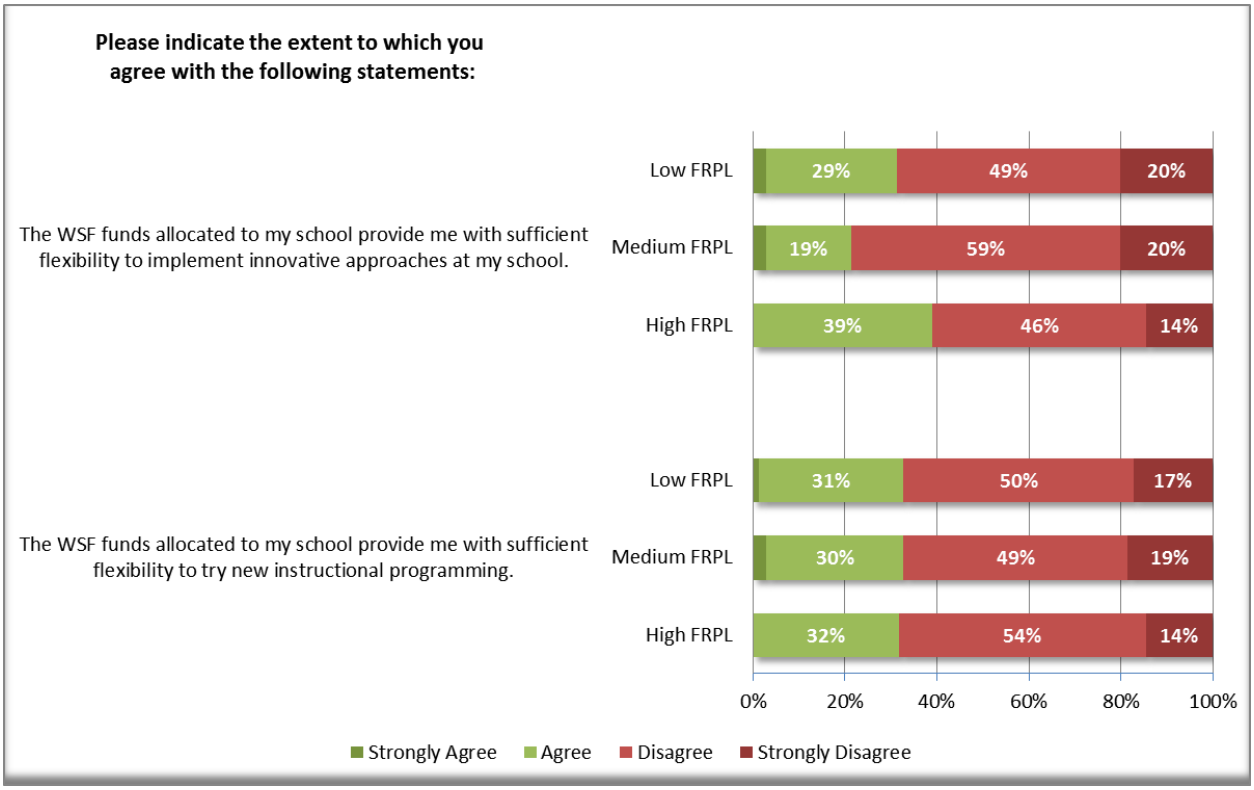
Empowerment and Flexibility, by High School Size

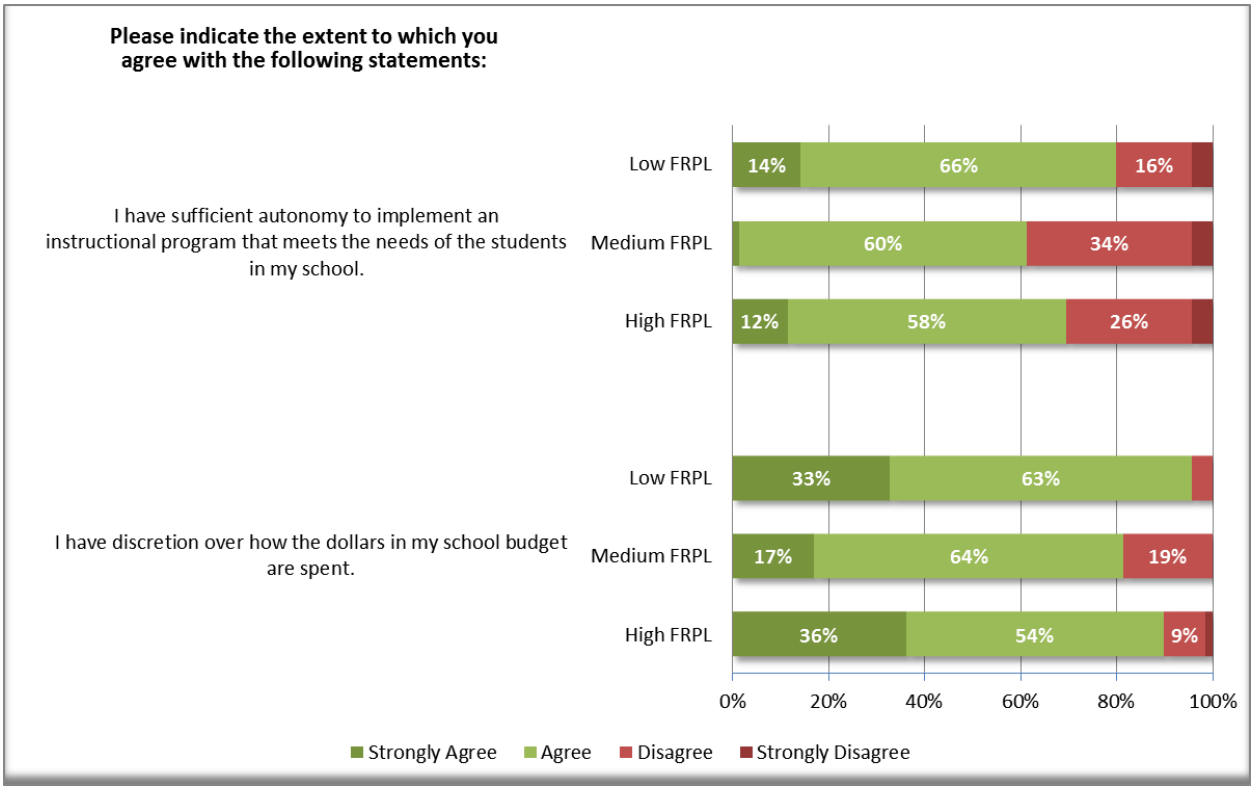


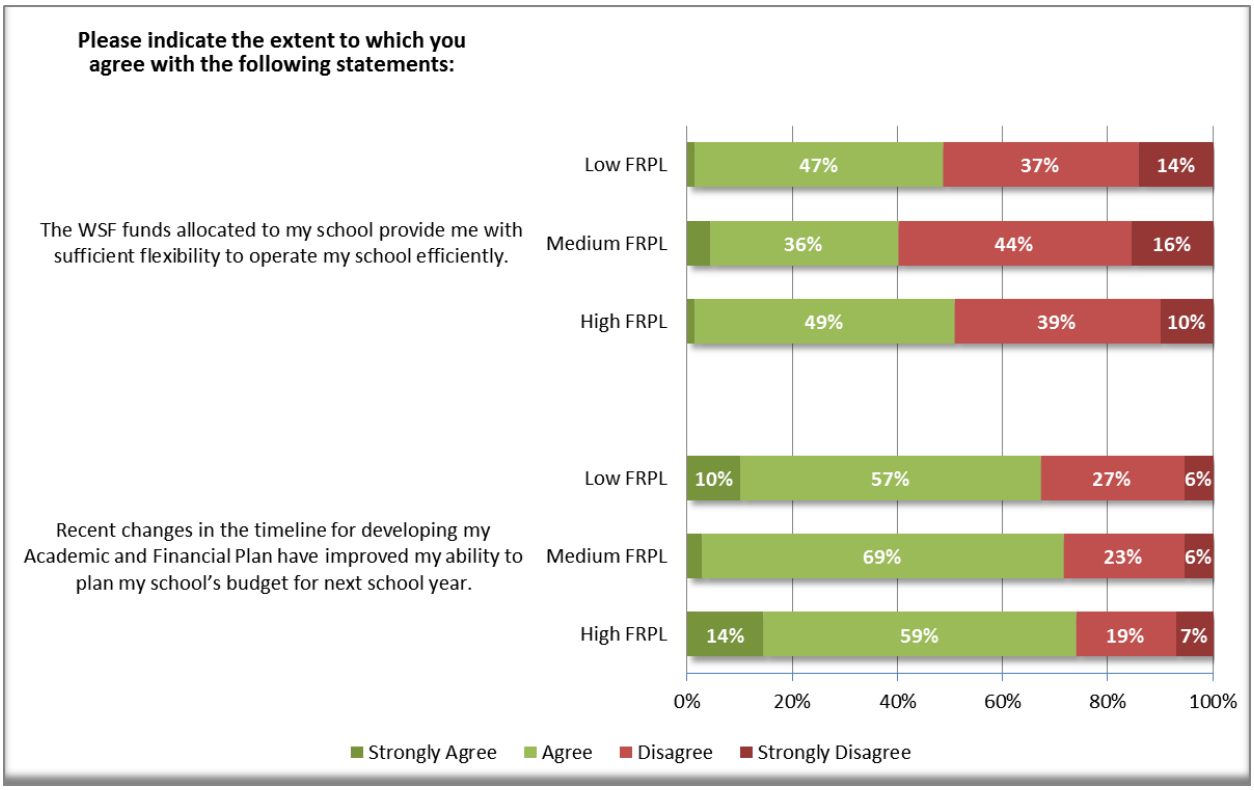




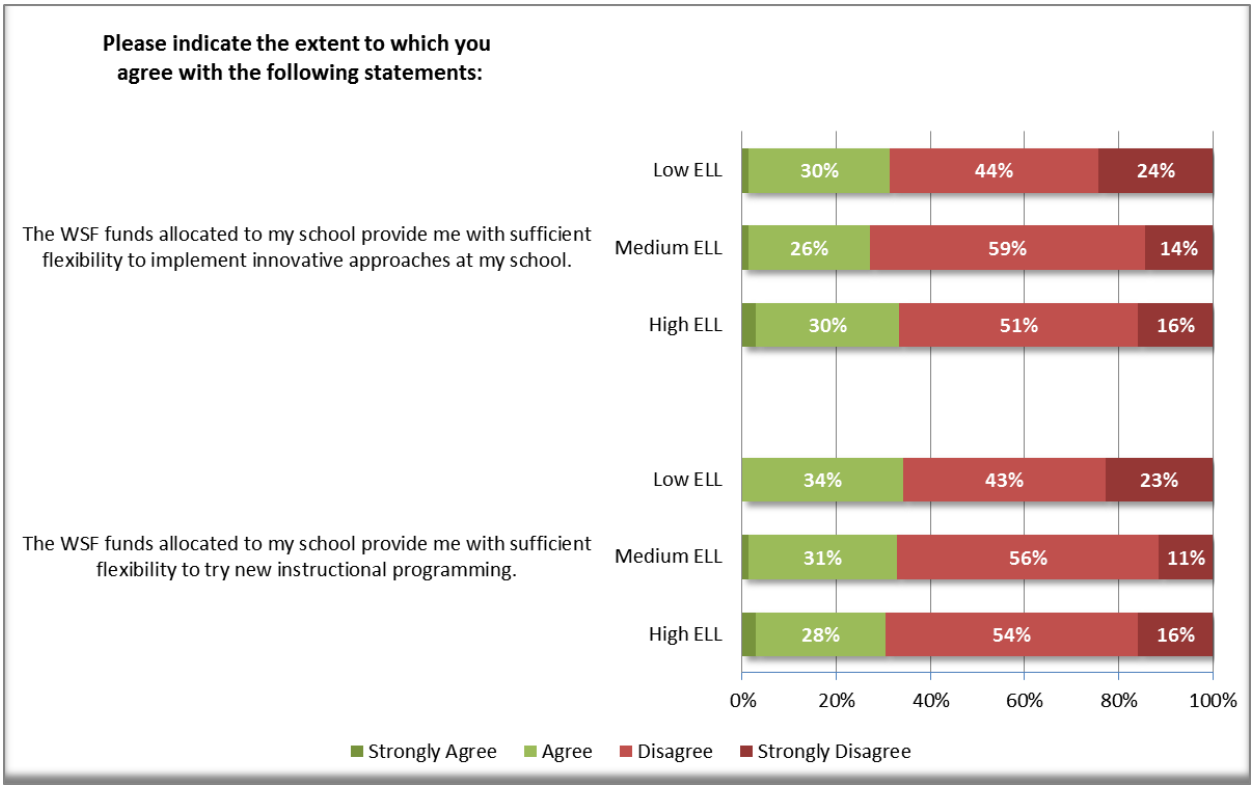
Empowerment and Flexibility, by FRPL Levels

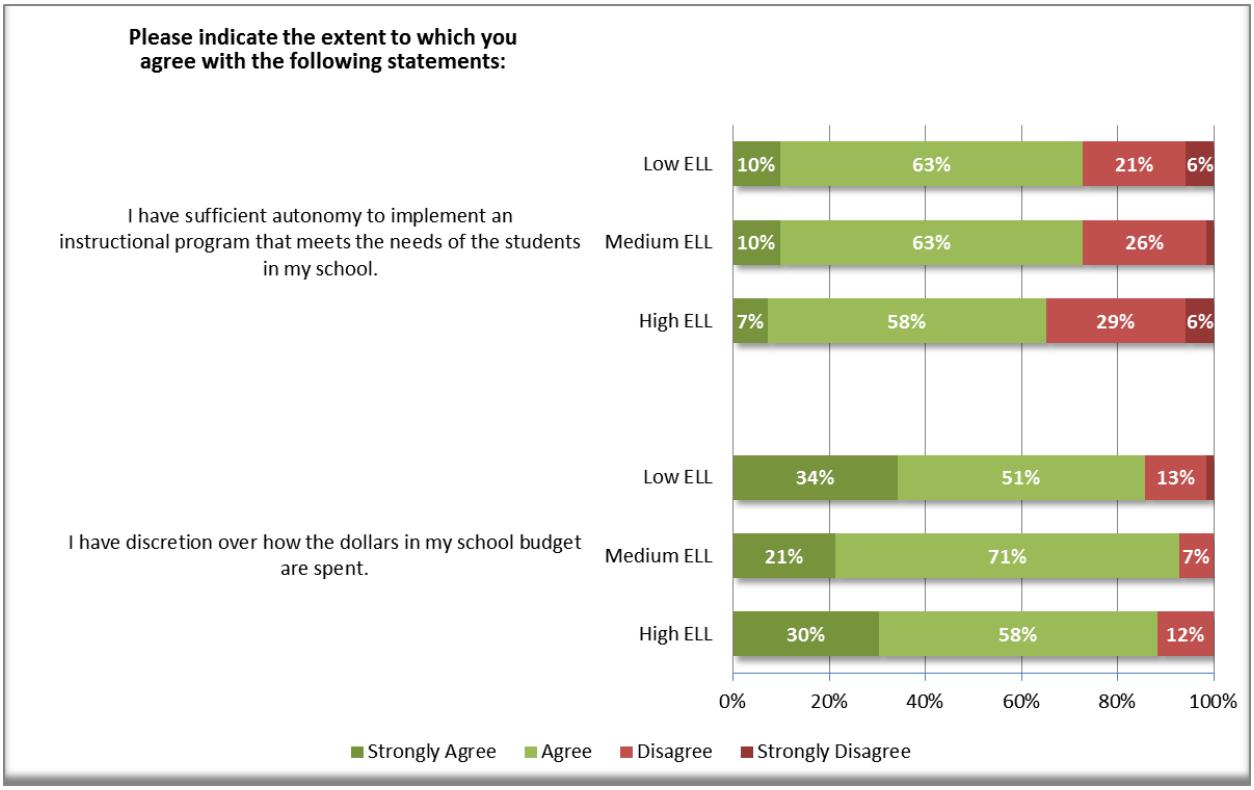


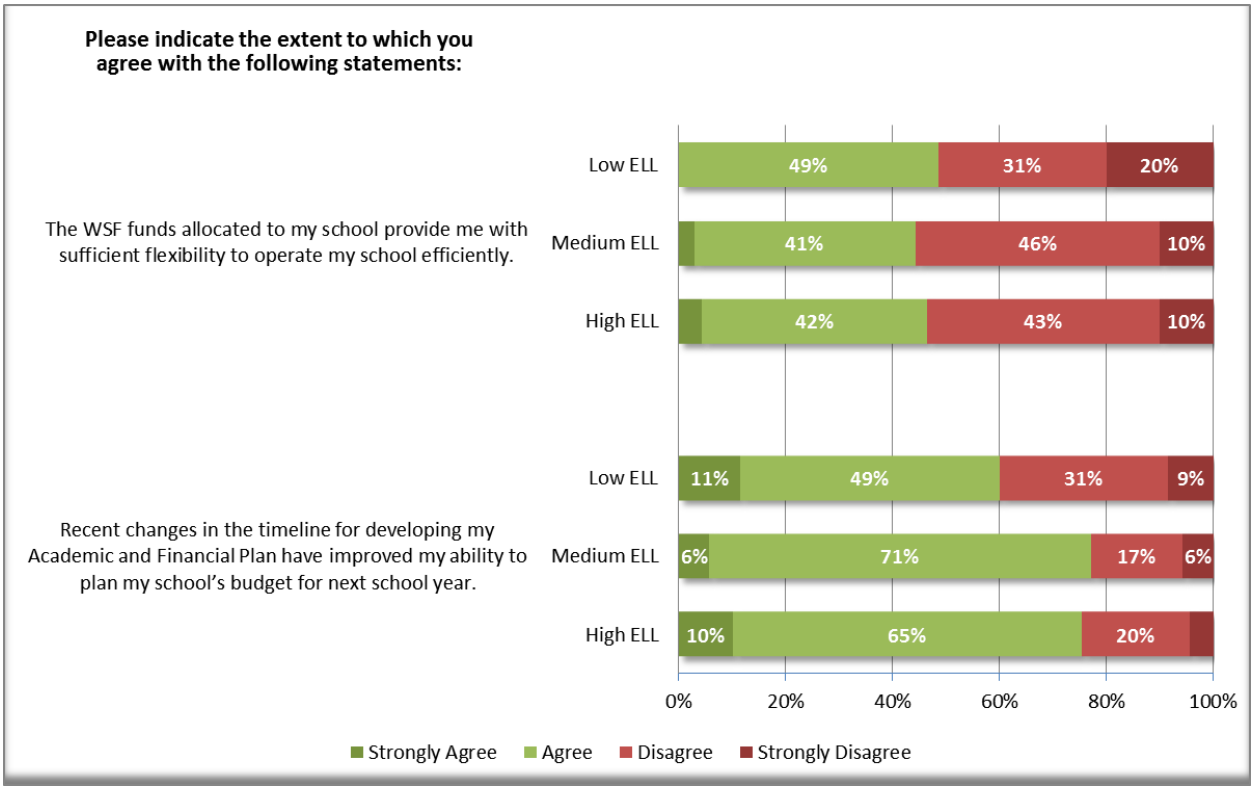

Please indicate the extent to which you agree with the following statements:
I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.
Low FRPL
Medium FRPL
High FRPL
14%
66%
16%
60%
34%
12%
58%
26%
I have discretion over how the dollars in my school budget are spent.
Low FRPL
Medium FRPL
High FRPL
33%
63%
17%
64%
19%
36%
54%
9%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The WSF funds allocated to my school provide me with sufficient flexibility to operate my school efficiently.
Low FRPL
Medium FRPL
High FRPL
47%
37%
14%
36%
44%
16%
49%
39%
10%
Recent changes in the timeline for developing my Academic and Financial Plan have improved my ability to plan my school's budget for next school year.
Low FRPL
Medium FRPL
High FRPL
10%
57%
27%
6%
69%
23%
6%
14%
59%
19%
7%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

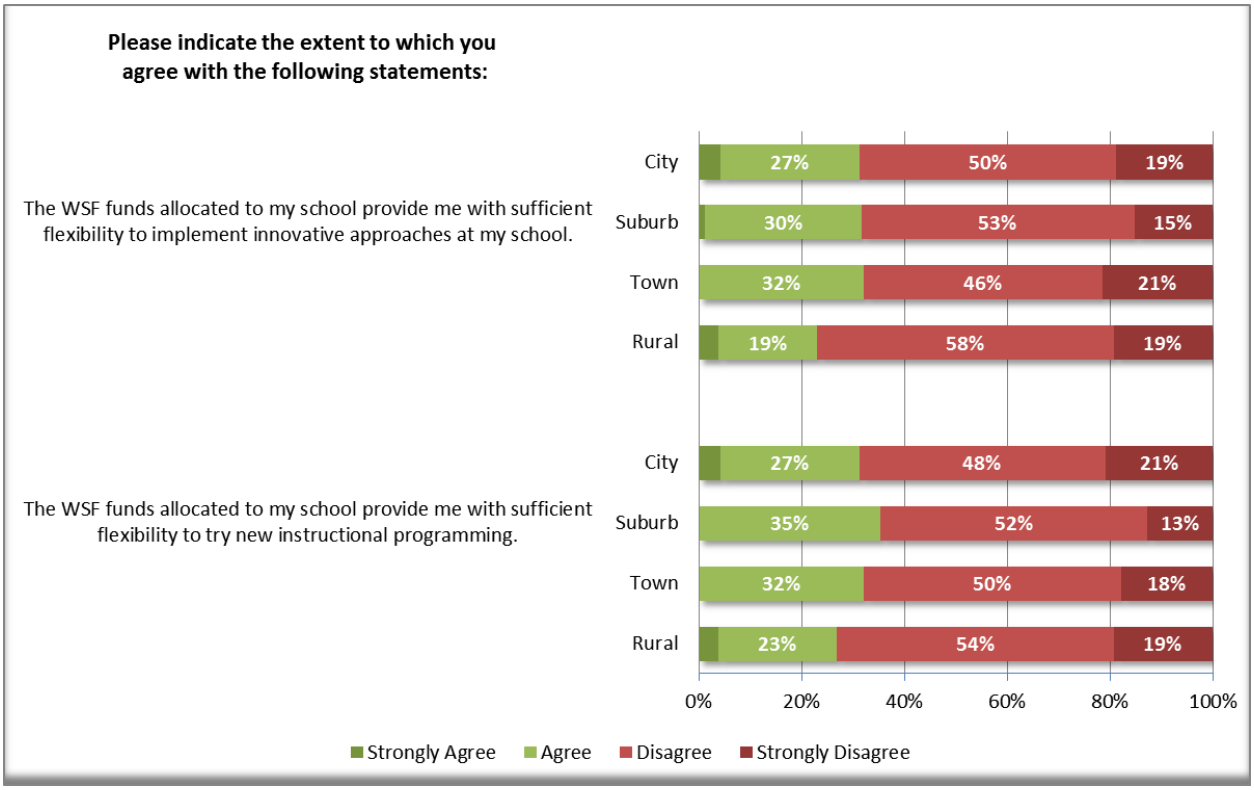
Empowerment and Flexibility, by ELL Levels

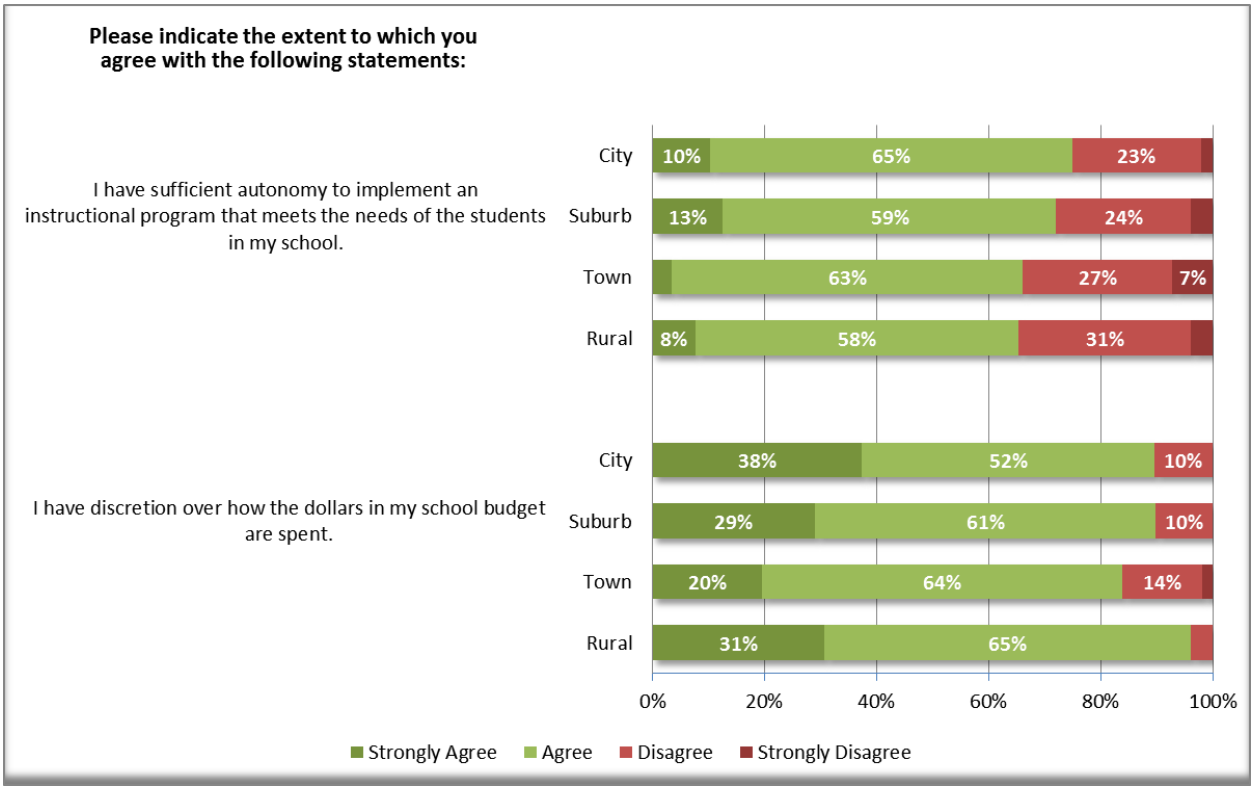


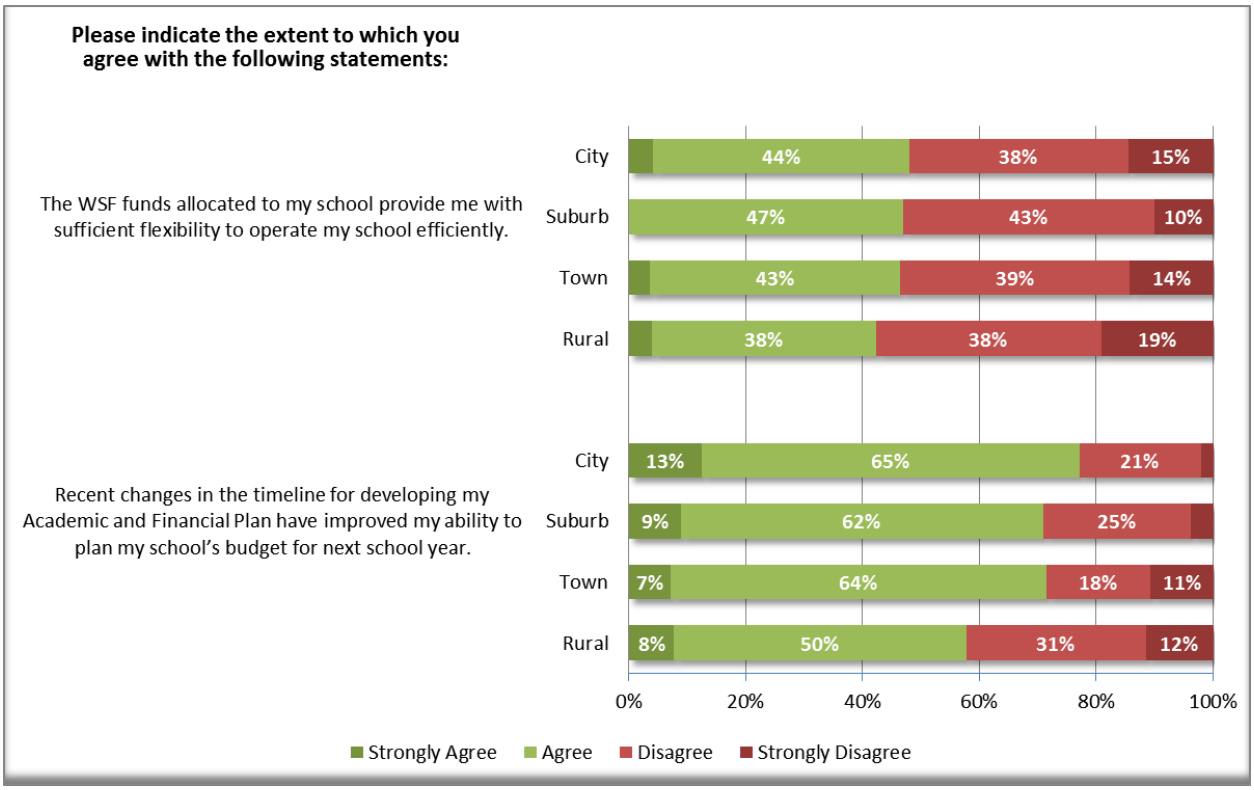




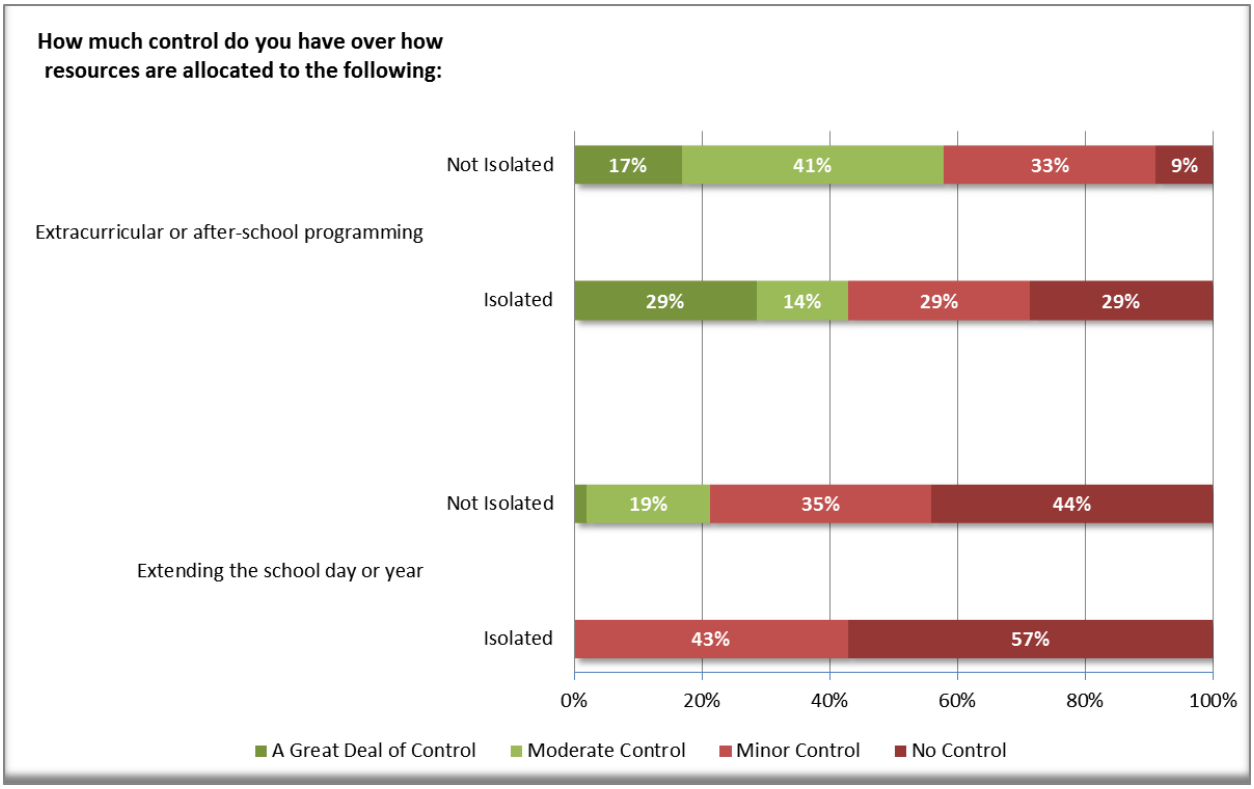
Empowerment and Flexibility, by Locale

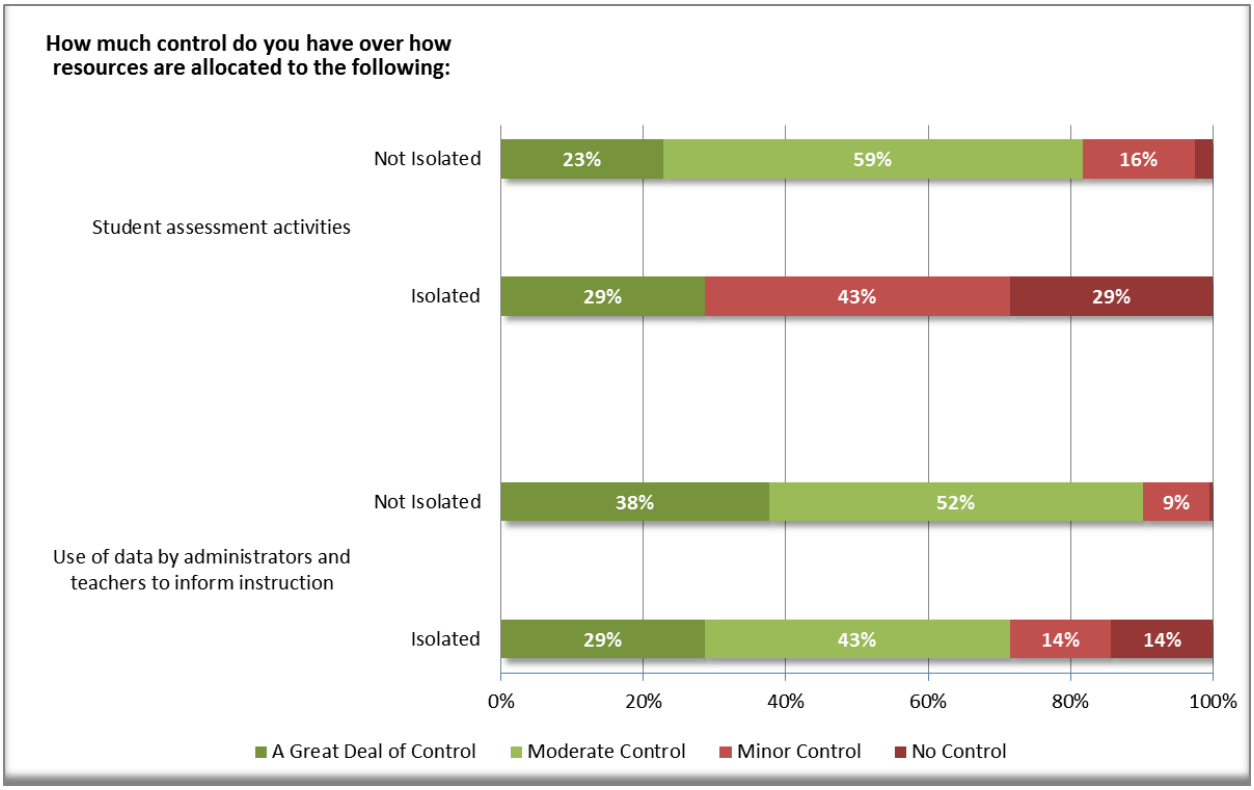


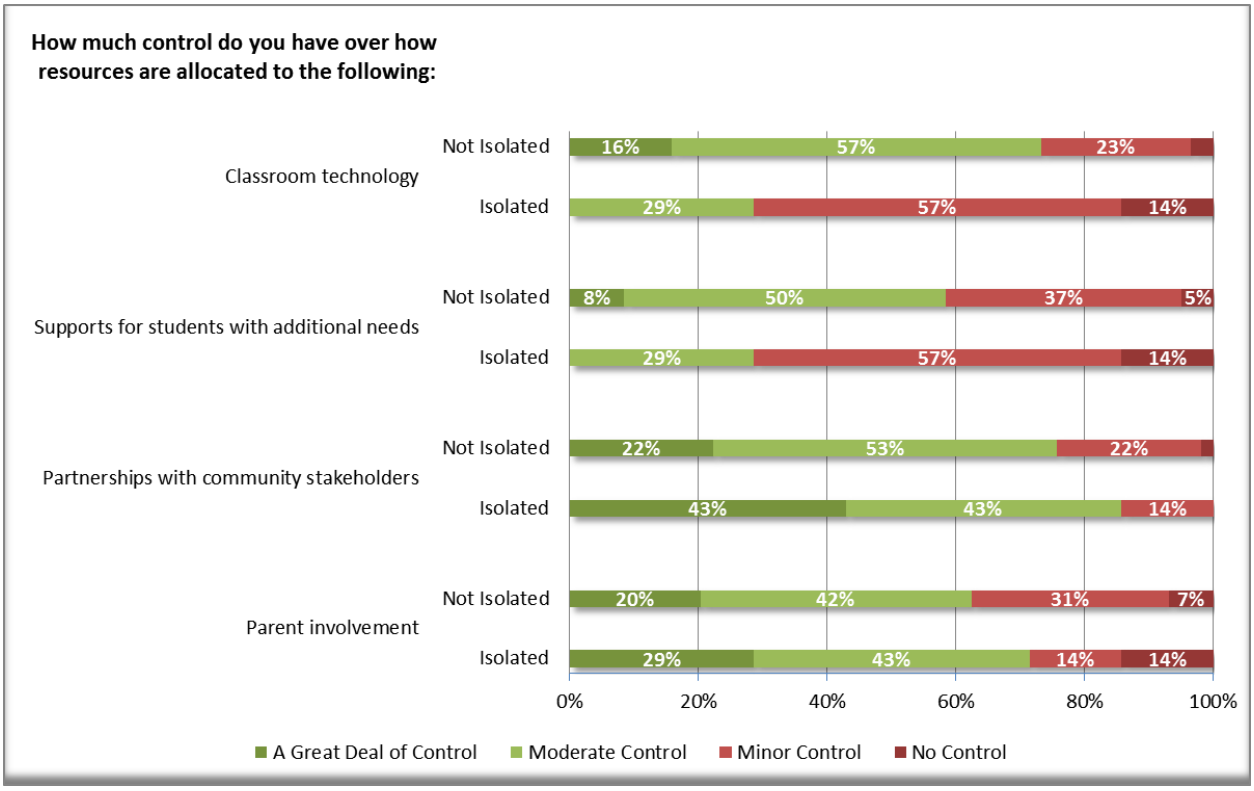

Please indicate the extent to which you agree with the following statements:
I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.
City 10% 65% 23%
Suburb 13% 59% 24%
Town 63% 27% 7%
Rural 8% 58% 31%
I have discretion over how the dollars in my school budget are spent.
City 38% 52% 10%
Suburb 29% 61% 10%
Town 20% 64% 14%
Rural 31% 65%
0% 20% 40% 60% 80% 100%
Strongly Agree Agree Disagree Strongly Disagree

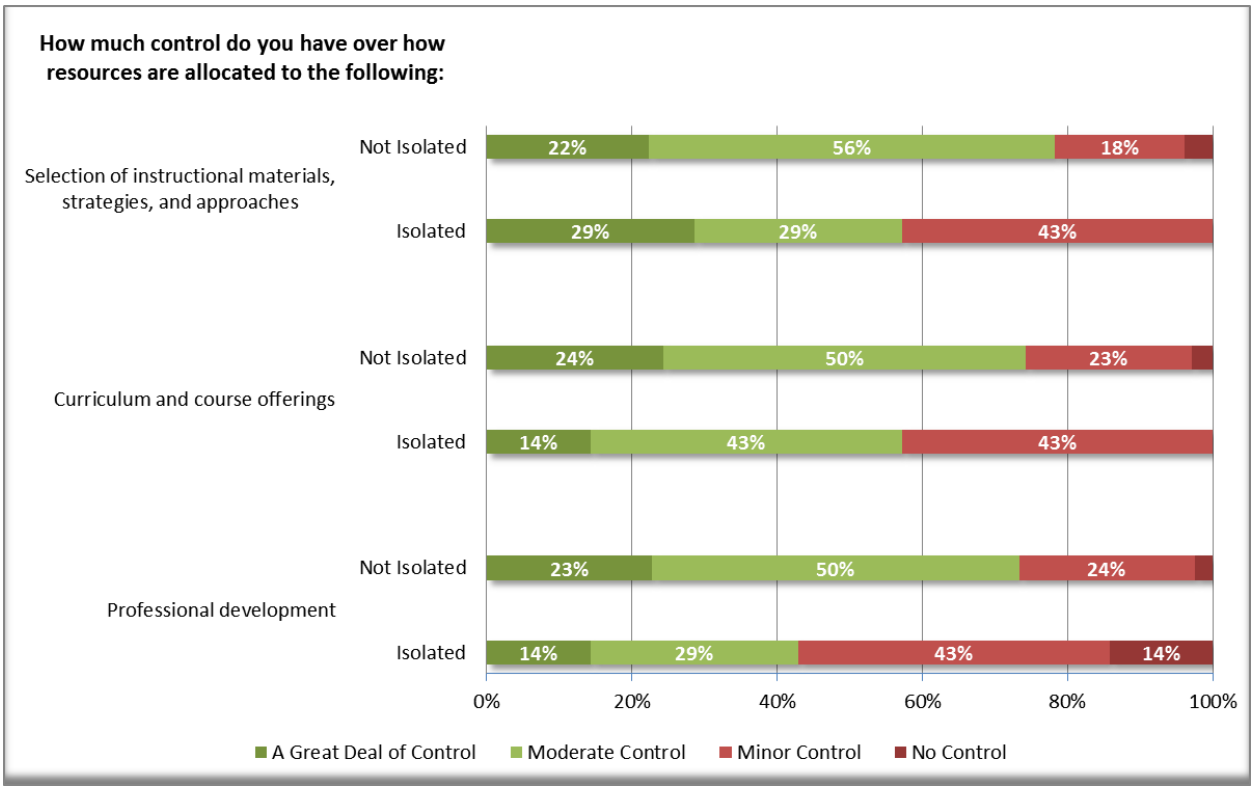

Please indicate the extent to which you agree with the following statements:
The WSF funds allocated to my school provide me with sufficient flexibility to operate my school efficiently.
City 44% 38% 15%
Suburb 47% 43% 10%
Town 43% 39% 14%
Rural 38% 38% 19%
Recent changes in the timeline for developing my Academic and Financial Plan have improved my ability to plan my school's budget for next school year.
City 13% 65% 21%
Suburb 9% 62% 25%
Town 7% 64% 18% 11%
Rural 8% 50% 31% 12%
0% 20% 40% 60% 80% 100%
Strongly Agree Agree Disagree Strongly Disagree

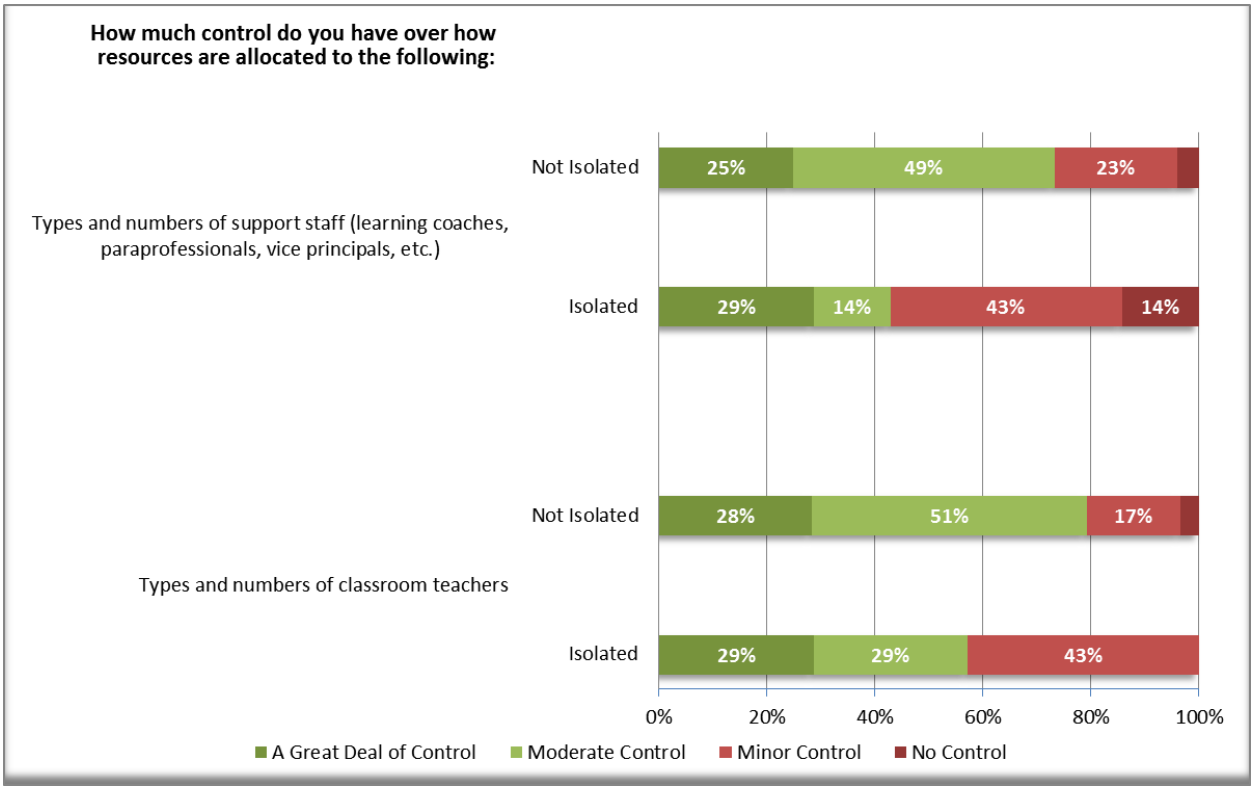
Control Over the School's Programmatic Components, by Geographic Isolation



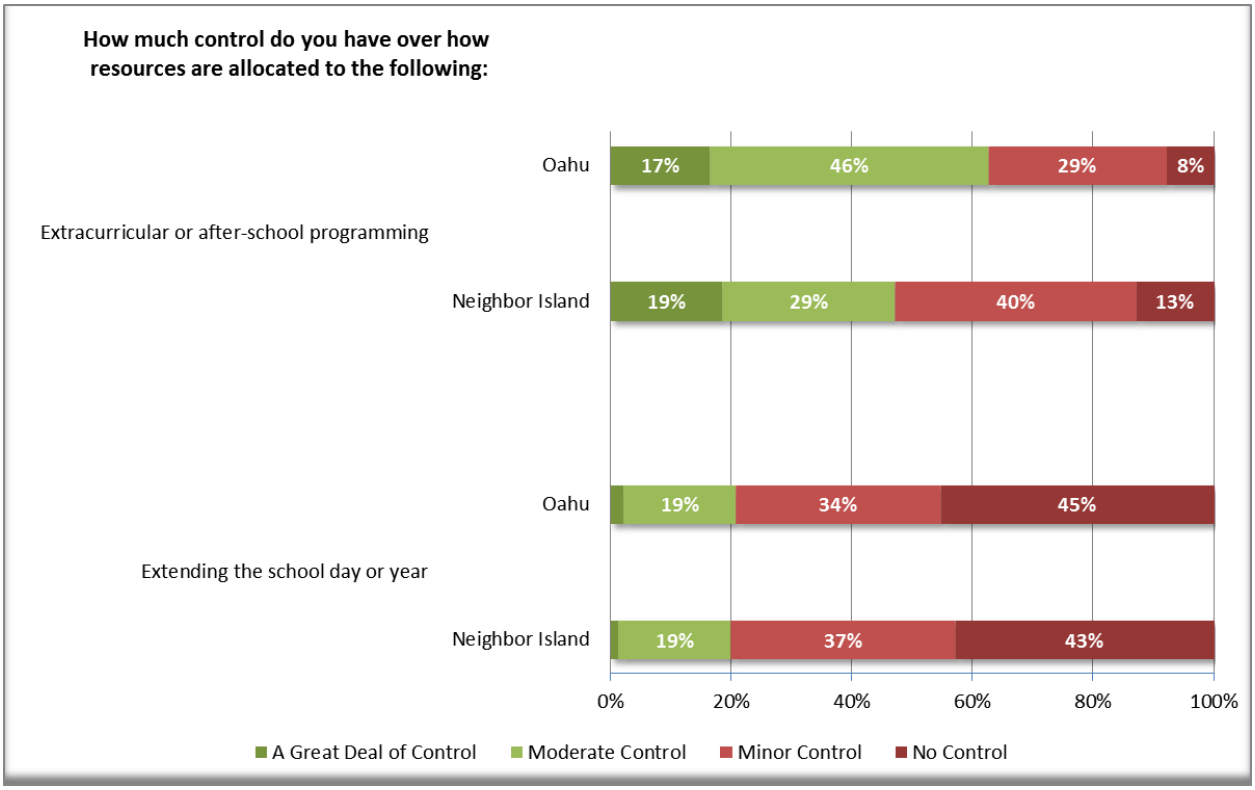


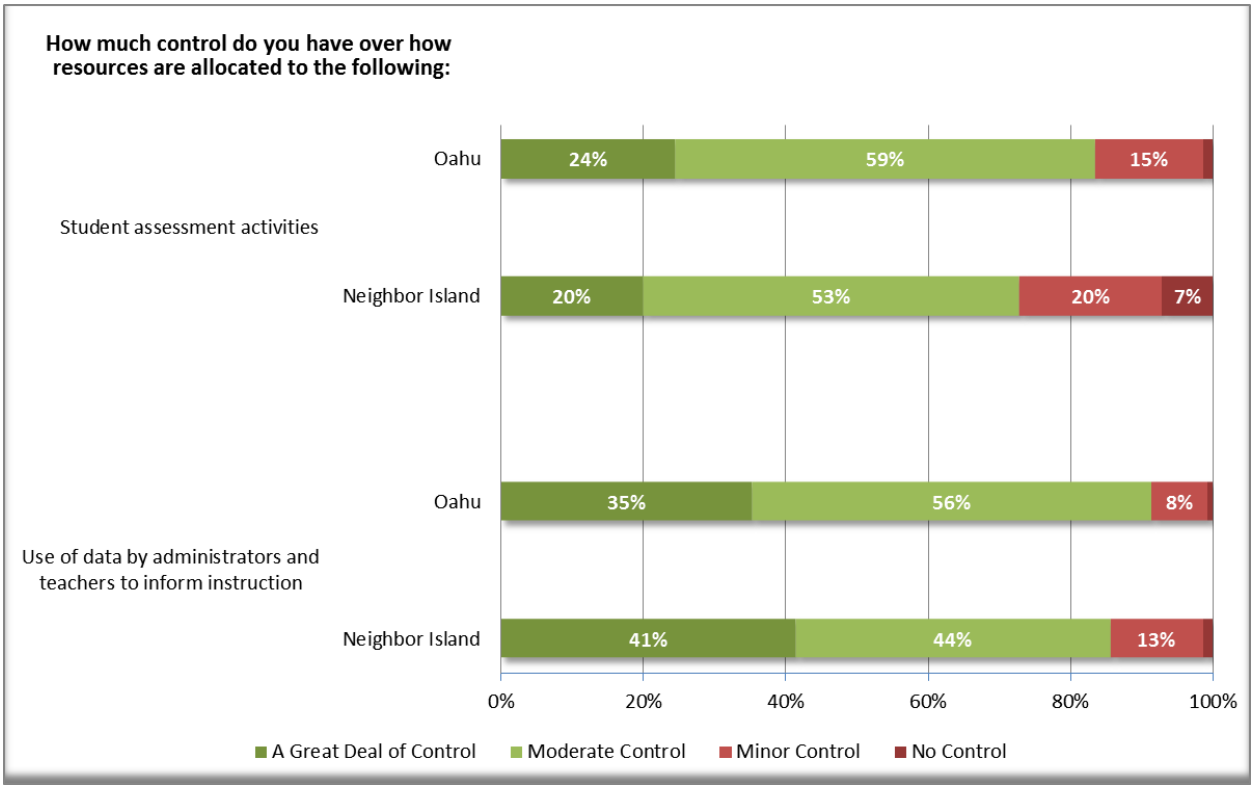

How much control do you have over how resources are allocated to the following:
Classroom technology
Not Isolated
16%
57%
23%
Isolated
29%
57%
14%
Supports for students with additional needs
Not Isolated
8%
50%
37%
5%
Isolated
29%
57%
14%
Partnerships with community stakeholders
Not Isolated
22%
53%
22%
Isolated
43%
43%
14%
Parent involvement
Not Isolated
20%
42%
31%
7%
Isolated
29%
43%
14%
14%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

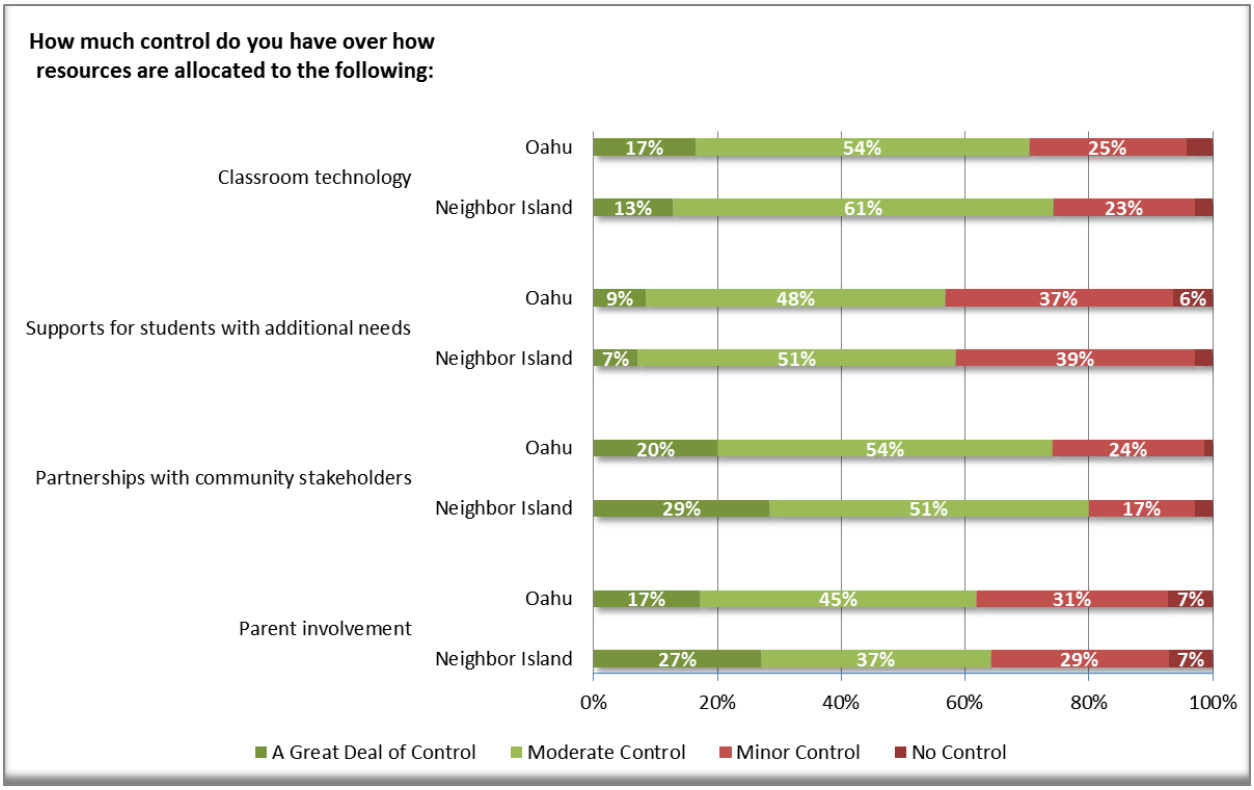

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches
Not Isolated
22%
56%
18%
Isolated
29%
29%
43%
Curriculum and course offerings
Not Isolated
24%
50%
23%
Isolated
14%
43%
43%
Professional development
Not Isolated
23%
50%
24%
Isolated
14%
29%
43%
14%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

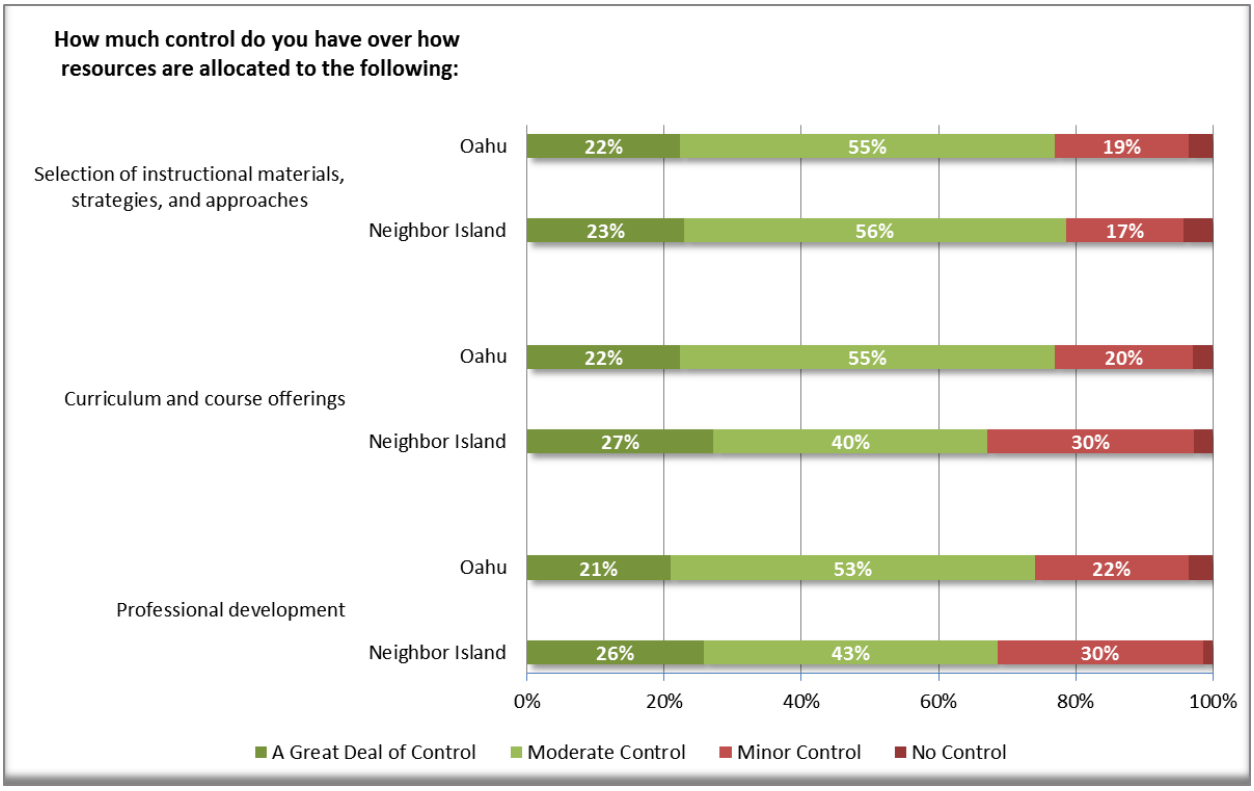


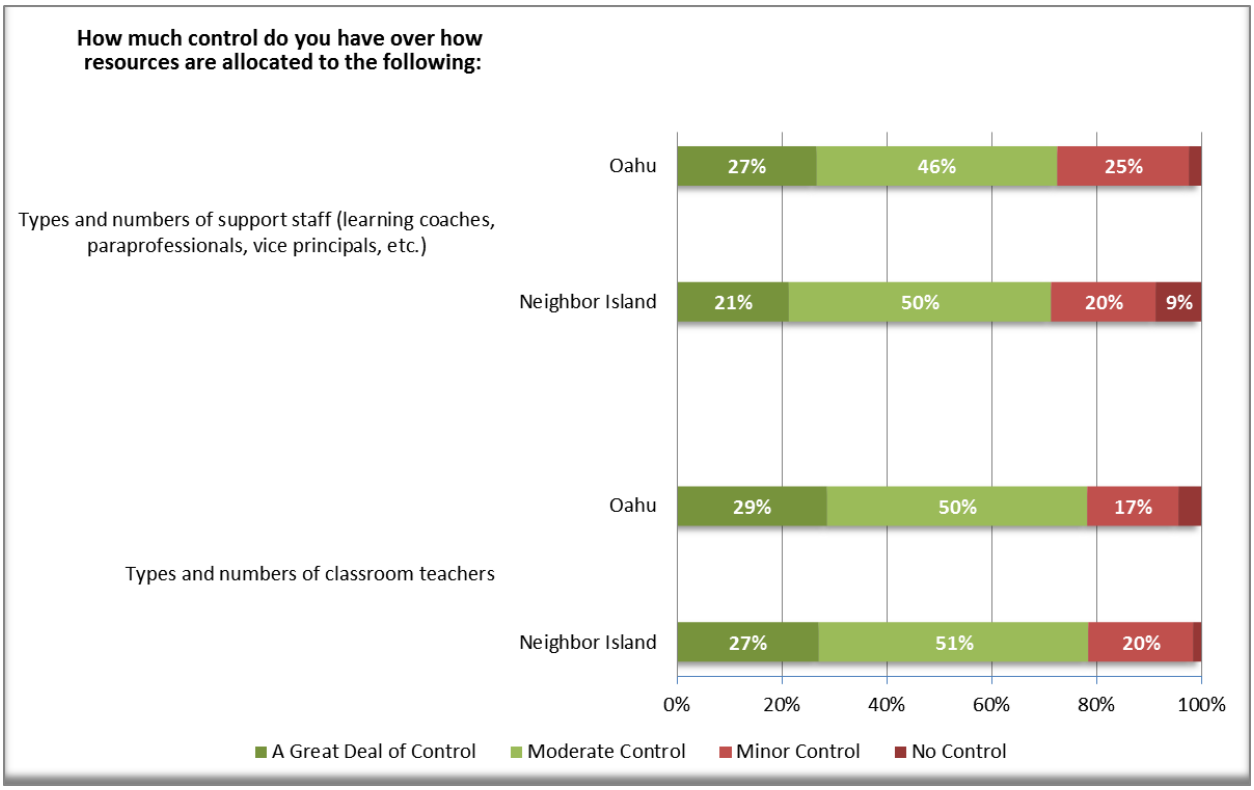
Control Over the School's Programmatic Components, by Neighboring Island Status



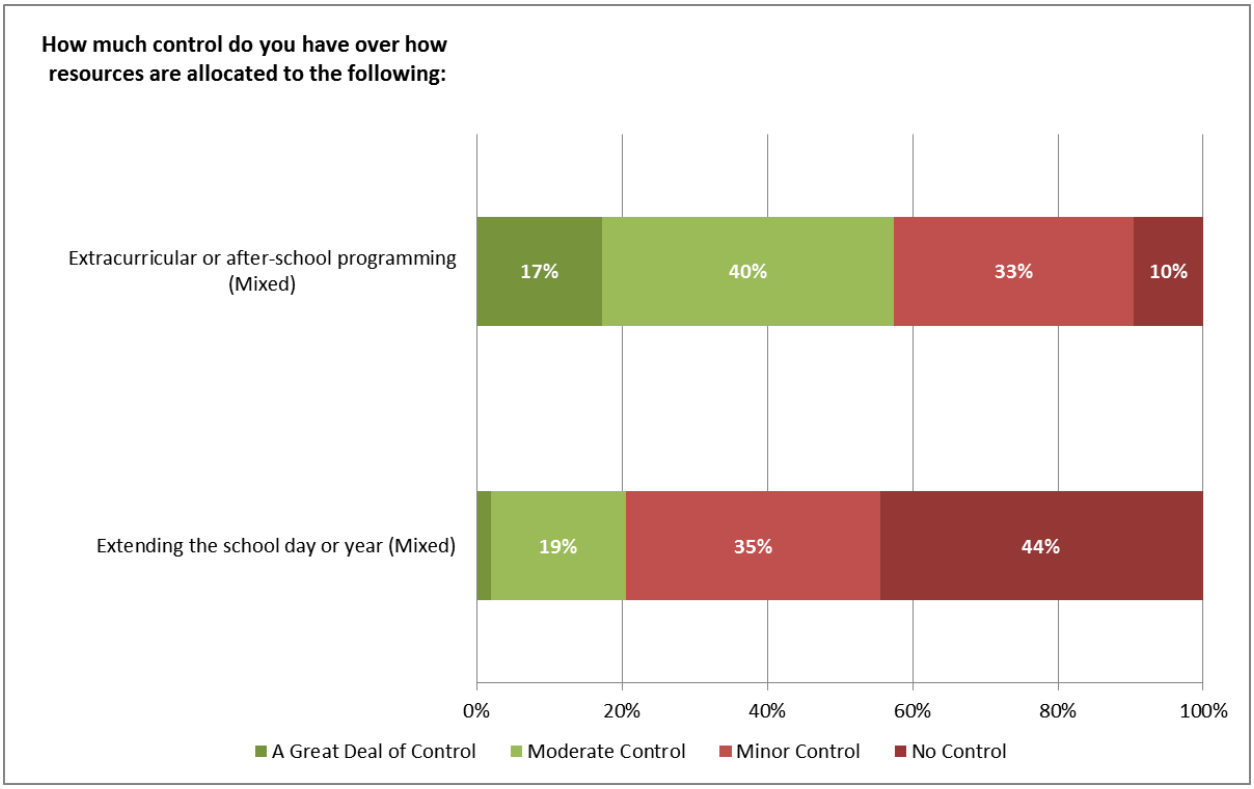

How much control do you have over how resources are allocated to the following:
Oahu
Student assessment activities
Neighbor Island
Oahu
Use of data by administrators and teachers to inform instruction
Neighbor Island
24%
59%
15%
20%
53%
20%
7%
35%
56%
8%
41%
44%
13%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

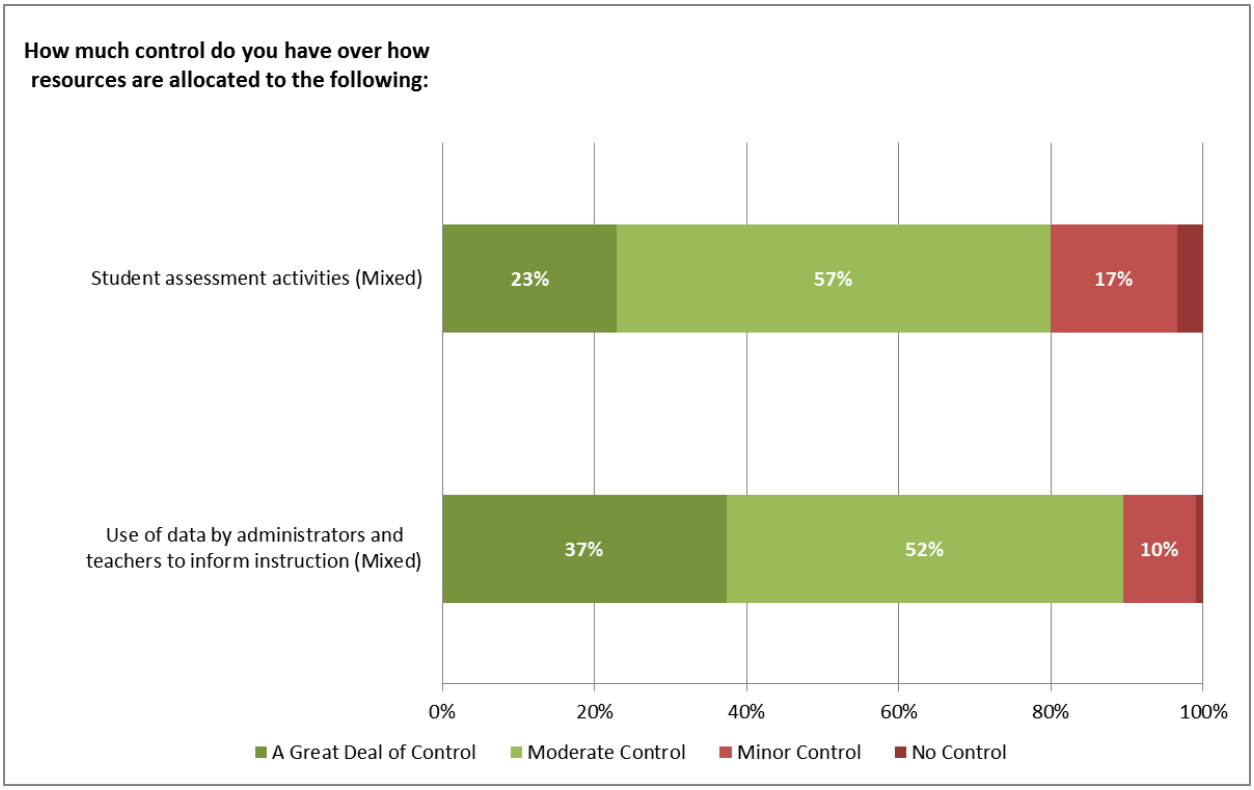

How much control do you have over how resources are allocated to the following:
Classroom technology
Oahu
Neighbor Island
Supports for students with additional needs
Oahu
Neighbor Island
Partnerships with community stakeholders
Oahu
Neighbor Island
Parent involvement
Oahu
Neighbor Island
17%
54%
25%
13%
61%
23%
9%
48%
37%
6%
7%
51%
39%
20%
54%
24%
29%
51%
17%
17%
45%
31%
7%
27%
37%
29%
7%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

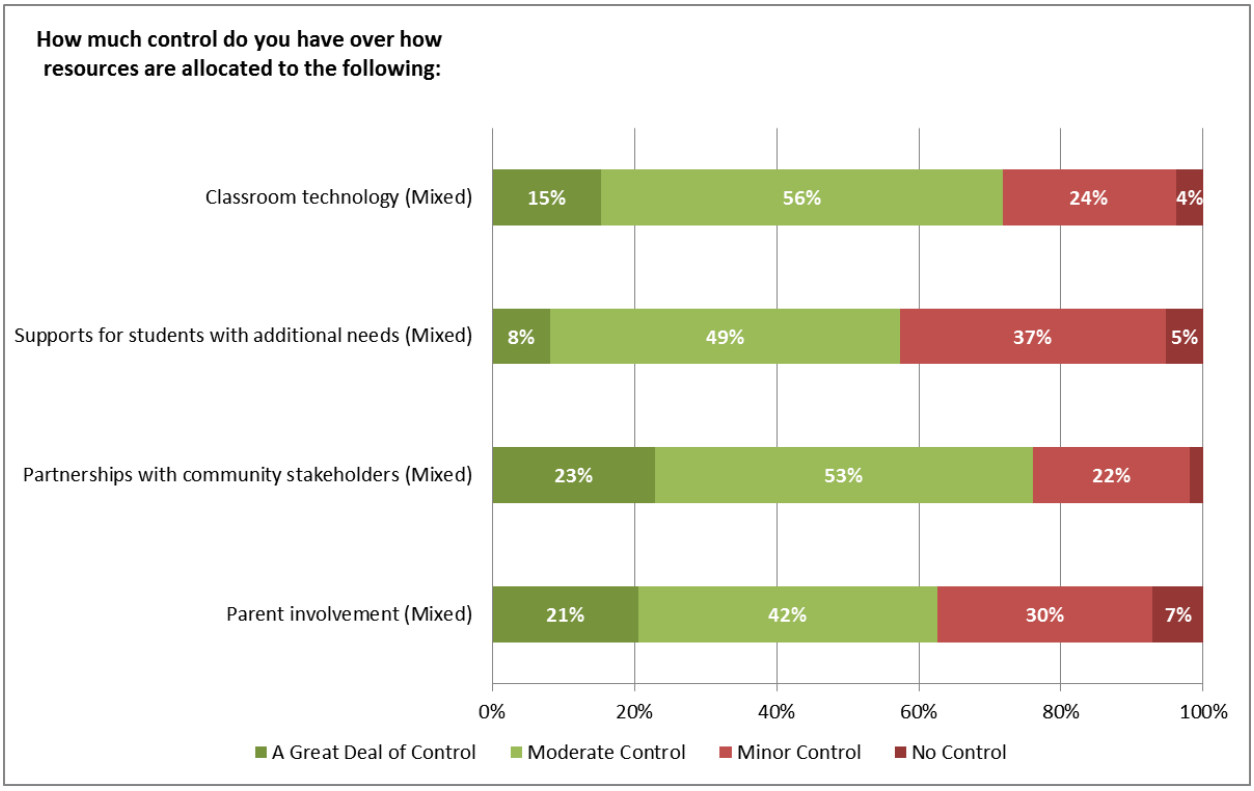

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches
Oahu
22%
55%
19%
Neighbor Island
23%
56%
17%
Curriculum and course offerings
Oahu
22%
55%
20%
Neighbor Island
27%
40%
30%
Professional development
Oahu
21%
53%
22%
Neighbor Island
26%
43%
30%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

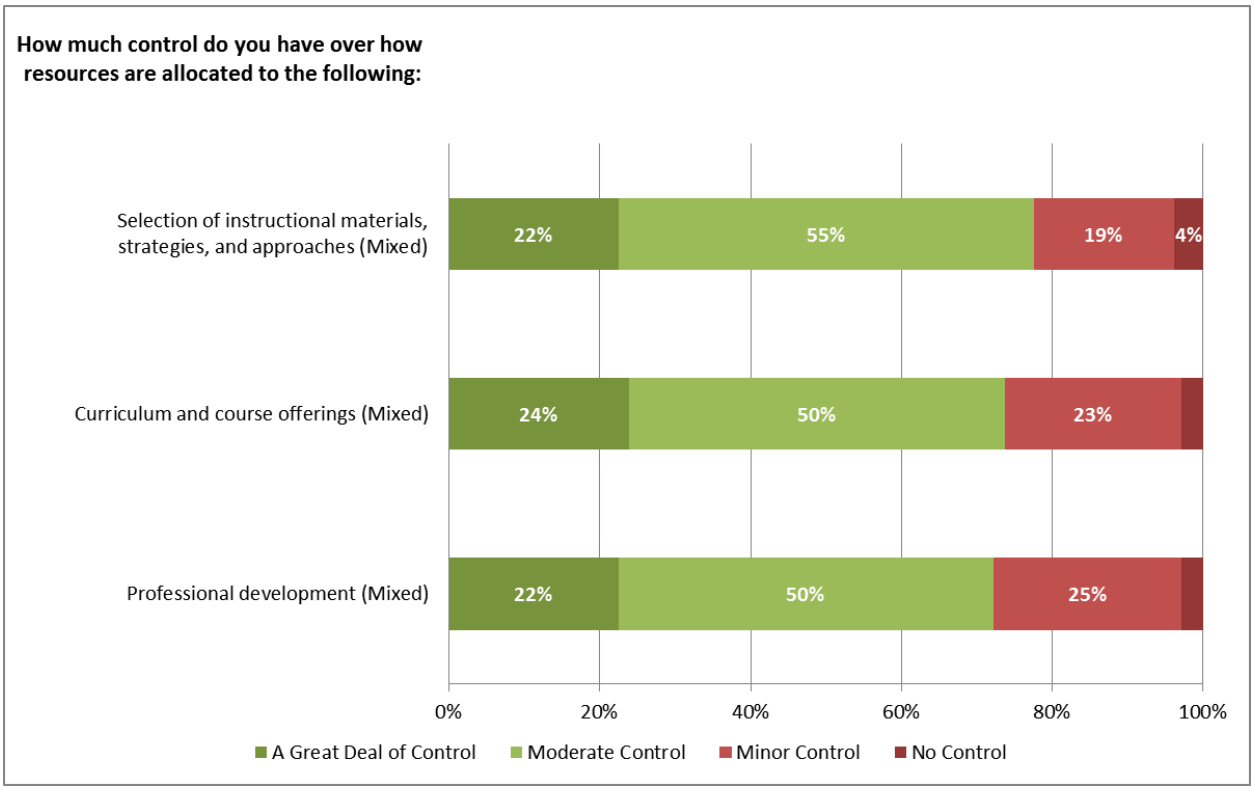

How much control do you have over how resources are allocated to the following:
Types and numbers of support staff (learning coaches, paraprofessionals, vice principals, etc.)
Oahu
27%
46%
25%
Neighbor Island
21%
50%
20%
9%
Types and numbers of classroom teachers
Oahu
29%
50%
17%
Neighbor Island
27%
51%
20%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

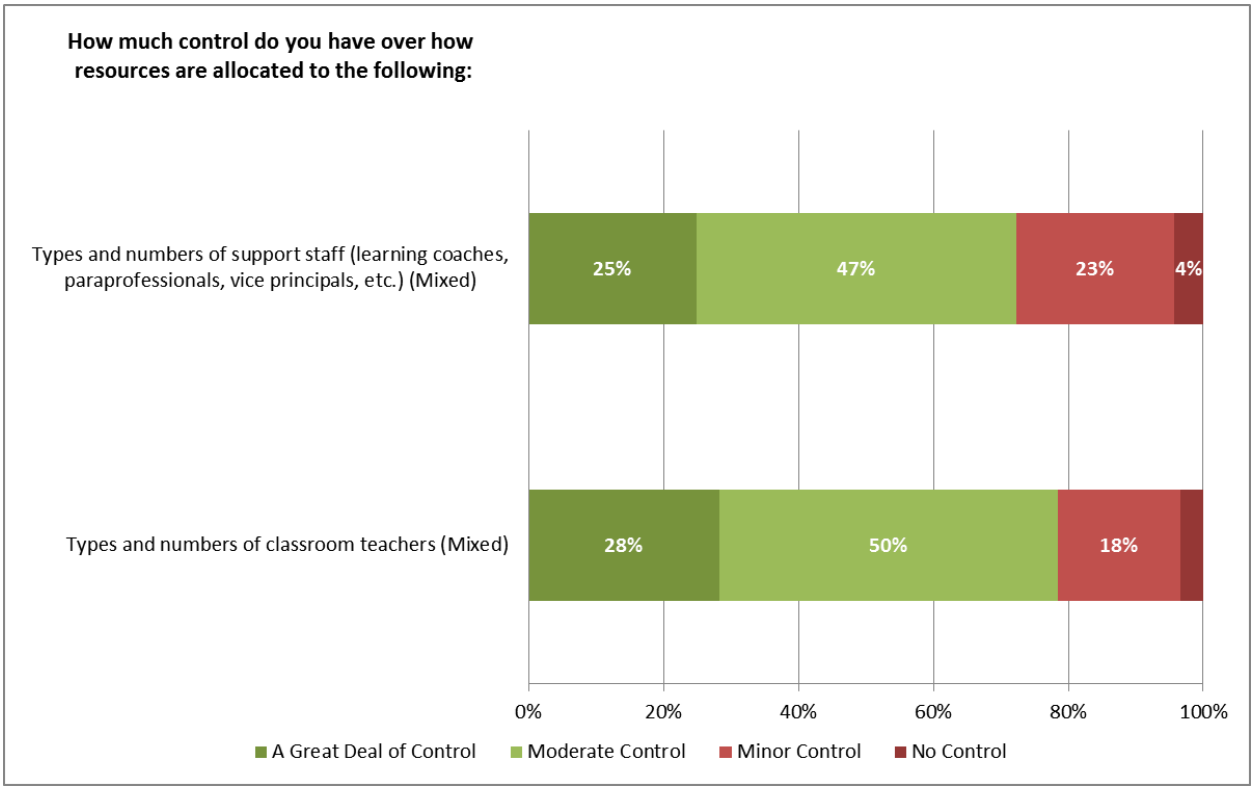
Control Over the School's Programmatic Components of Mixed Schools



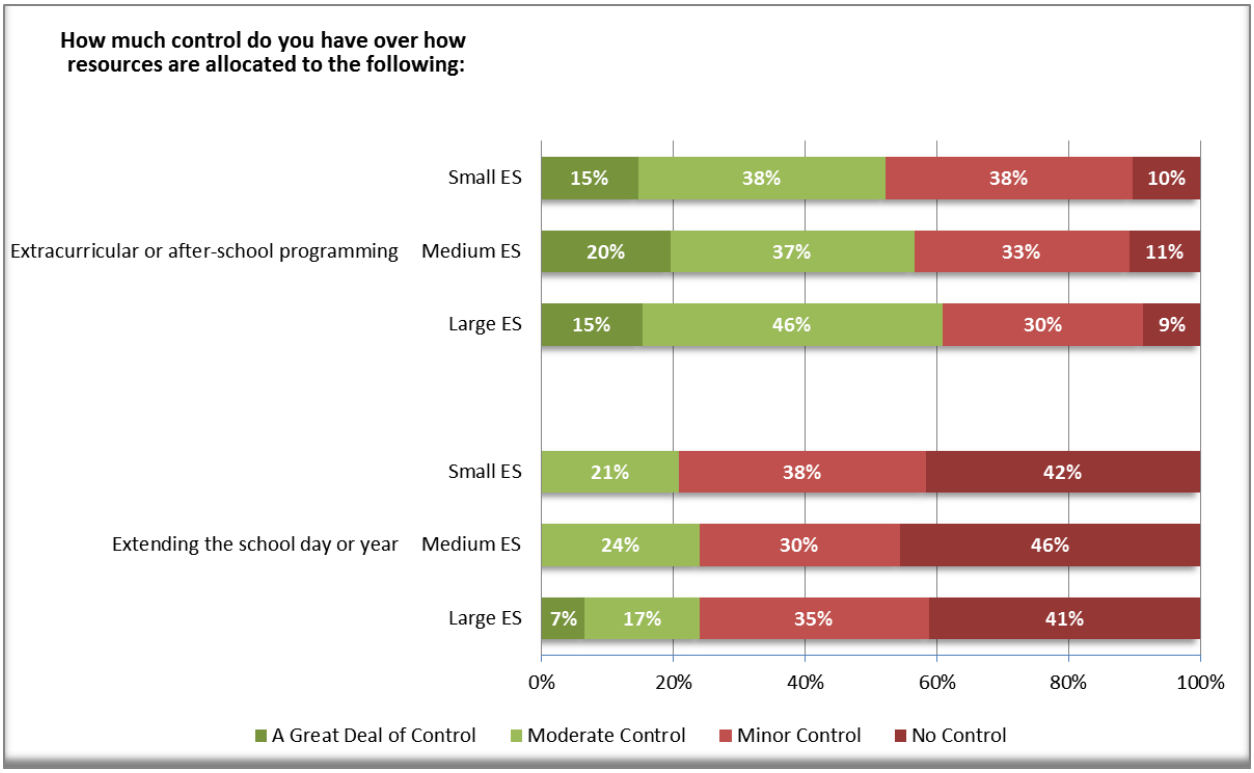


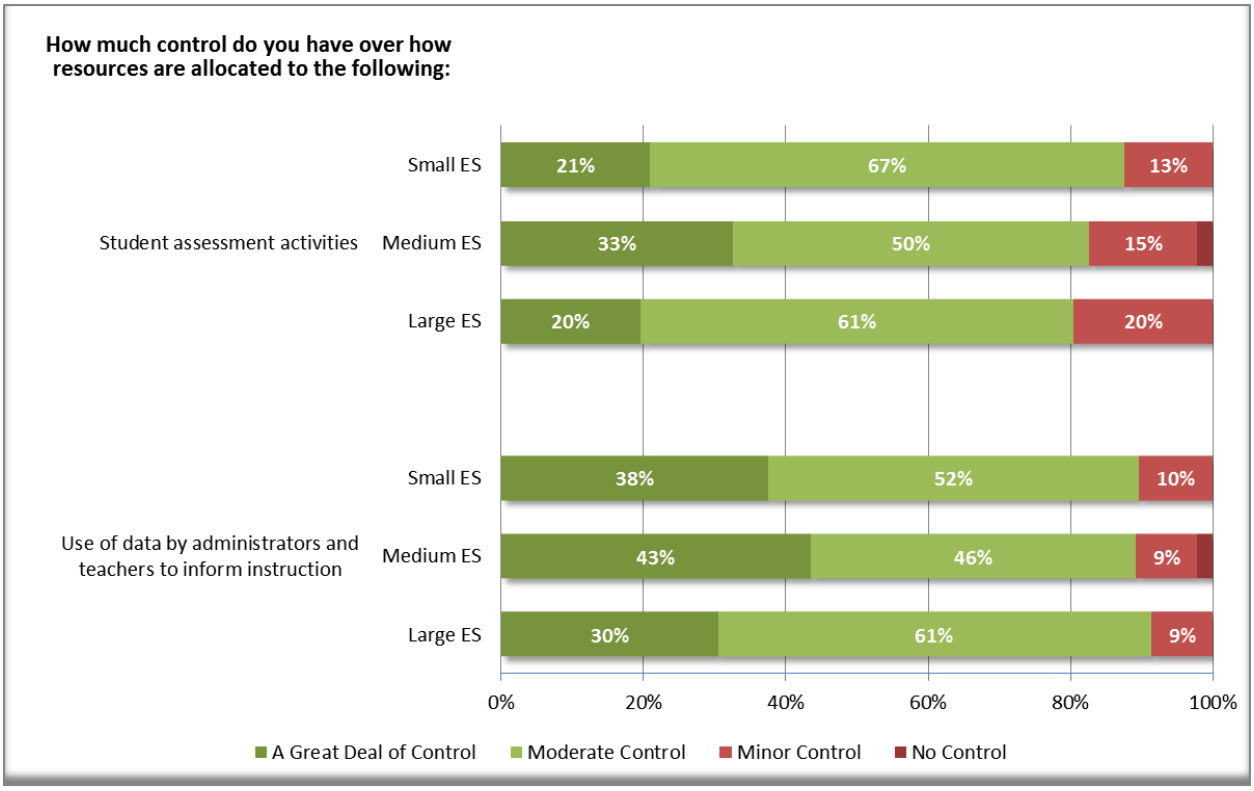

How much control do you have over how resources are allocated to the following:
Classroom technology (Mixed)
15%
56%
24%
4%
Supports for students with additional needs (Mixed)
8%
49%
37%
5%
Partnerships with community stakeholders (Mixed)
23%
53%
22%
Parent involvement (Mixed)
21%
42%
30%
7%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

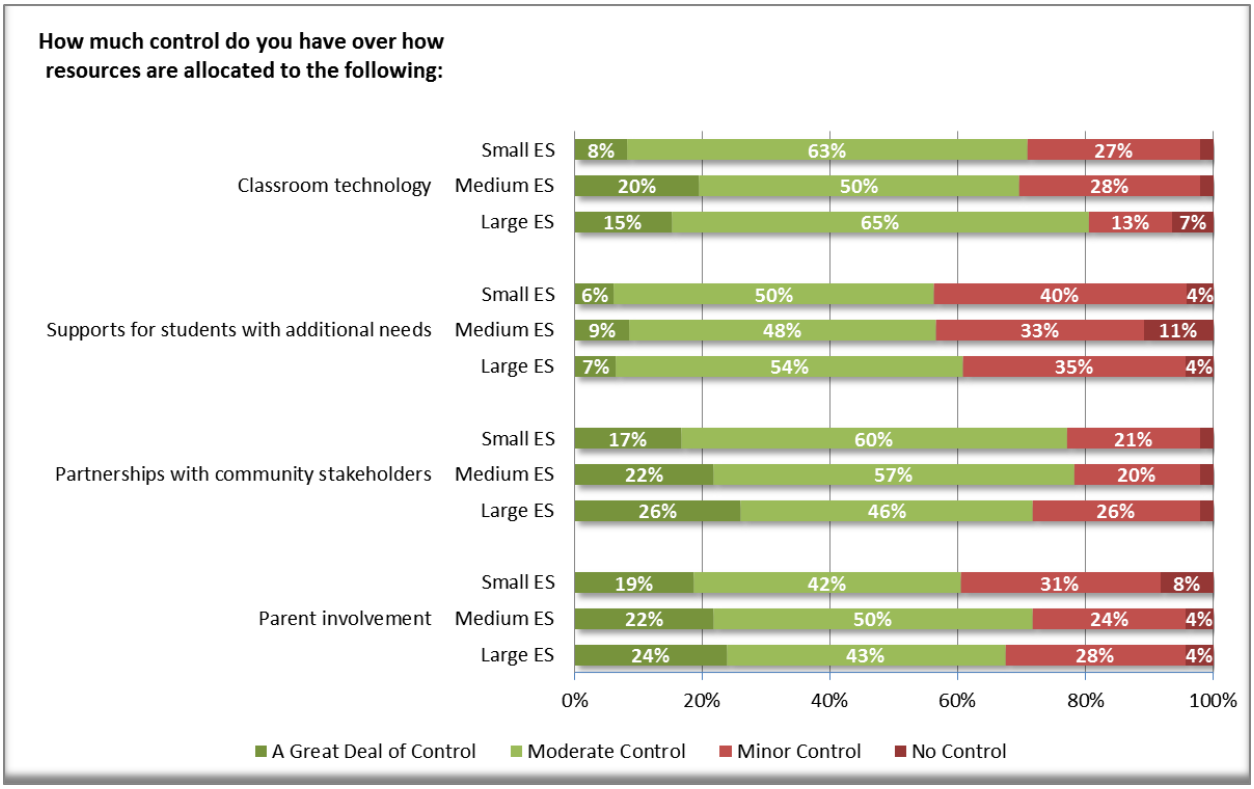

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches (Mixed)
22%
55%
19%
4%
Curriculum and course offerings (Mixed)
24%
50%
23%
Professional development (Mixed)
22%
50%
25%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

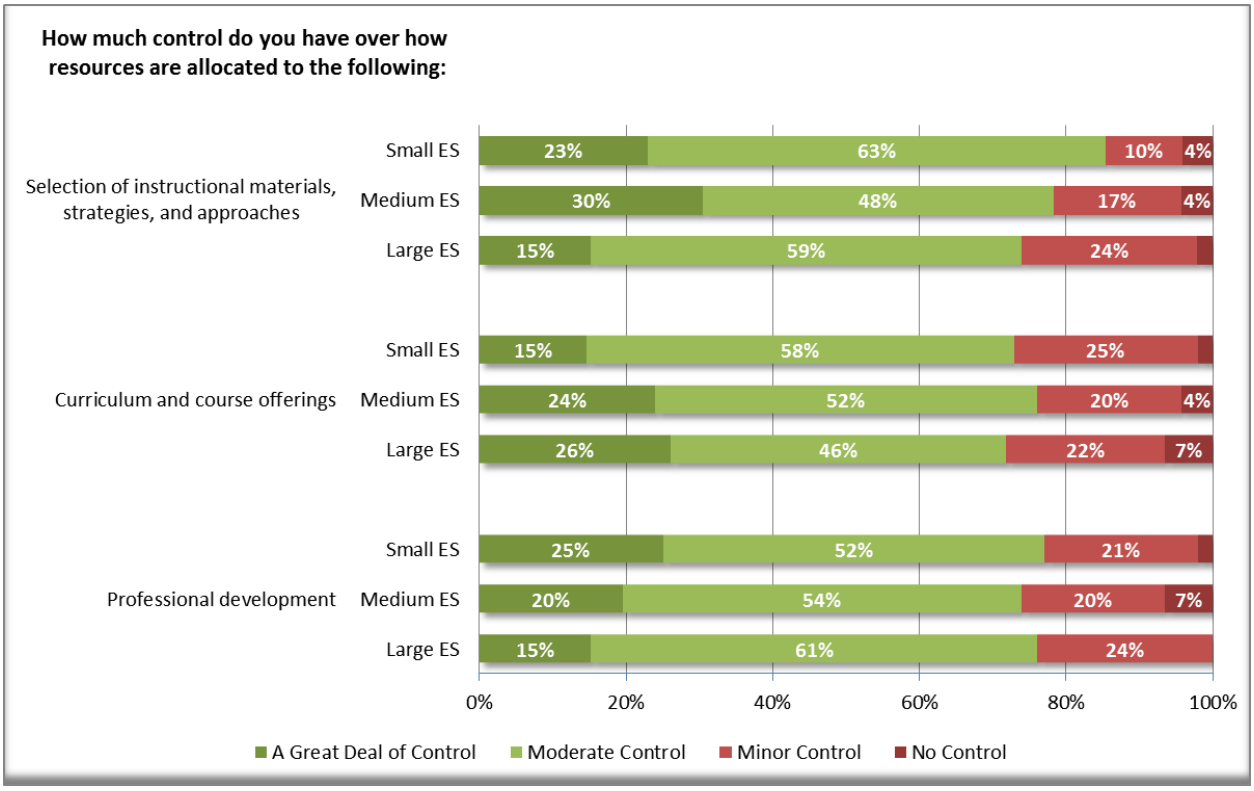


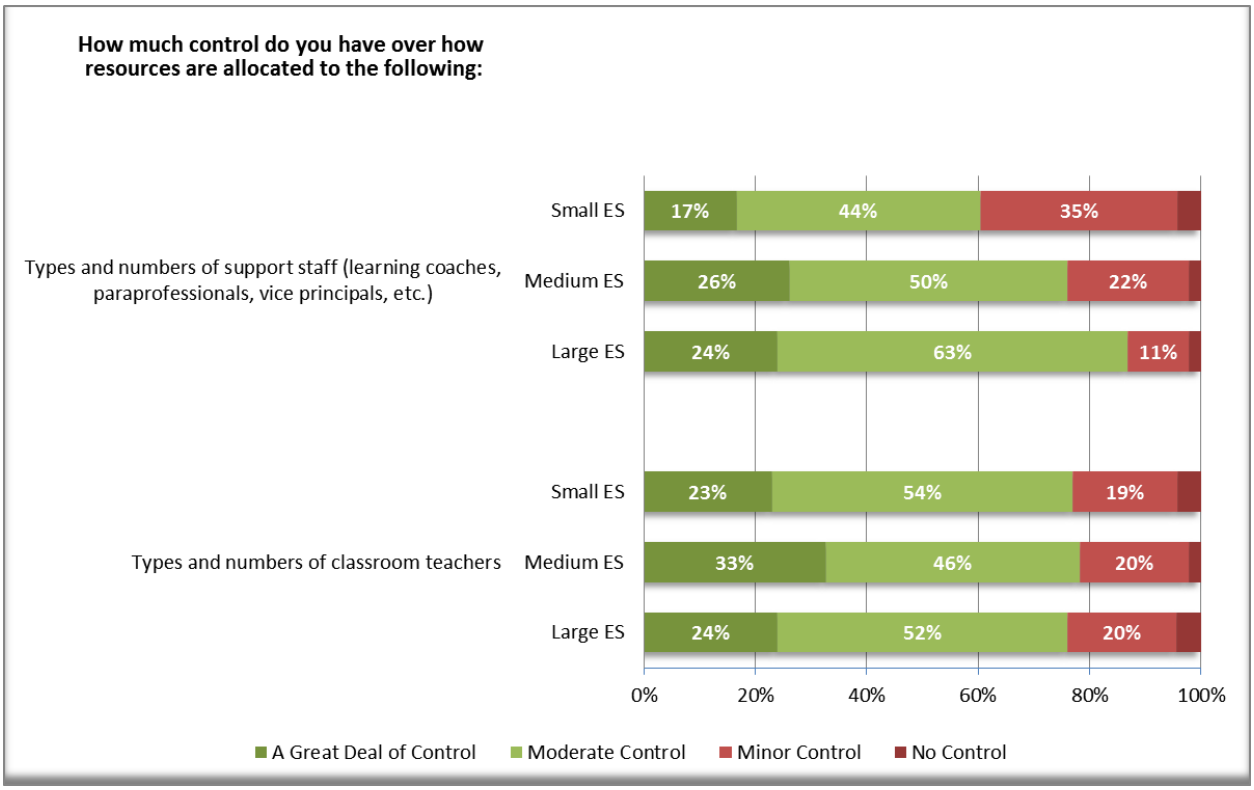
Control Over the School's Programmatic Components, by Elementary School Size



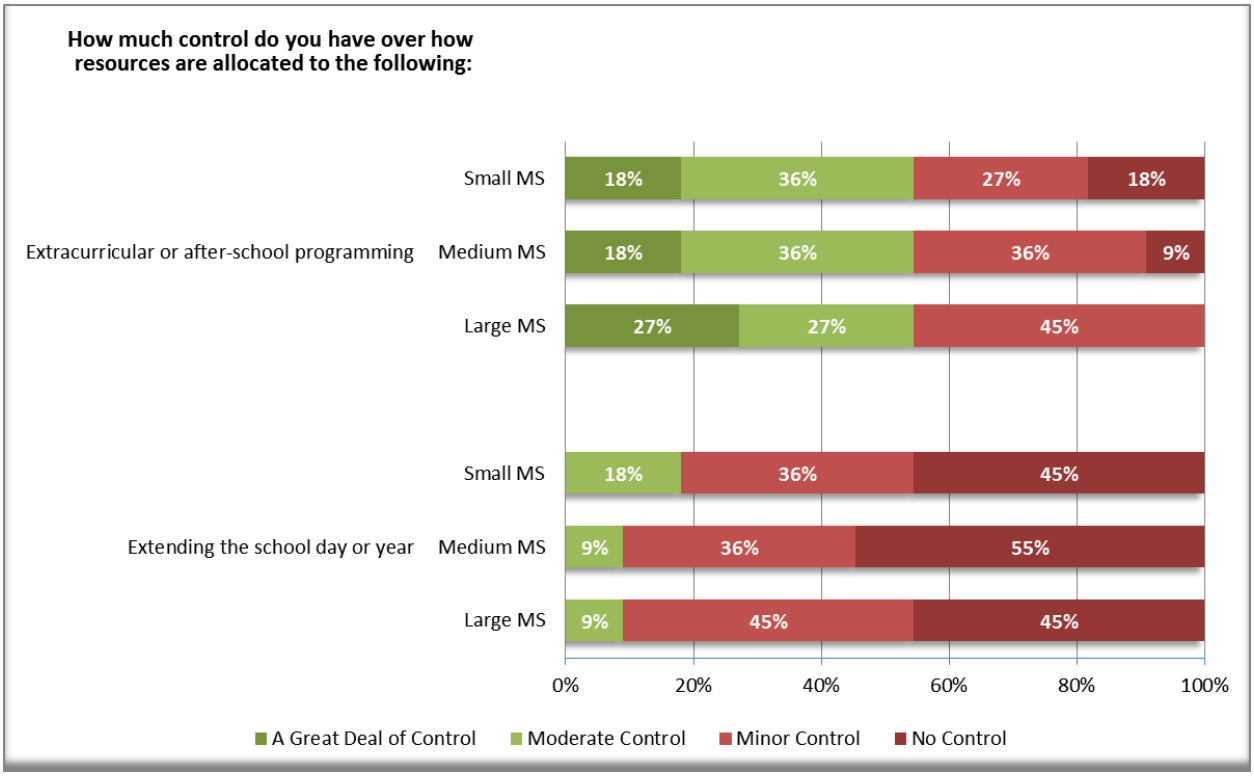

How much control do you have over how resources are allocated to the following:
Student assessment activities
Small ES
Medium ES
Large ES
21%
67%
13%
33%
50%
15%
20%
61%
20%
Use of data by administrators and teachers to inform instruction
Small ES
Medium ES
Large ES
38%
52%
10%
43%
46%
9%
30%
61%
9%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

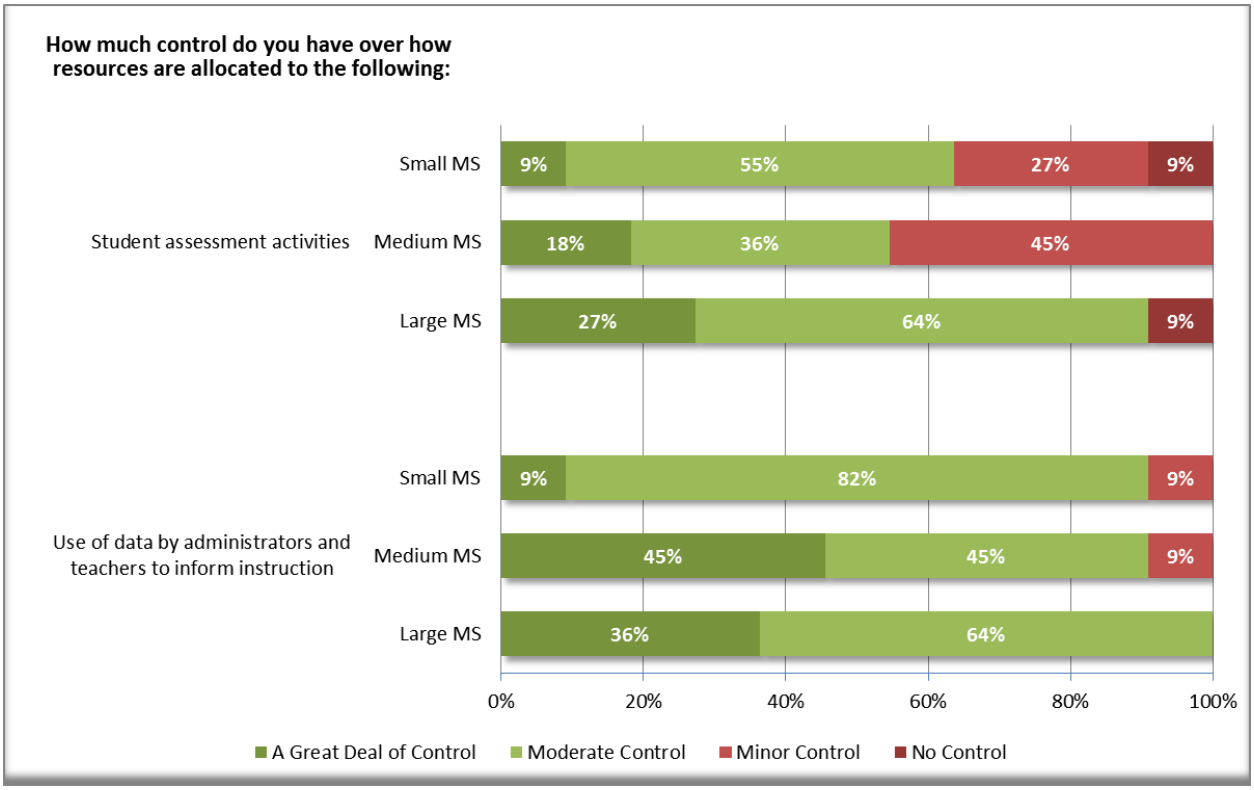

How much control do you have over how resources are allocated to the following:
Classroom technology
Supports for students with additional needs
Partnerships with community stakeholders
Parent involvement
Small ES
Medium ES
Large ES
8%
63%
27%
20%
50%
28%
15%
65%
13%
7%
6%
50%
40%
4%
9%
48%
33%
11%
7%
54%
35%
4%
17%
60%
21%
22%
57%
20%
26%
46%
26%
19%
42%
31%
8%
22%
50%
24%
4%
24%
43%
28%
4%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

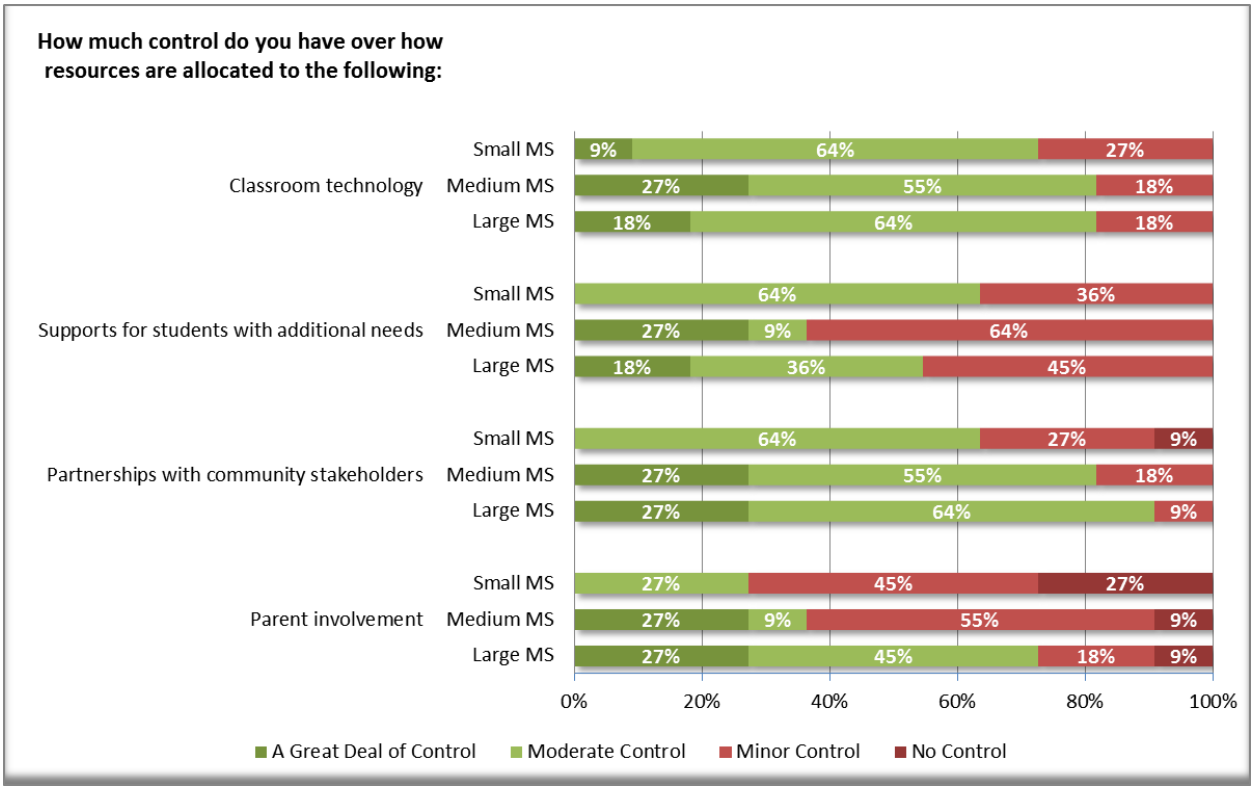

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches
Small ES
Medium ES
Large ES
23%
63%
10%
4%
30%
48%
17%
4%
15%
59%
24%
Curriculum and course offerings
Small ES
Medium ES
Large ES
15%
58%
25%
24%
52%
20%
4%
26%
46%
22%
7%
Professional development
Small ES
Medium ES
Large ES
25%
52%
21%
20%
54%
20%
7%
15%
61%
24%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

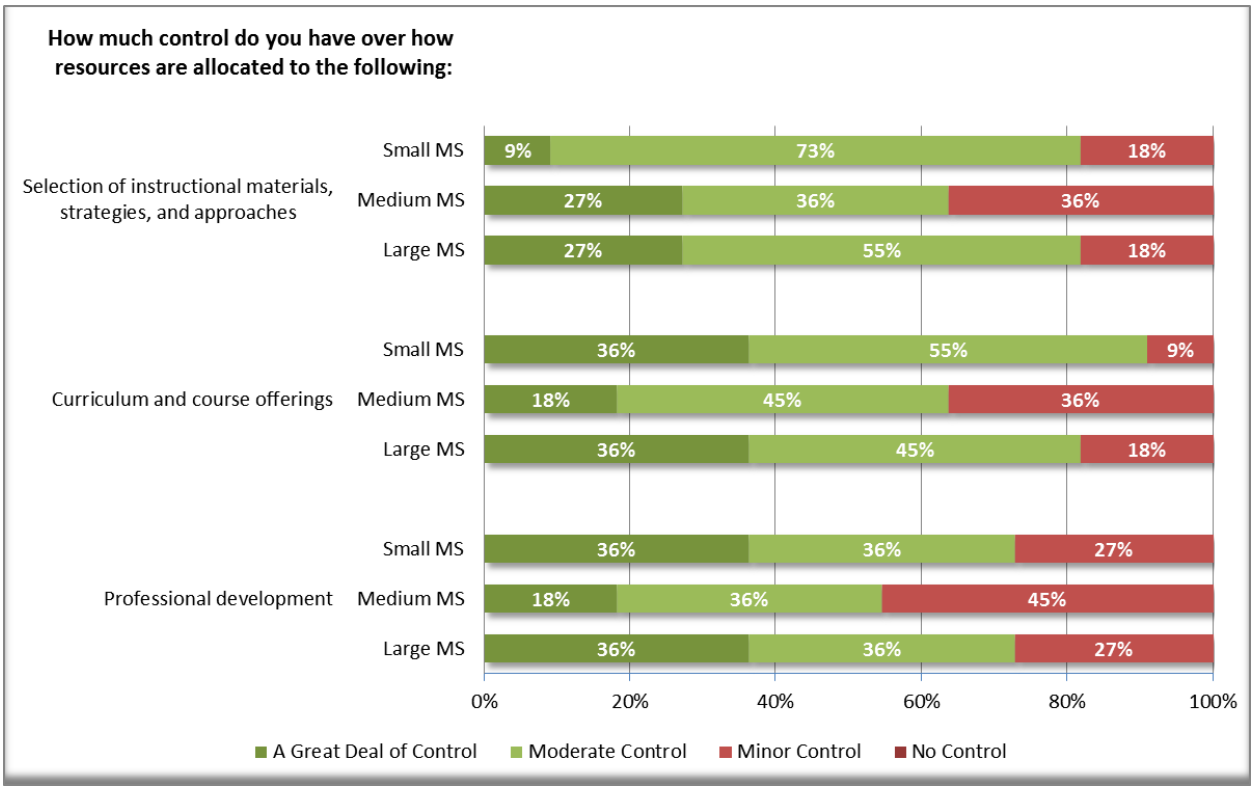

How much control do you have over how resources are allocated to the following:
Types and numbers of support staff (learning coaches, paraprofessionals, vice principals, etc.)
Small ES
Medium ES
Large ES
17%
44%
35%
26%
50%
22%
24%
63%
11%
Types and numbers of classroom teachers
Small ES
Medium ES
Large ES
23%
54%
19%
33%
46%
20%
24%
52%
20%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

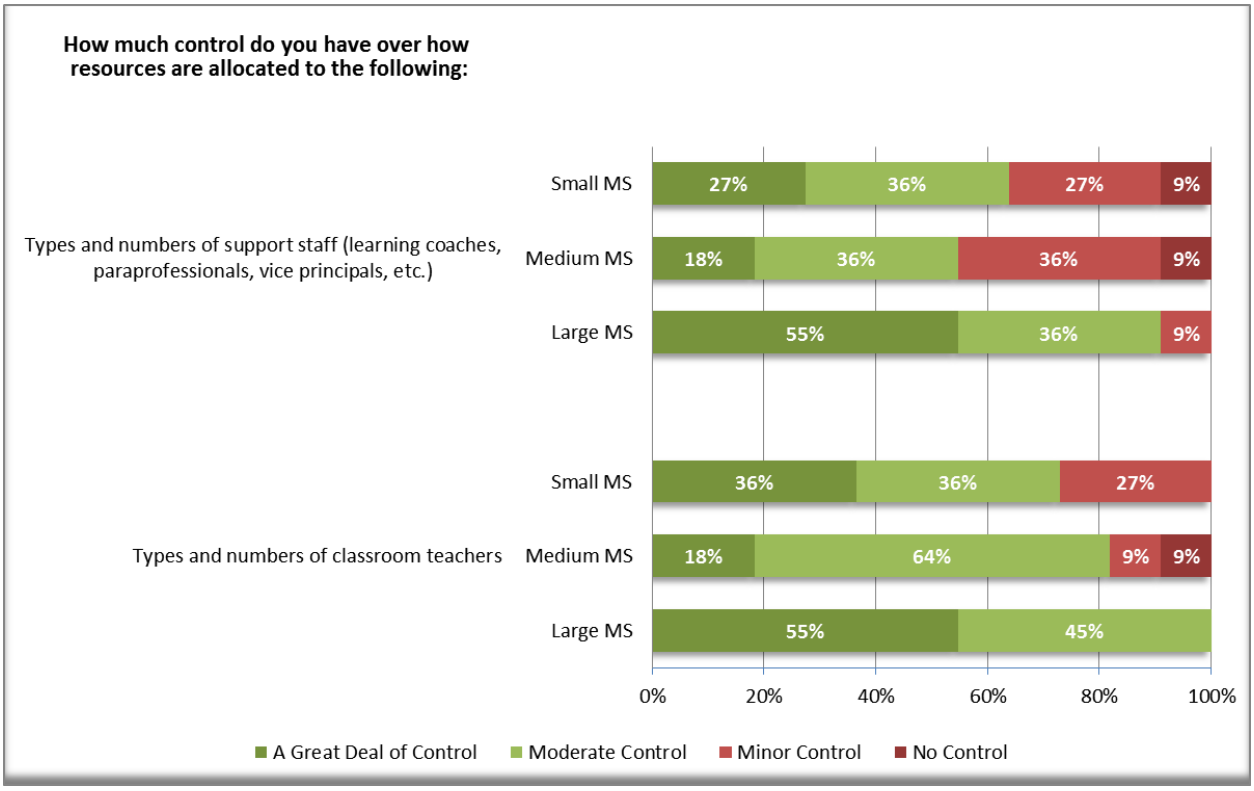
Control Over the School's Programmatic Components, by Middle School Size



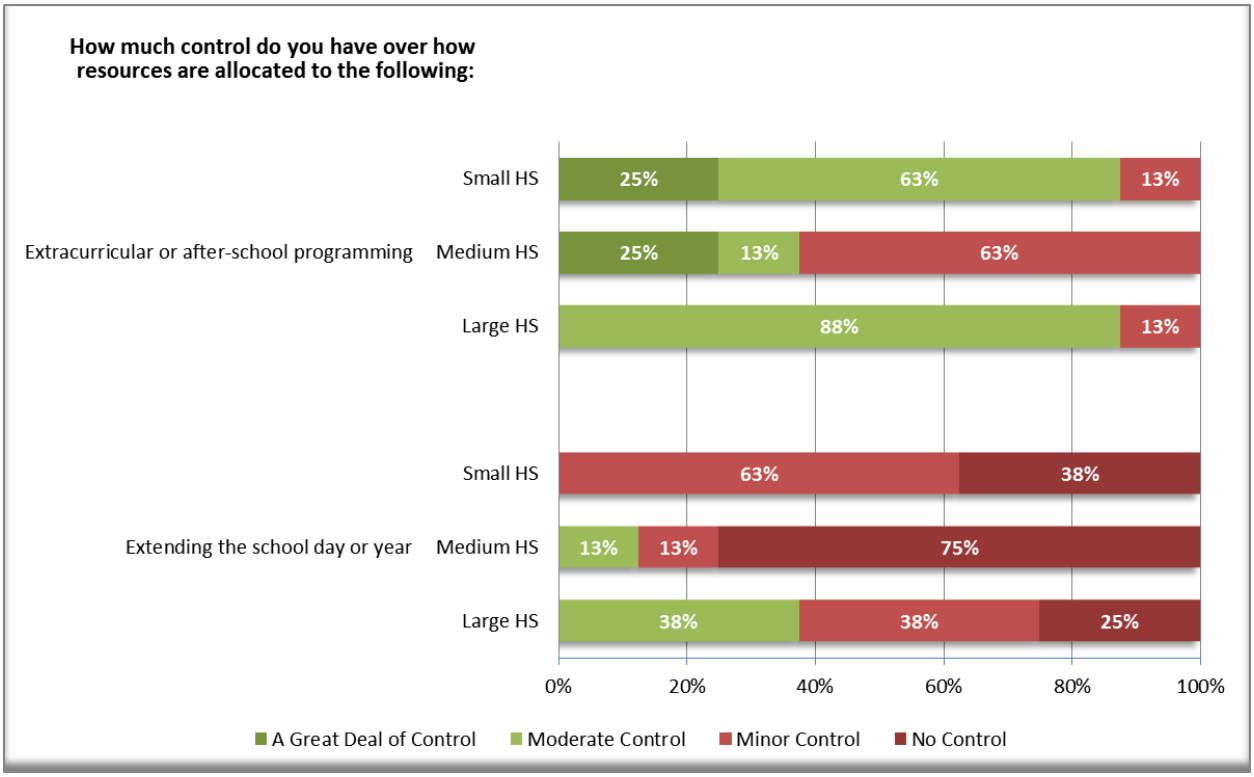


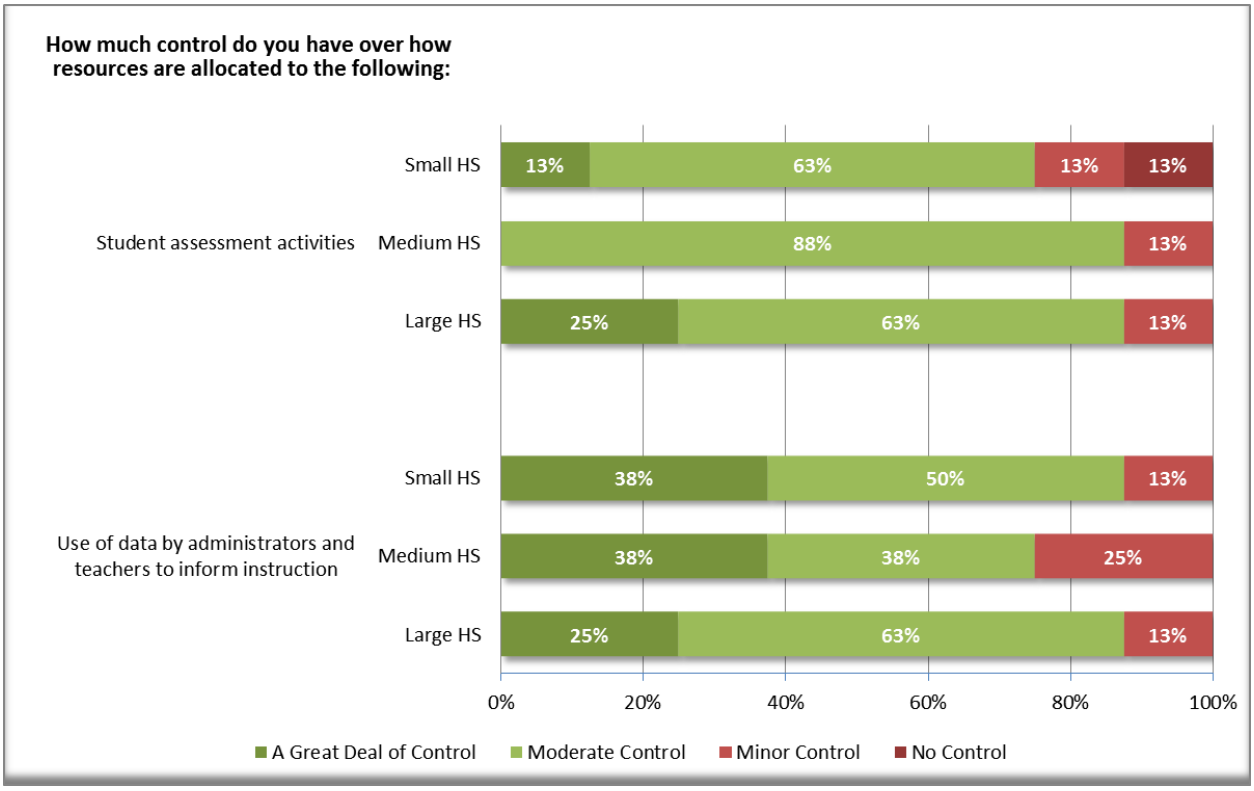

How much control do you have over how resources are allocated to the following:
Small MS
Classroom technology
Medium MS
Large MS
9%
64%
27%
27%
55%
18%
18%
64%
18%
Small MS
Supports for students with additional needs
Medium MS
Large MS
64%
36%
27%
9%
64%
18%
36%
45%
Small MS
Partnerships with community stakeholders
Medium MS
Large MS
64%
27%
9%
27%
55%
18%
27%
64%
9%
Small MS
Parent involvement
Medium MS
Large MS
27%
45%
27%
27%
9%
55%
9%
27%
45%
18%
9%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

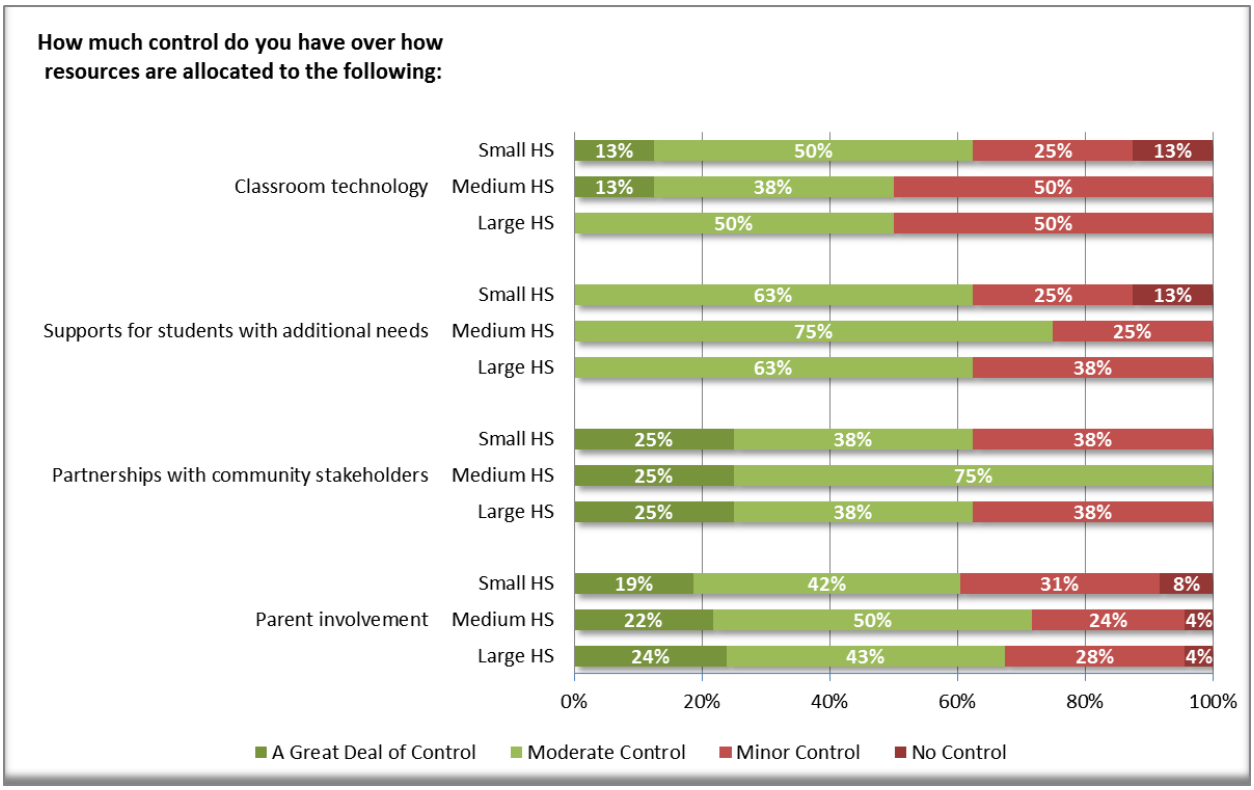

How much control do you have over how resources are allocated to the following:
Small MS
Selection of instructional materials, strategies, and approaches
Medium MS
Large MS
9%
73%
18%
27%
36%
36%
27%
55%
18%
Small MS
Curriculum and course offerings
Medium MS
Large MS
36%
55%
9%
18%
45%
36%
36%
45%
18%
Small MS
Professional development
Medium MS
Large MS
36%
36%
27%
18%
36%
45%
36%
36%
27%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

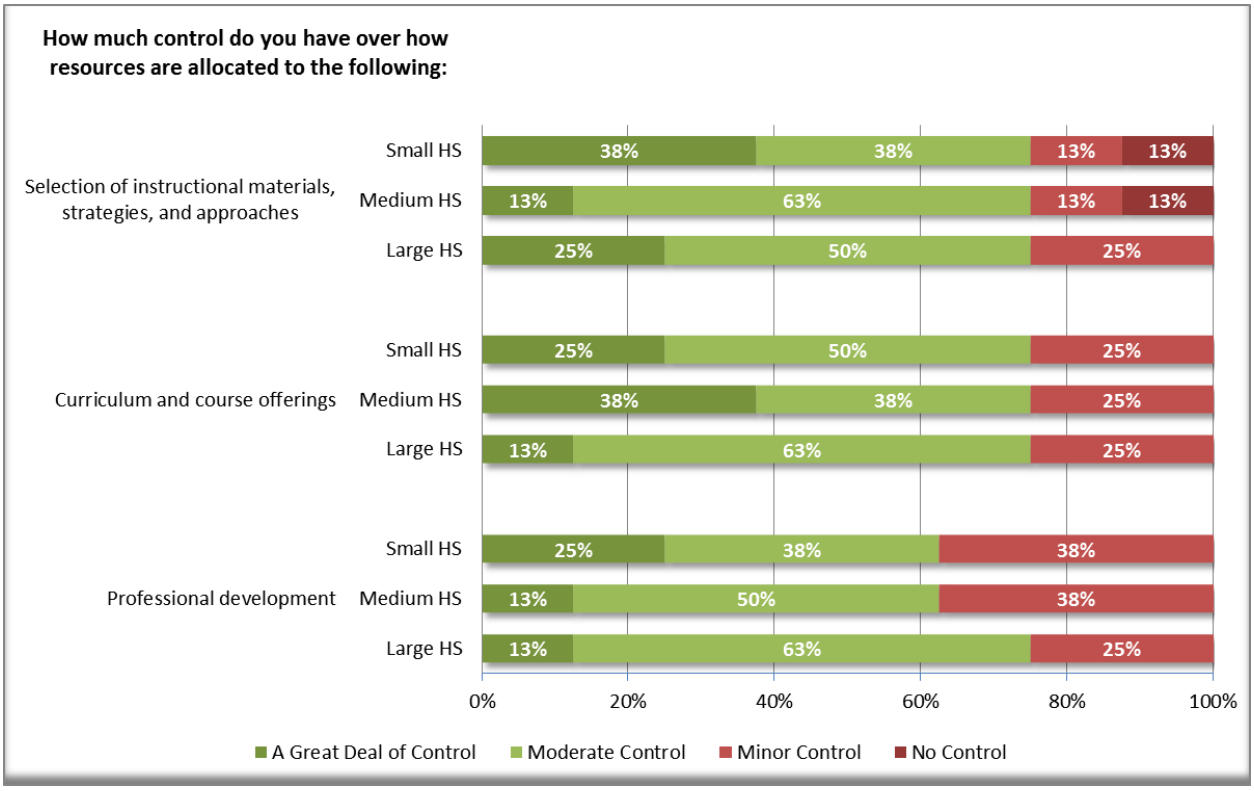


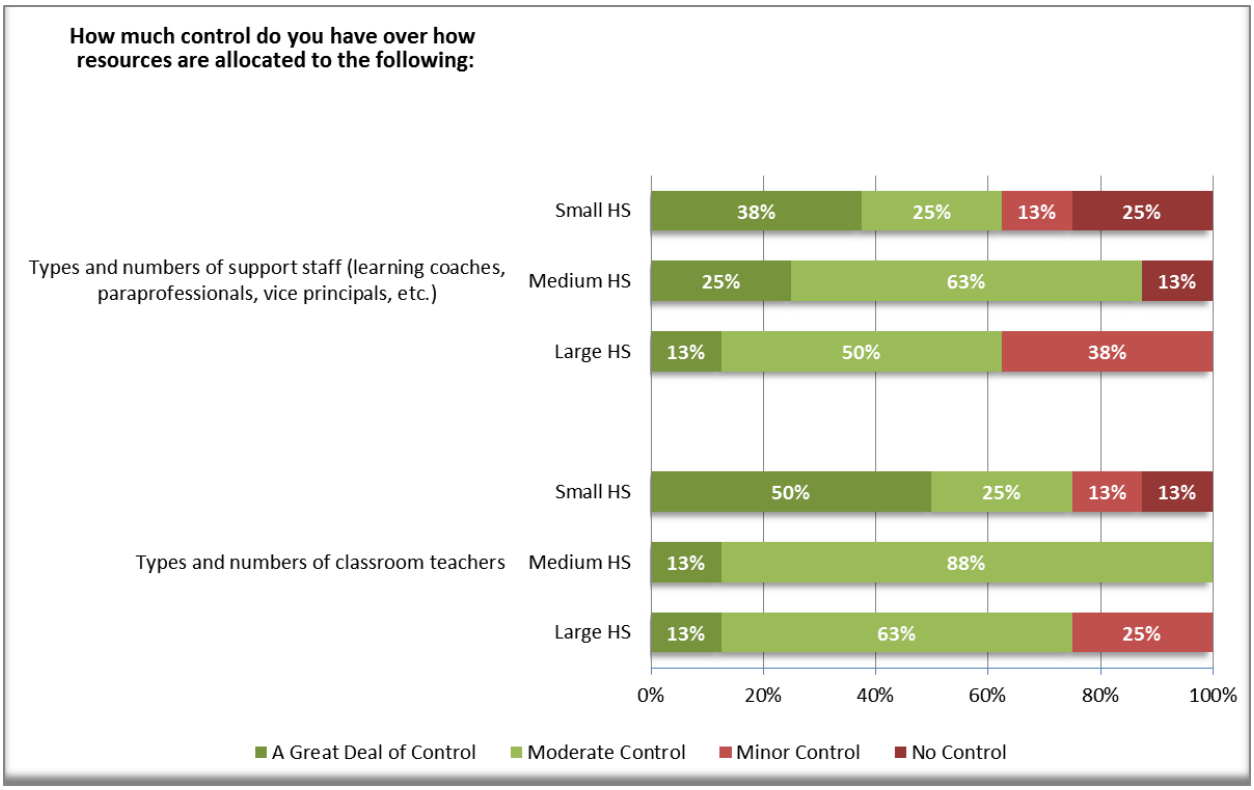
Control Over the School's Programmatic Components, by High School Size



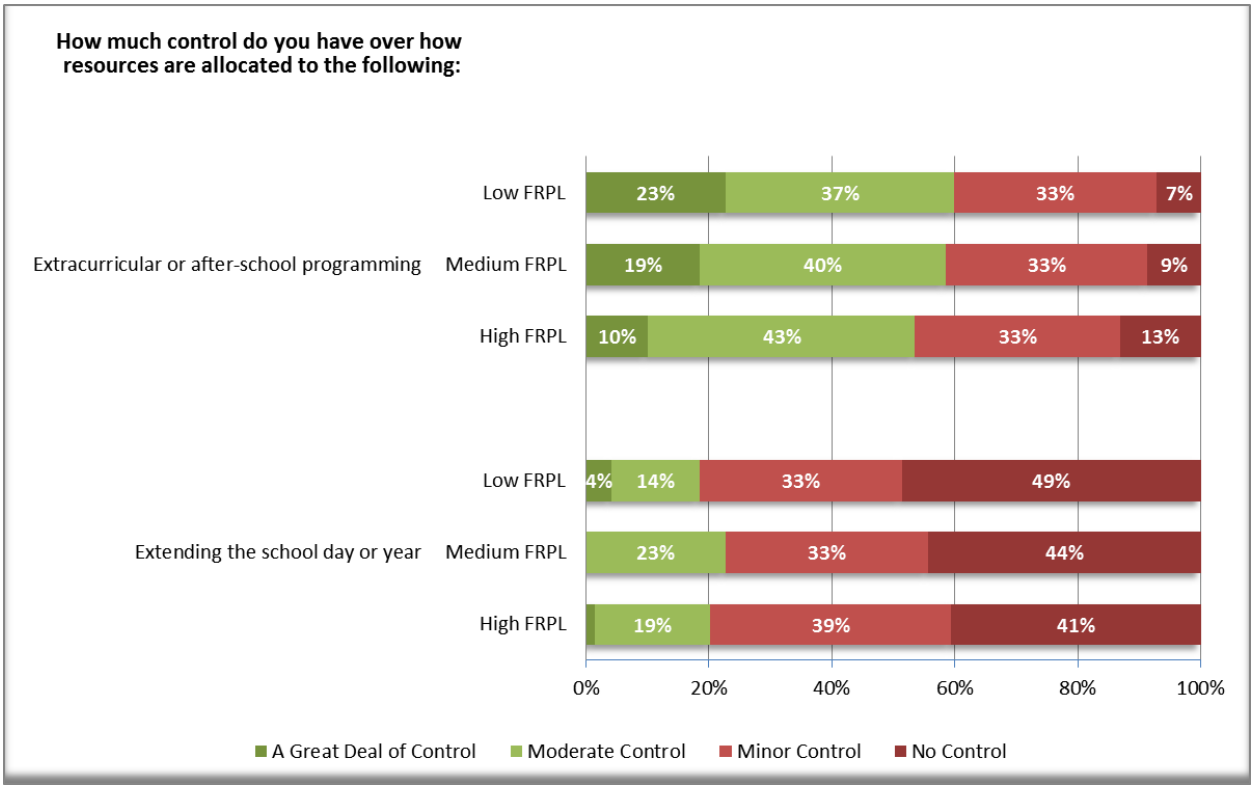

How much control do you have over how resources are allocated to the following:
Student assessment activities
Use of data by administrators and teachers to inform instruction
Small HS
Medium HS
Large HS
13%
63%
13%
13%
88%
25%
38%
50%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

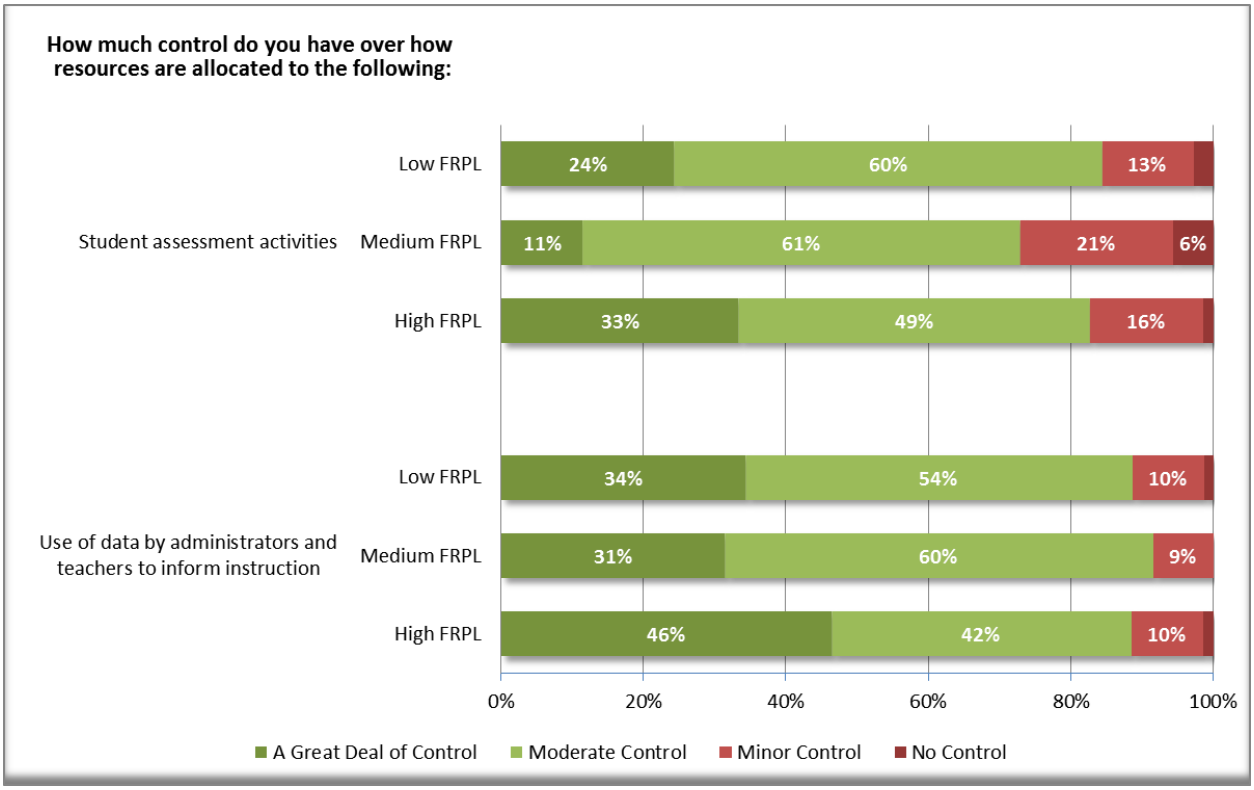

How much control do you have over how resources are allocated to the following:
Classroom technology
Supports for students with additional needs
Partnerships with community stakeholders
Parent involvement
Small HS
Medium HS
Large HS
13%
50%
25%
38%
63%
75%
19%
42%
31%
8%
22%
24%
4%
43%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

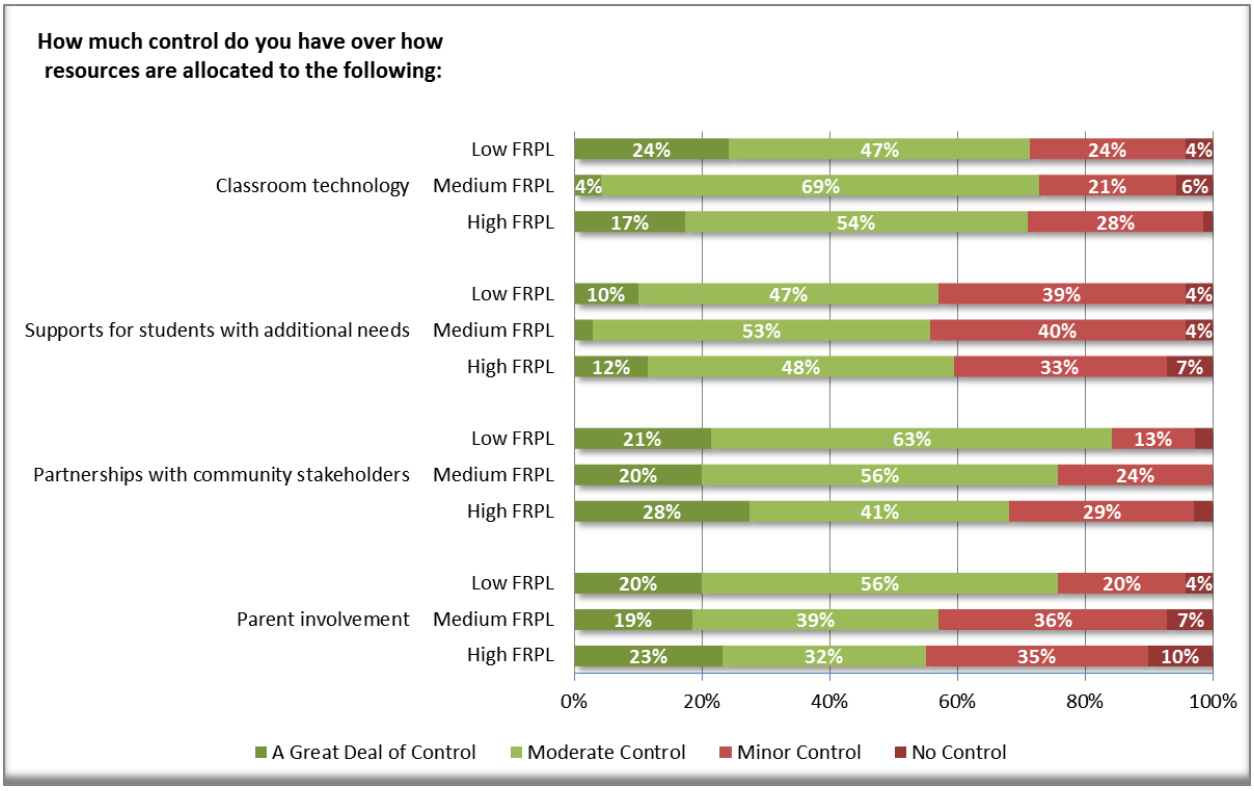

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches
Small HS
Medium HS
Large HS
38%
38%
13%
13%
13%
63%
13%
13%
25%
50%
25%
Curriculum and course offerings
Small HS
Medium HS
Large HS
25%
50%
25%
38%
38%
25%
13%
63%
25%
Professional development
Small HS
Medium HS
Large HS
25%
38%
38%
13%
50%
38%
13%
63%
25%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

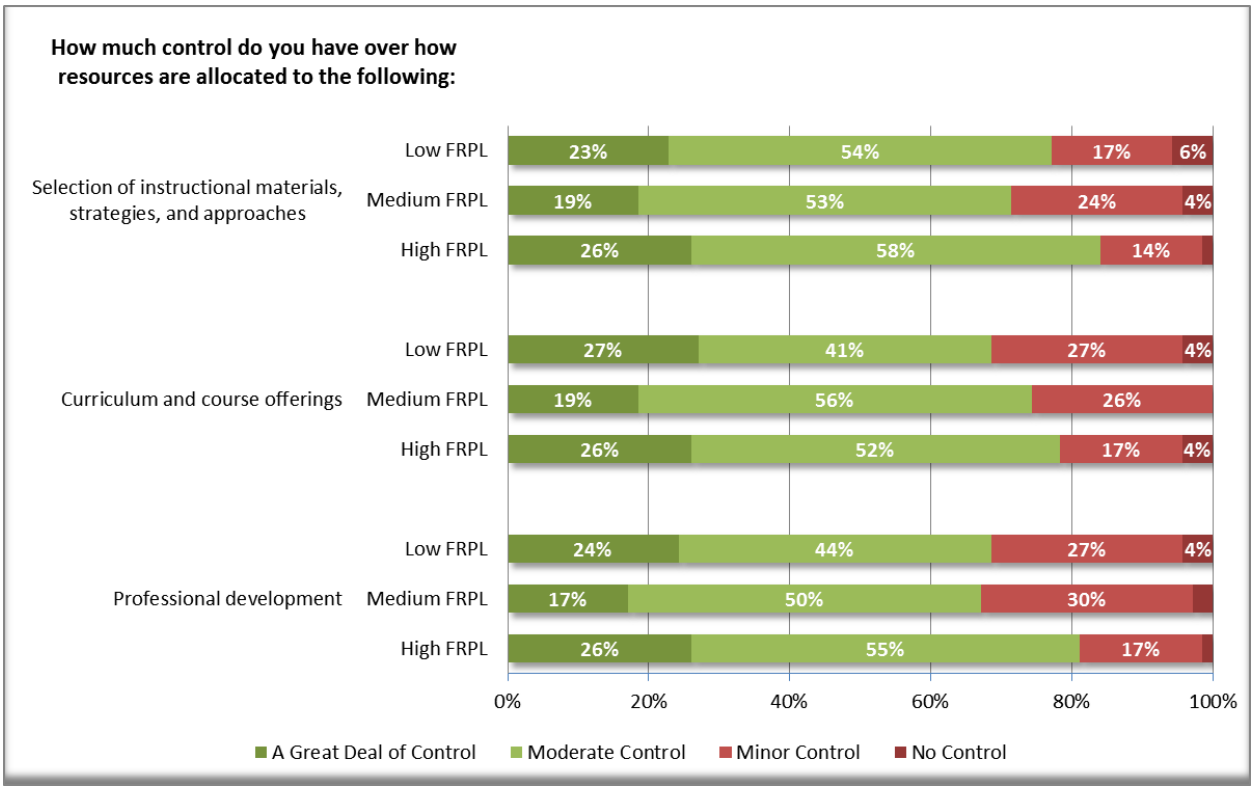

How much control do you have over how resources are allocated to the following:
Types and numbers of support staff (learning coaches, paraprofessionals, vice principals, etc.)
Small HS
Medium HS
Large HS
38%
25%
13%
25%
25%
63%
13%
13%
50%
38%
Types and numbers of classroom teachers
Small HS
Medium HS
Large HS
50%
25%
13%
13%
13%
88%
13%
63%
25%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

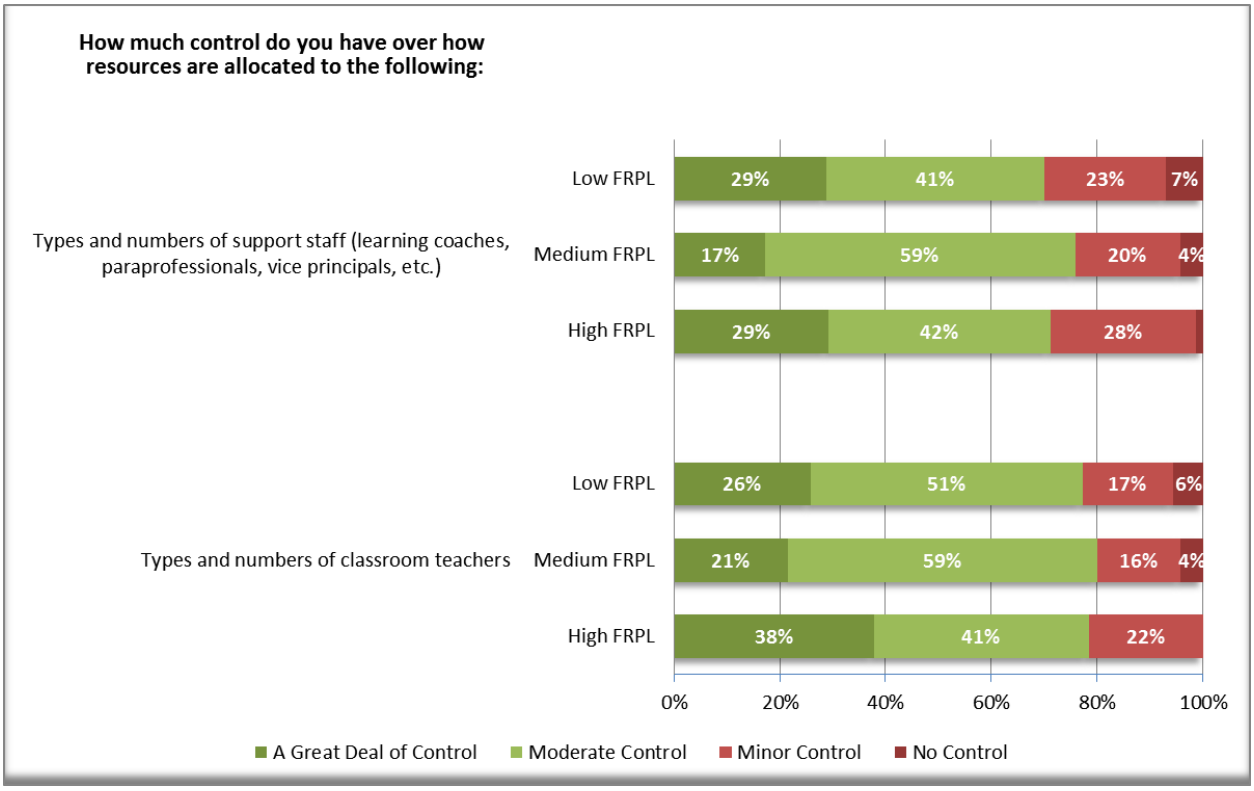
Control Over the School's Programmatic Components, by FRPL Level



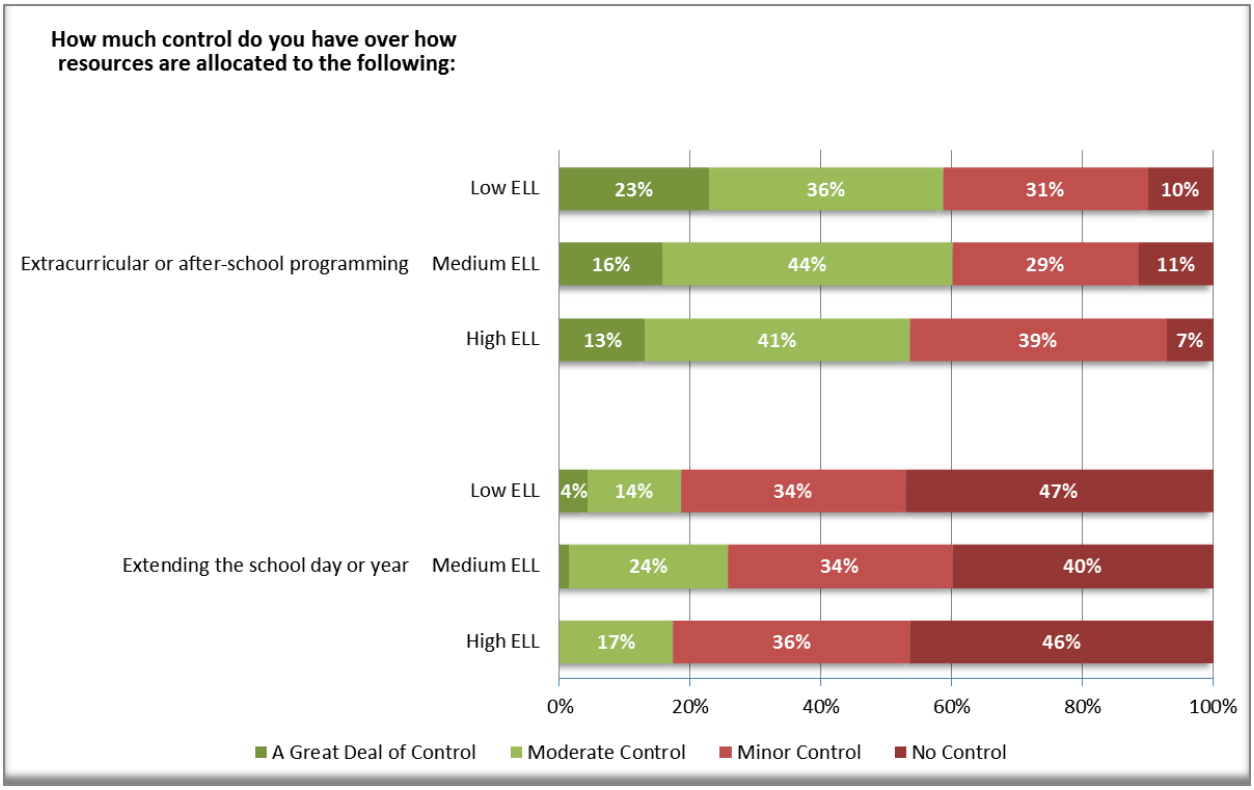


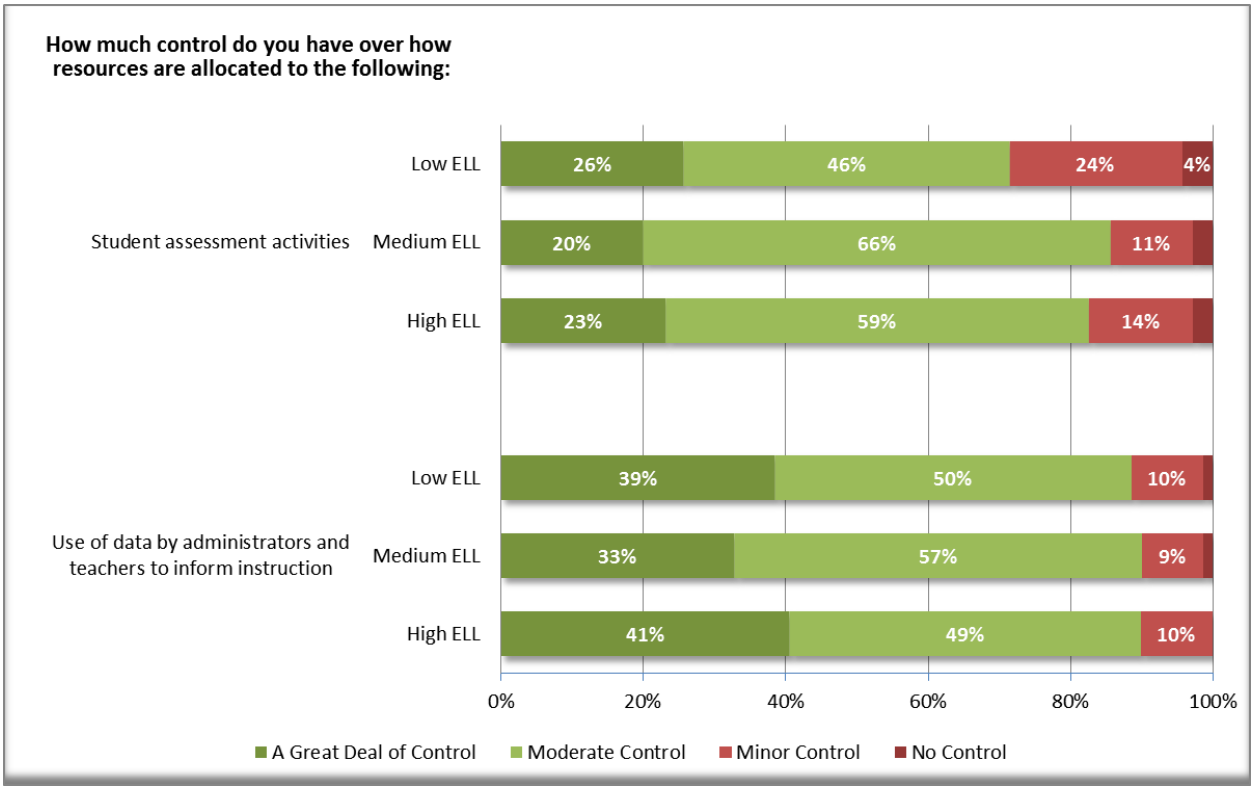

How much control do you have over how resources are allocated to the following:
Classroom technology
Supports for students with additional needs
Partnerships with community stakeholders
Parent involvement
Low FRPL
Medium FRPL
High FRPL
24% 47% 24% 4%
4% 69% 21% 6%
17% 54% 28%
10% 47% 39% 4%
53% 40% 4%
12% 48% 33% 7%
21% 63% 13%
20% 56% 24%
28% 41% 29%
20% 56% 20% 4%
19% 39% 36% 7%
23% 32% 35% 10%
0% 20% 40% 60% 80% 100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

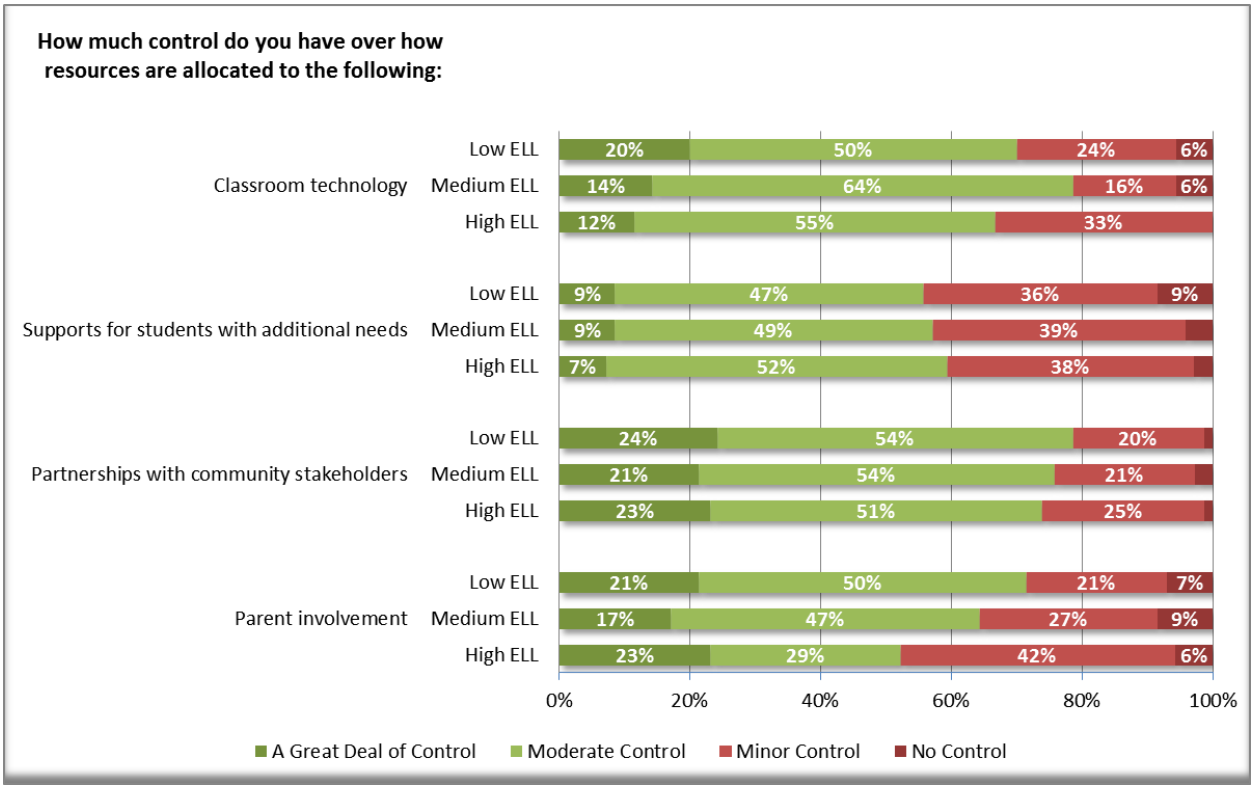

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches
Curriculum and course offerings
Professional development
Low FRPL
Medium FRPL
High FRPL
23% 54% 17% 6%
19% 53% 24% 4%
26% 58% 14%
27% 41% 27% 4%
19% 56% 26%
26% 52% 17% 4%
24% 44% 27% 4%
17% 50% 30%
26% 55% 17%
0% 20% 40% 60% 80% 100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

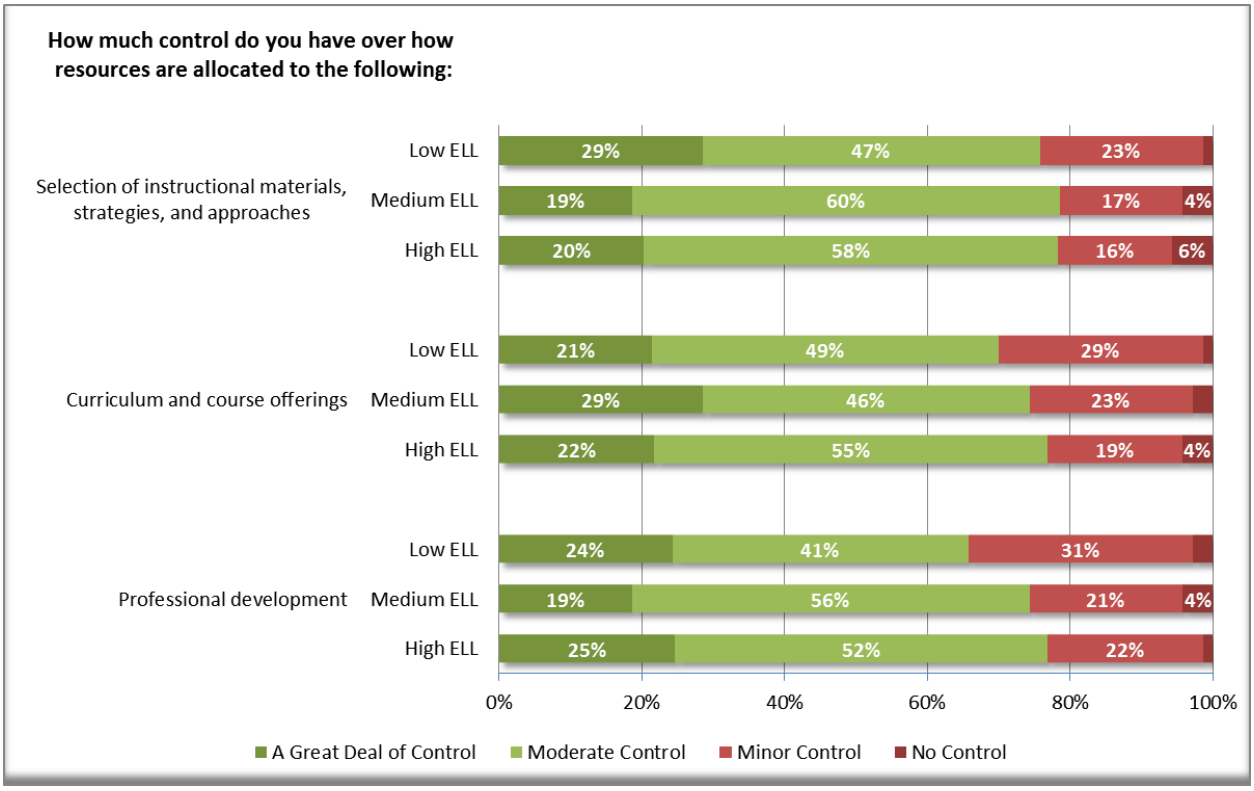


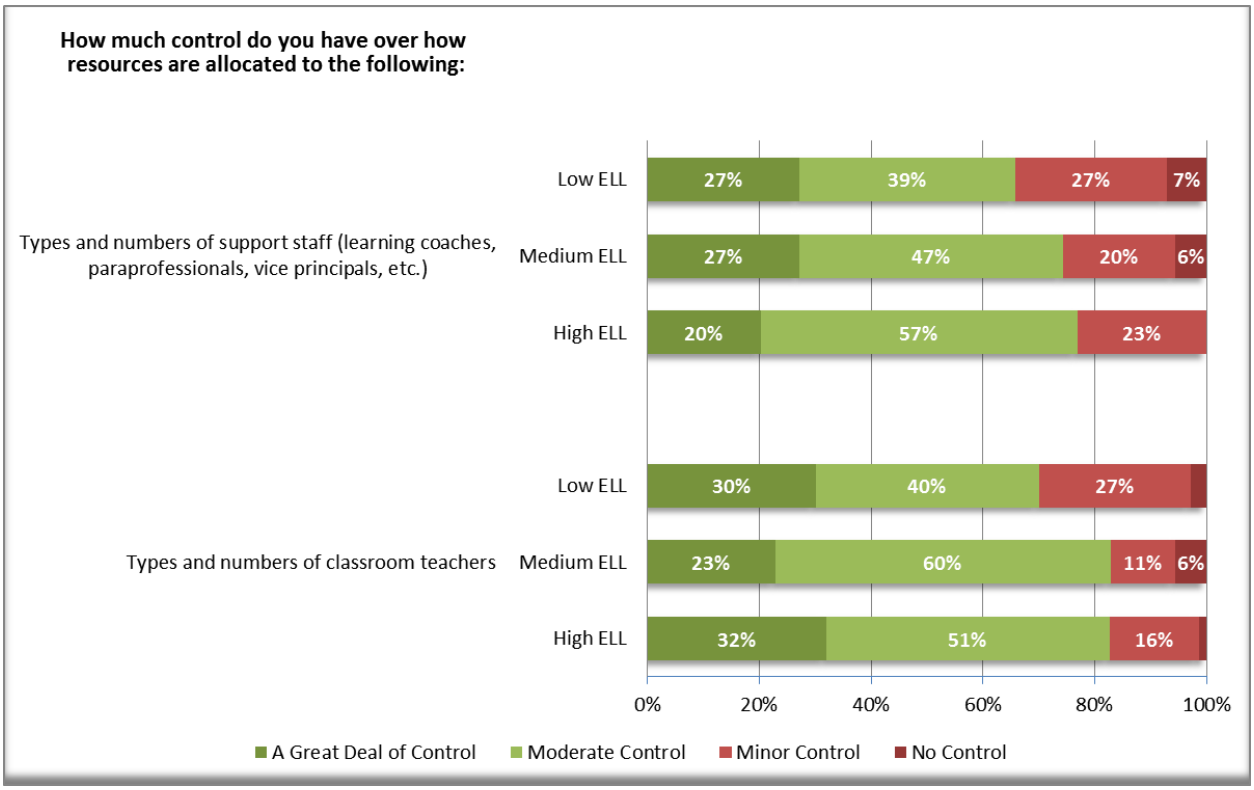
Control Over the School's Programmatic Components, by ELL Level



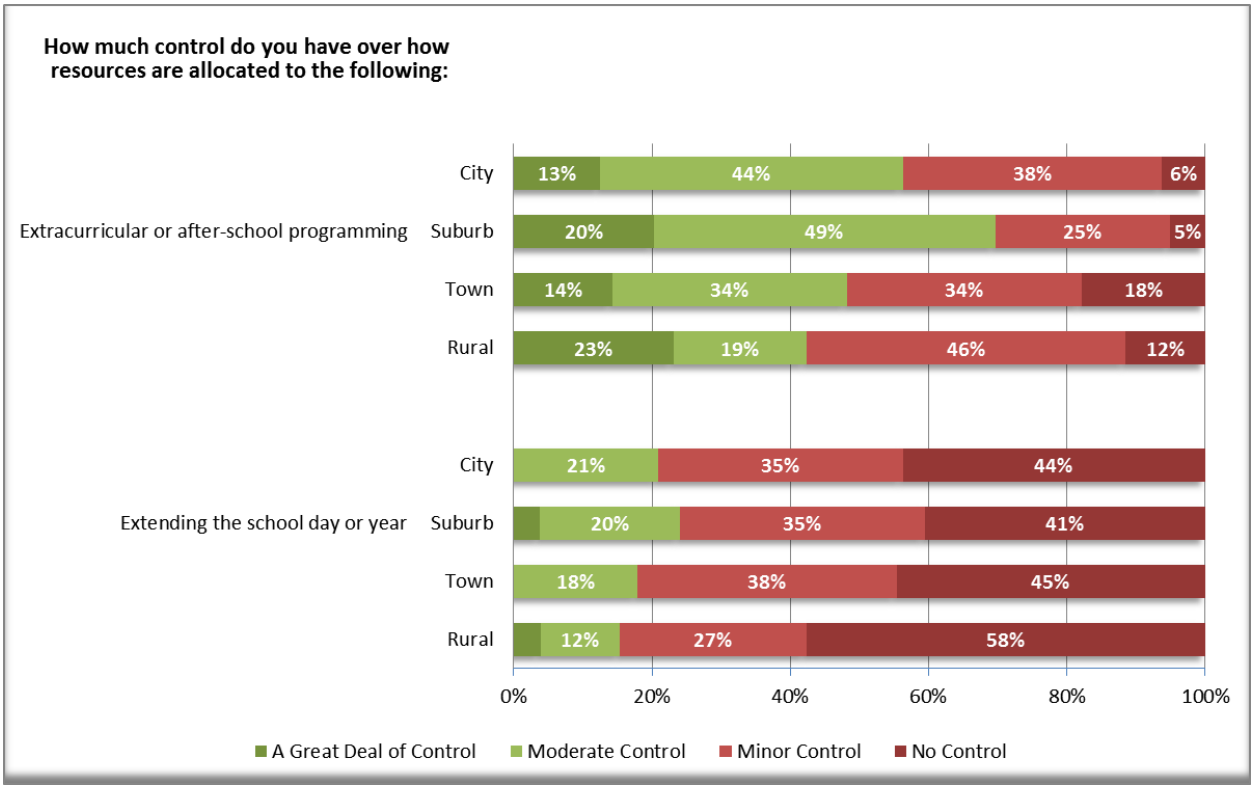

How much control do you have over how resources are allocated to the following:
Student assessment activities
Use of data by administrators and teachers to inform instruction
Low ELL
Medium ELL
High ELL
26%
46%
24%
4%
20%
66%
11%
23%
59%
14%
39%
50%
10%
33%
57%
9%
41%
49%
10%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

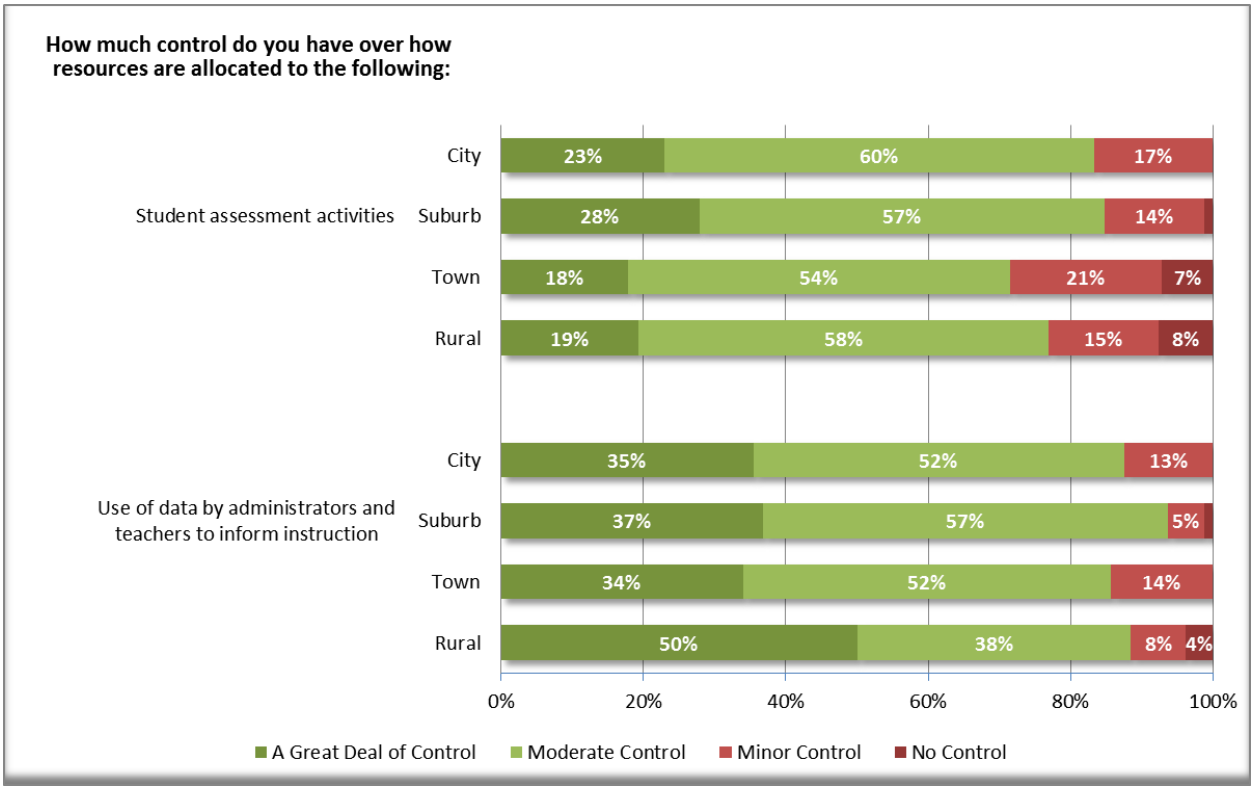

How much control do you have over how resources are allocated to the following:
Classroom technology
Supports for students with additional needs
Partnerships with community stakeholders
Parent involvement
Low ELL
Medium ELL
High ELL
20%
50%
24%
6%
14%
64%
16%
6%
12%
55%
33%
9%
47%
36%
9%
9%
49%
39%
7%
52%
38%
24%
54%
20%
21%
54%
21%
23%
51%
25%
21%
50%
21%
7%
17%
47%
27%
9%
23%
29%
42%
6%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

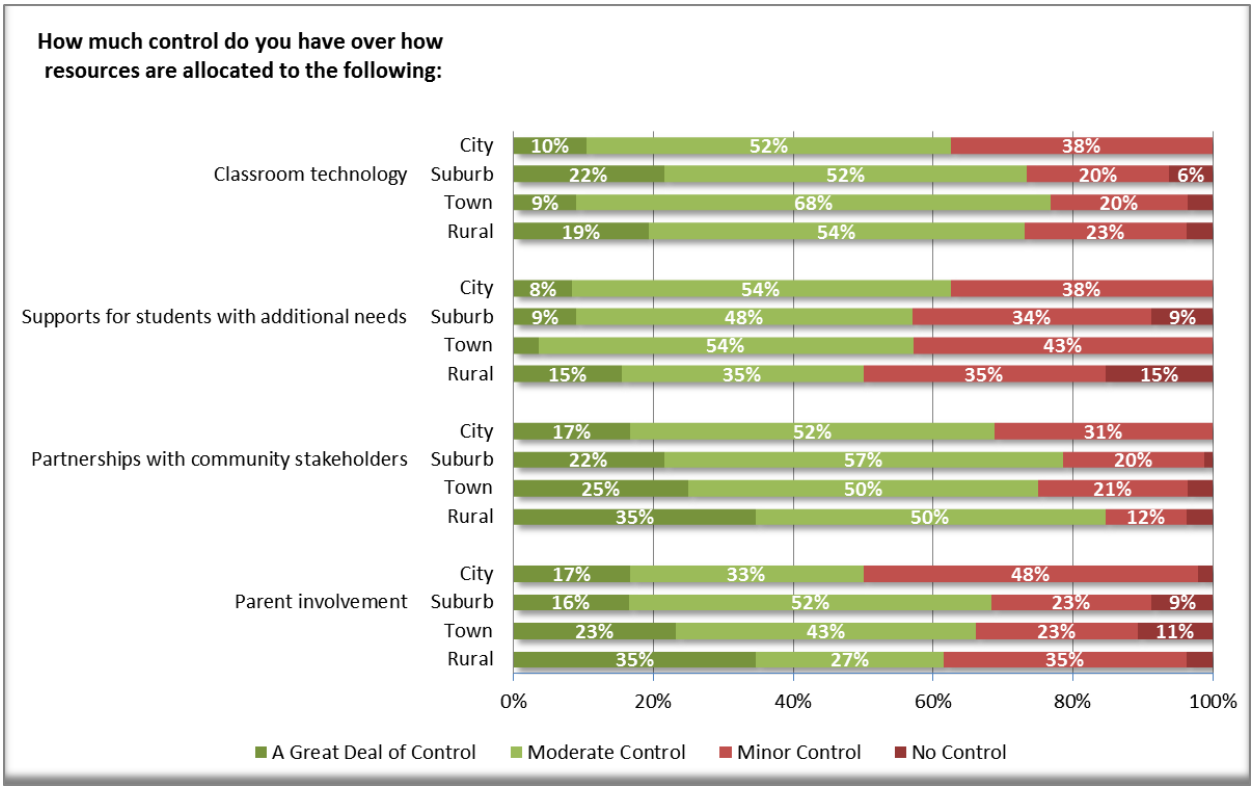

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches
Low ELL
Medium ELL
High ELL
29%
47%
23%
19%
60%
17%
4%
20%
58%
16%
6%
Curriculum and course offerings
Low ELL
Medium ELL
High ELL
21%
49%
29%
29%
46%
23%
22%
55%
19%
4%
Professional development
Low ELL
Medium ELL
High ELL
24%
41%
31%
19%
56%
21%
4%
25%
52%
22%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

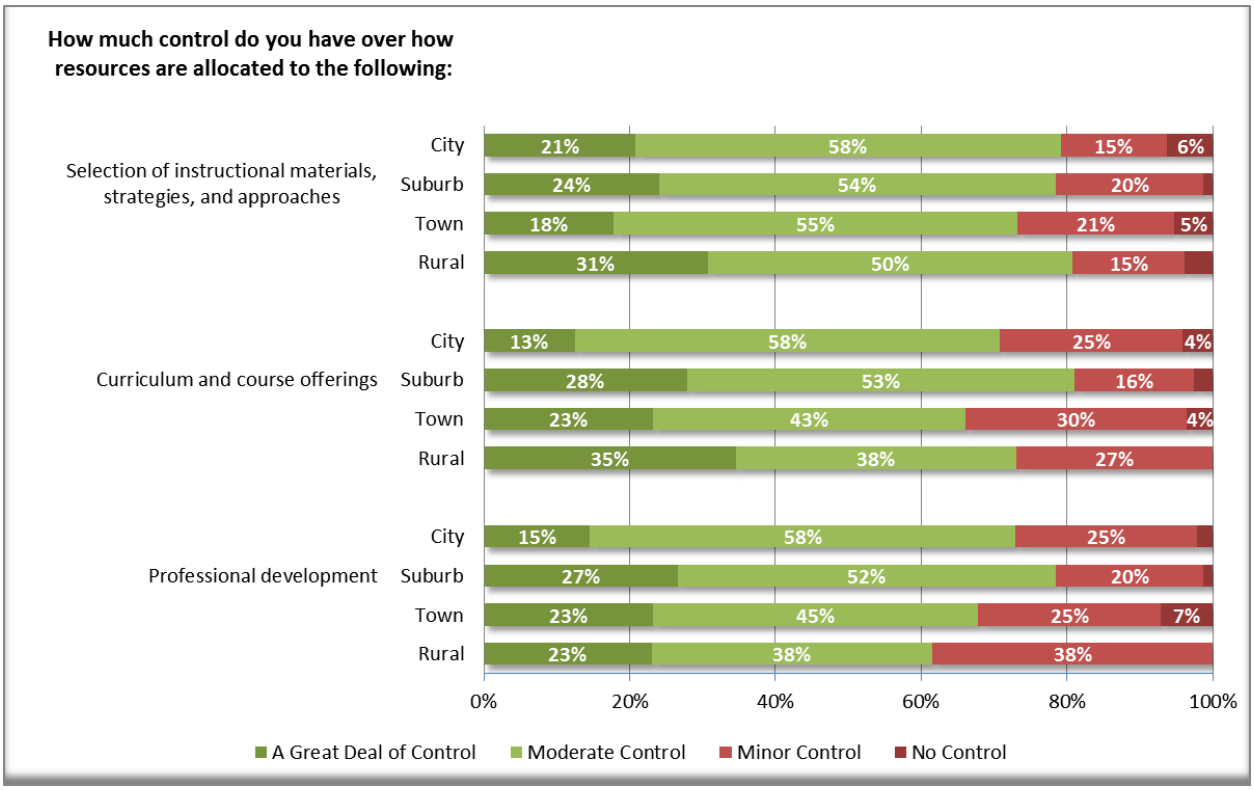

How much control do you have over how resources are allocated to the following:
Types and numbers of support staff (learning coaches, paraprofessionals, vice principals, etc.)
Low ELL
Medium ELL
High ELL
27%
39%
27%
7%
27%
47%
20%
6%
20%
57%
23%
Types and numbers of classroom teachers
Low ELL
Medium ELL
High ELL
30%
40%
27%
23%
60%
11%
6%
32%
51%
16%
0%
20%
40%
60%
80%
100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

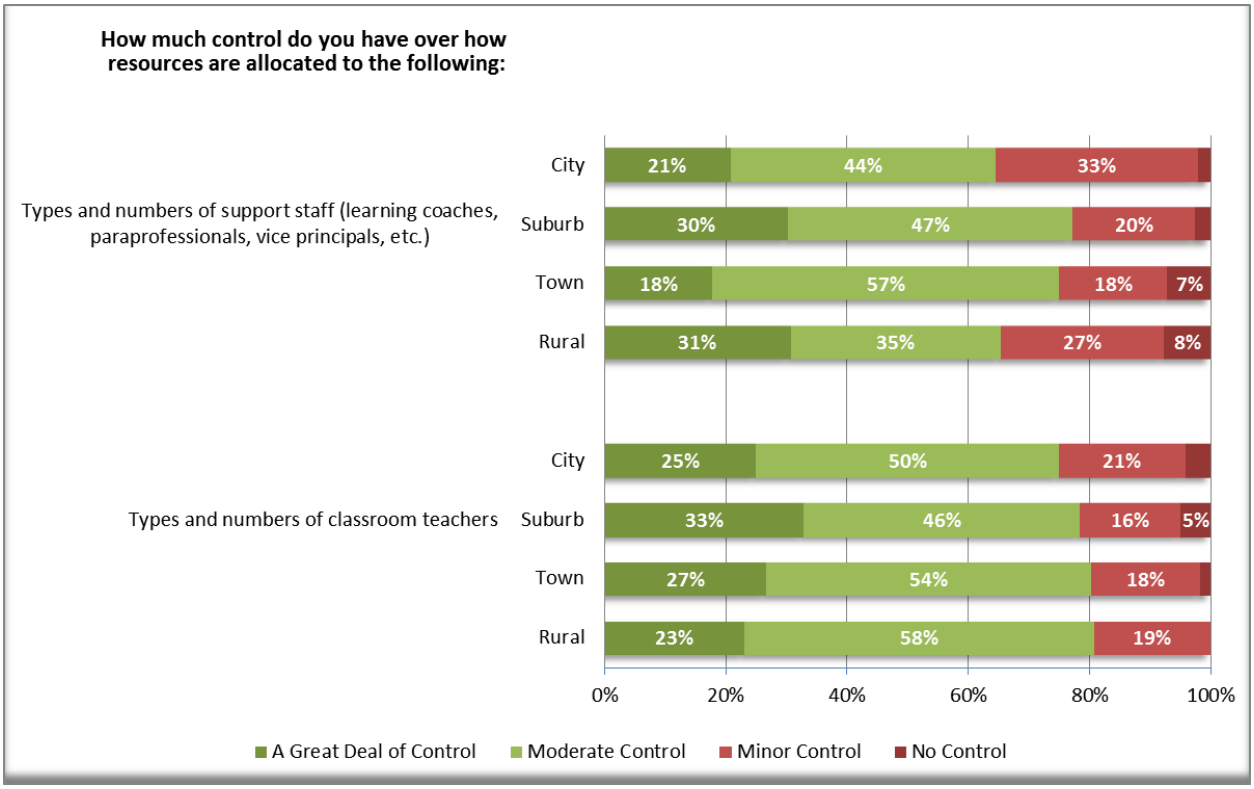
Control Over the School's Programmatic Components, by Locale



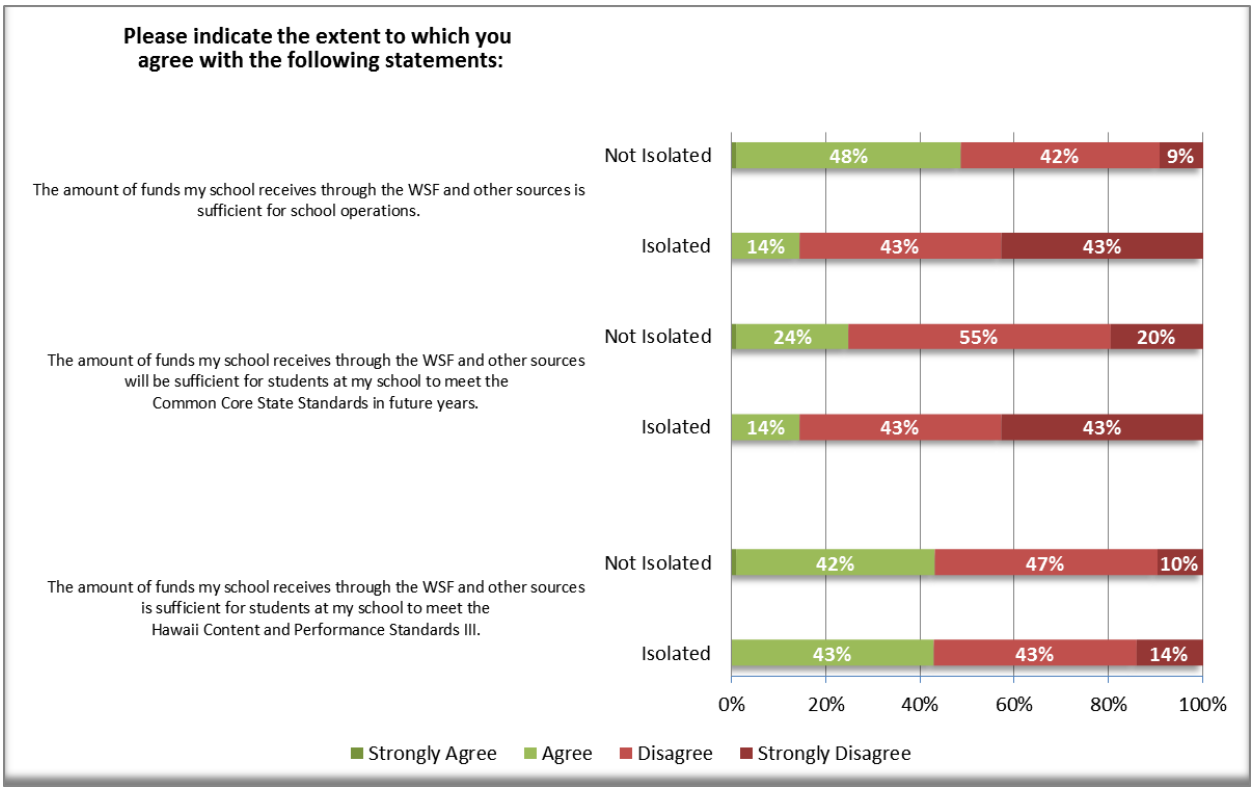


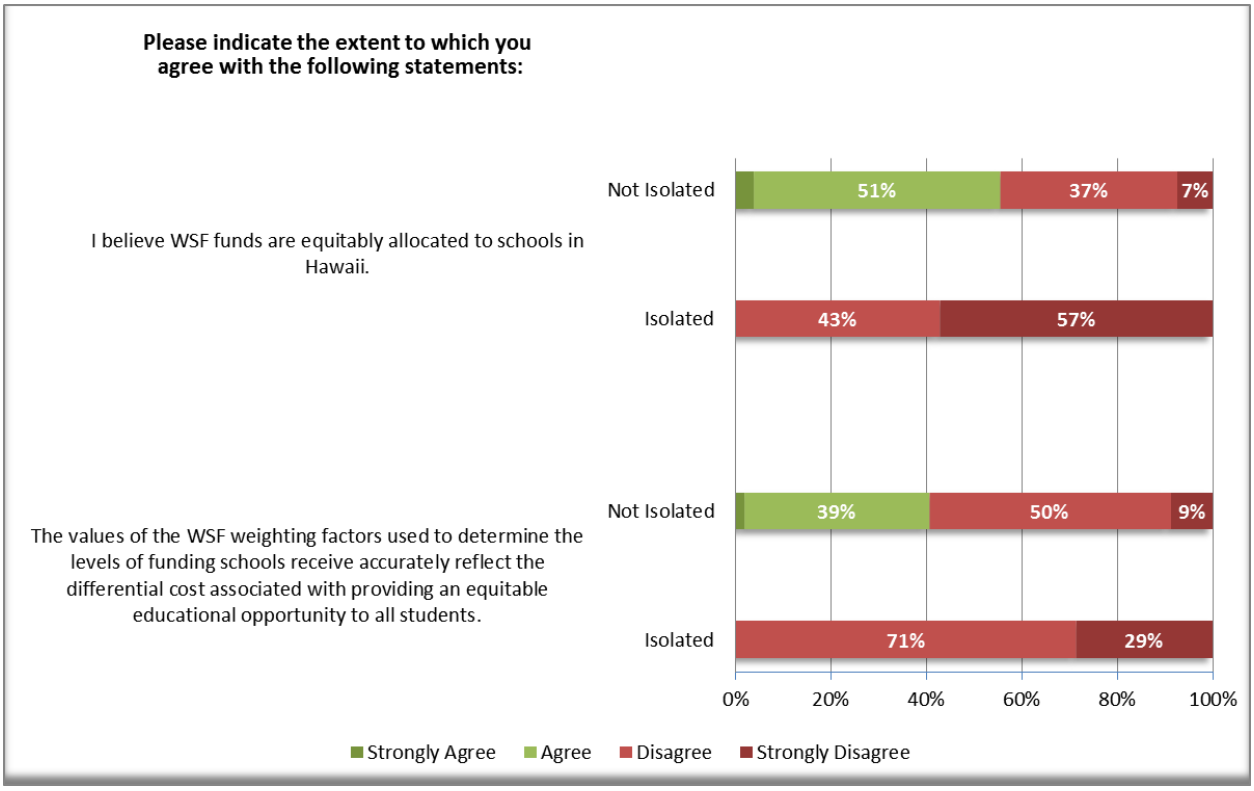

How much control do you have over how resources are allocated to the following:
Classroom technology
City 10% 52% 38%
Suburb 22% 52% 20% 6%
Town 9% 68% 20%
Rural 19% 54% 23%
Supports for students with additional needs
City 8% 54% 38%
Suburb 9% 48% 34% 9%
Town 54% 43%
Rural 15% 35% 35% 15%
Partnerships with community stakeholders
City 17% 52% 31%
Suburb 22% 57% 20%
Town 25% 50% 21%
Rural 35% 50% 12%
Parent involvement
City 17% 33% 48%
Suburb 16% 52% 23% 9%
Town 23% 43% 23% 11%
Rural 35% 27% 35%
0% 20% 40% 60% 80% 100%
A Great Deal of Control
Moderate Control
Minor Control
No Control

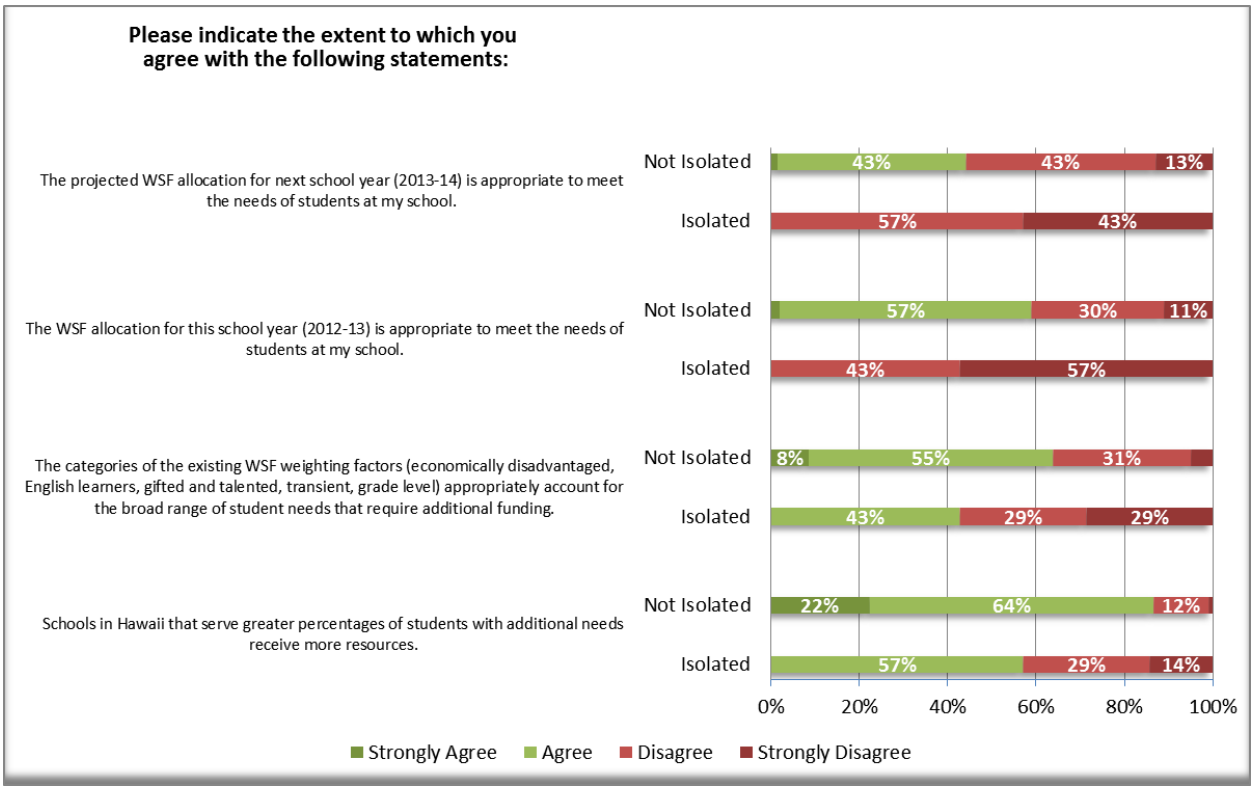

How much control do you have over how resources are allocated to the following:
Selection of instructional materials, strategies, and approaches
City 21% 58% 15% 6%
Suburb 24% 54% 20%
Town 18% 55% 21% 5%
Rural 31% 50% 15%
Curriculum and course offerings
City 13% 58% 25% 4%
Suburb 28% 53% 16%
Town 23% 43% 30% 4%
Rural 35% 38% 27%
Professional development
City 15% 58% 25%
Suburb 27% 52% 20%
Town 23% 45% 25% 7%
Rural 23% 38% 38%
0% 20% 40% 60% 80% 100%
A Great Deal of Control
Moderate Control
Minor Control
No Control



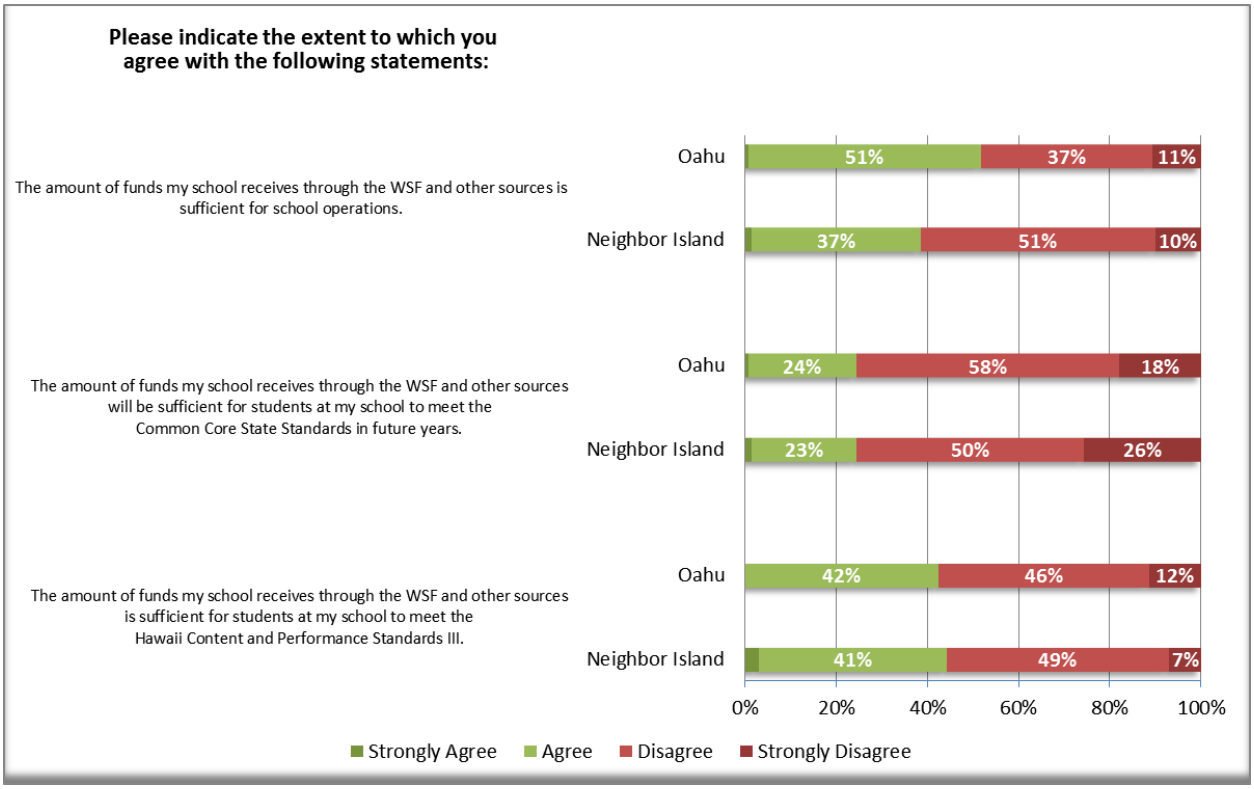
Resource and Programmatic Equity, by Geographic Isolation

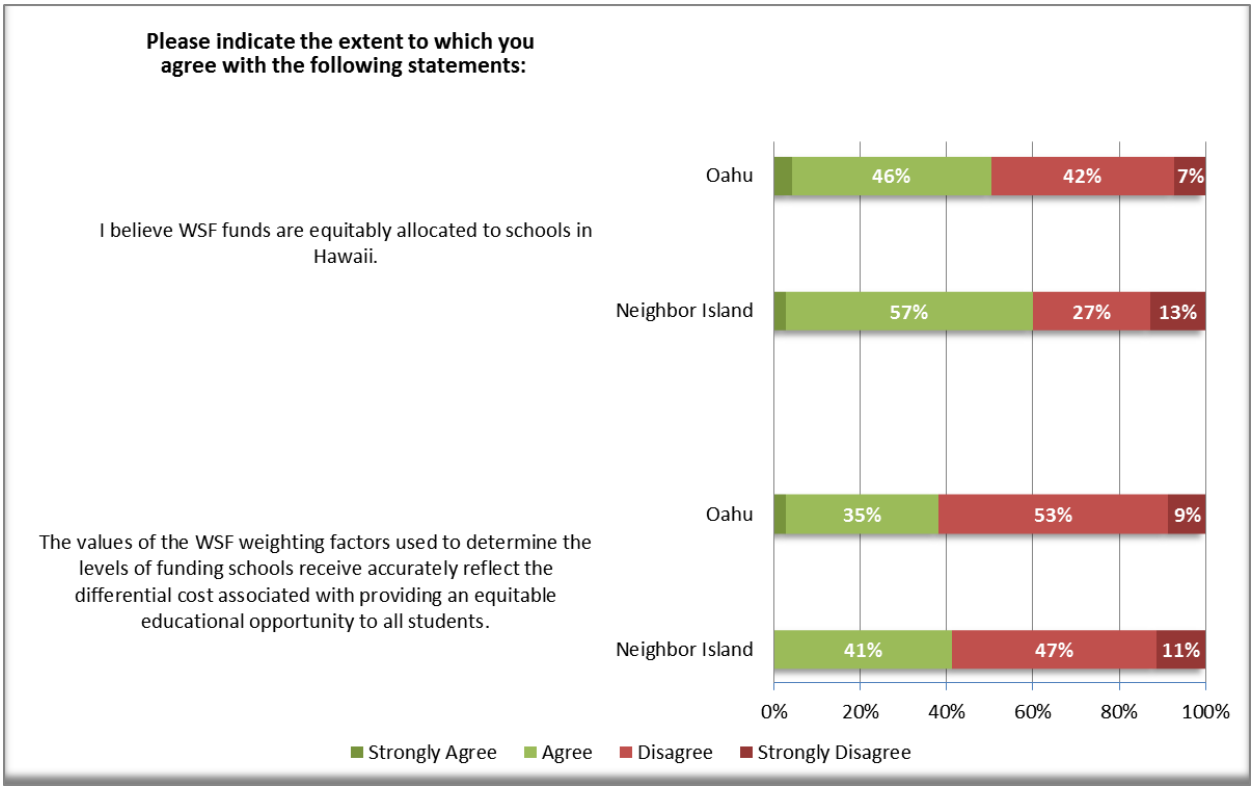


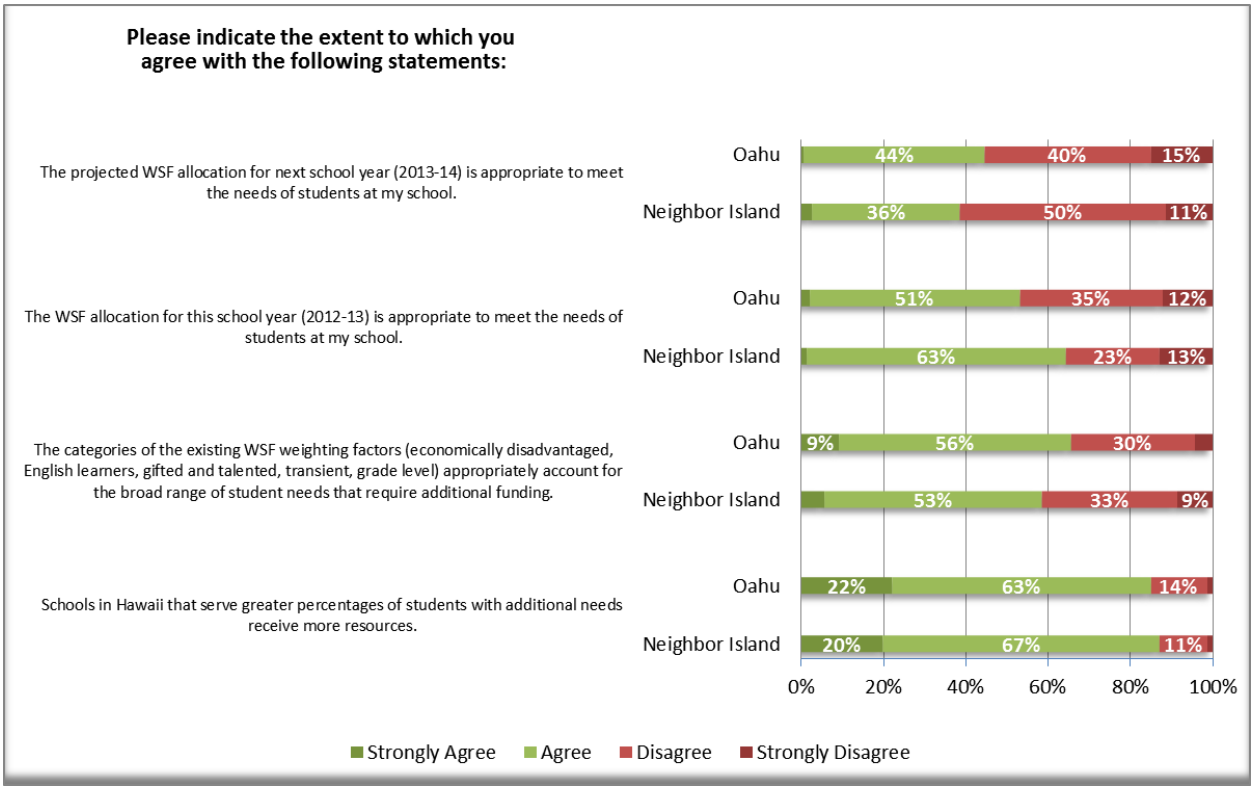

Please indicate the extent to which you agree with the following statements:
I believe WSF funds are equitably allocated to schools in Hawaii.
Not Isolated
51%
37%
7%
Isolated
43%
57%
The values of the WSF weighting factors used to determine the levels of funding schools receive accurately reflect the differential cost associated with providing an equitable educational opportunity to all students.
Not Isolated
39%
50%
9%
Isolated
71%
29%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The projected WSF allocation for next school year (2013-14) is appropriate to meet the needs of students at my school.
Not Isolated
43%
43%
13%
Isolated
57%
43%
The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.
Not Isolated
57%
30%
11%
Isolated
43%
57%
The categories of the existing WSF weighting factors (economically disadvantaged, English learners, gifted and talented, transient, grade level) appropriately account for the broad range of student needs that require additional funding.
Not Isolated
8%
55%
31%
Isolated
43%
29%
29%
Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.
Not Isolated
22%
64%
12%
Isolated
57%
29%
14%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

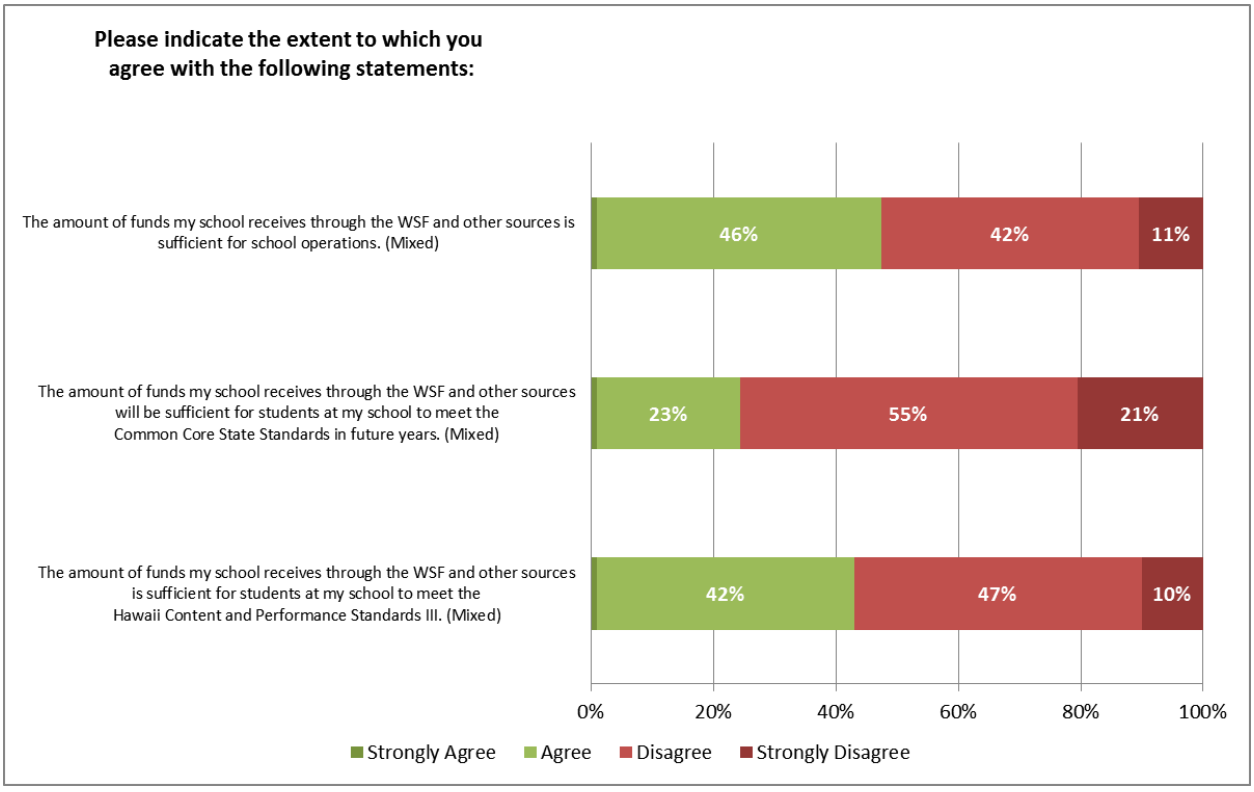
Resource and Programmatic Equity, by Neighbor Island Status

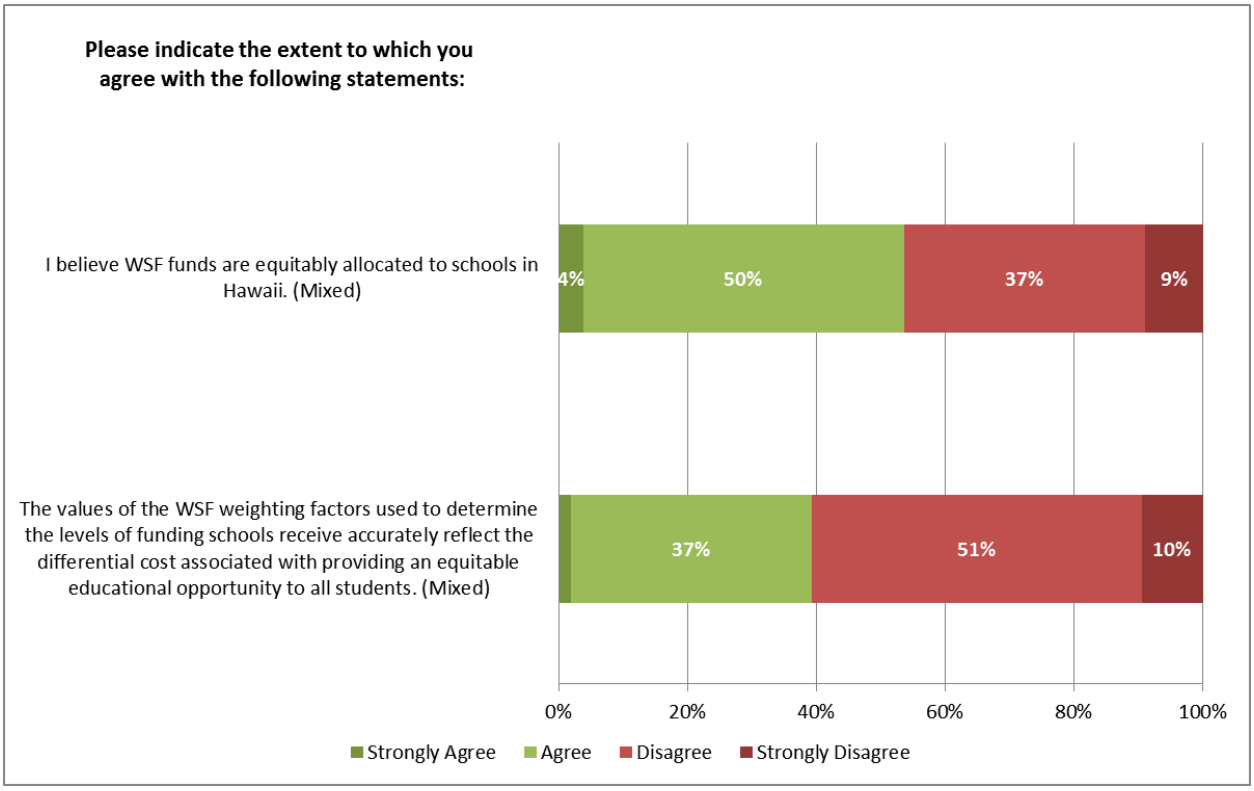


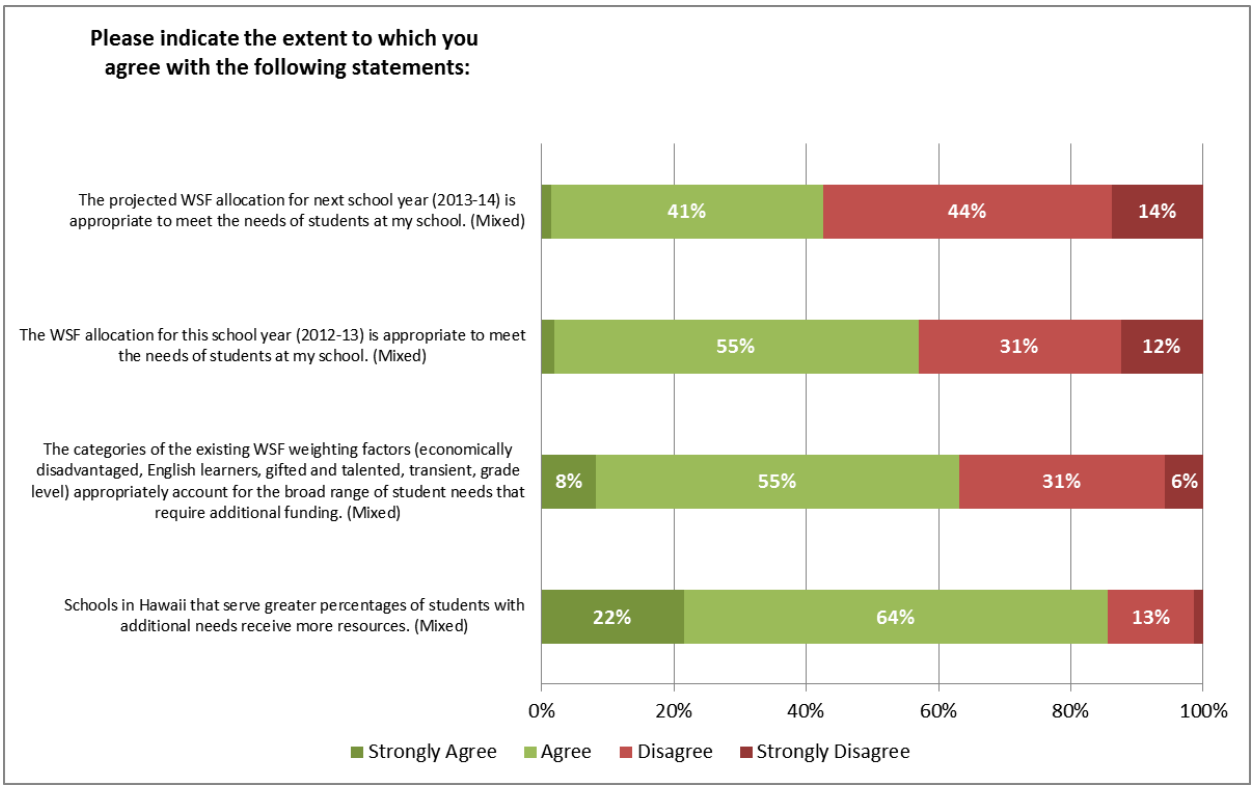




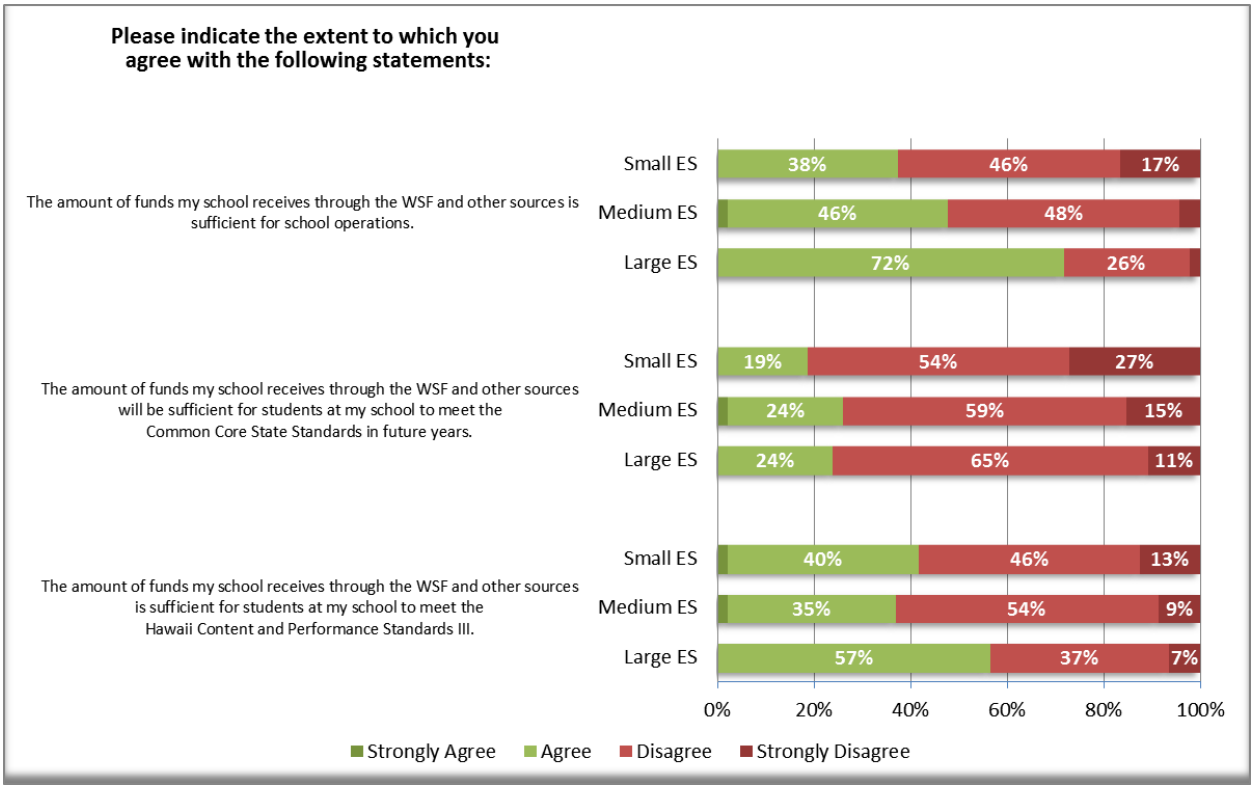
Resource and Programmatic Equity of Mixed Schools

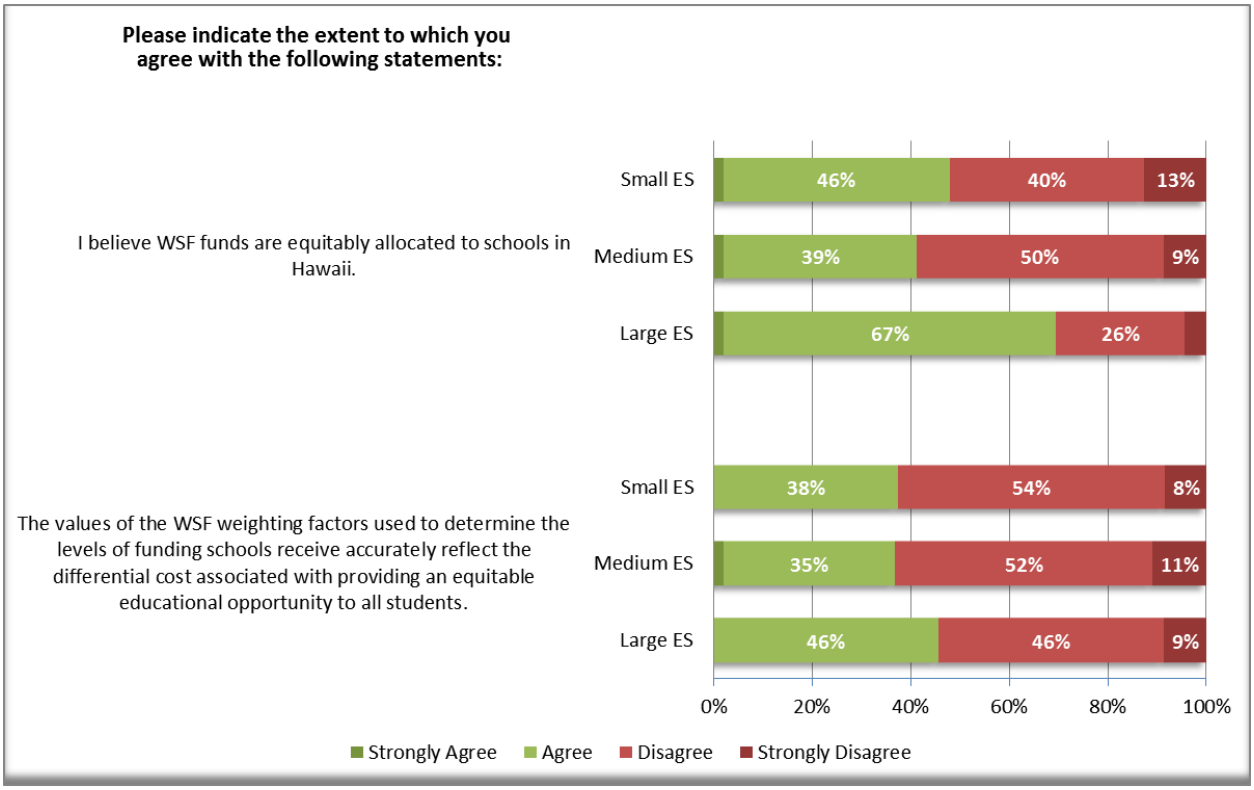


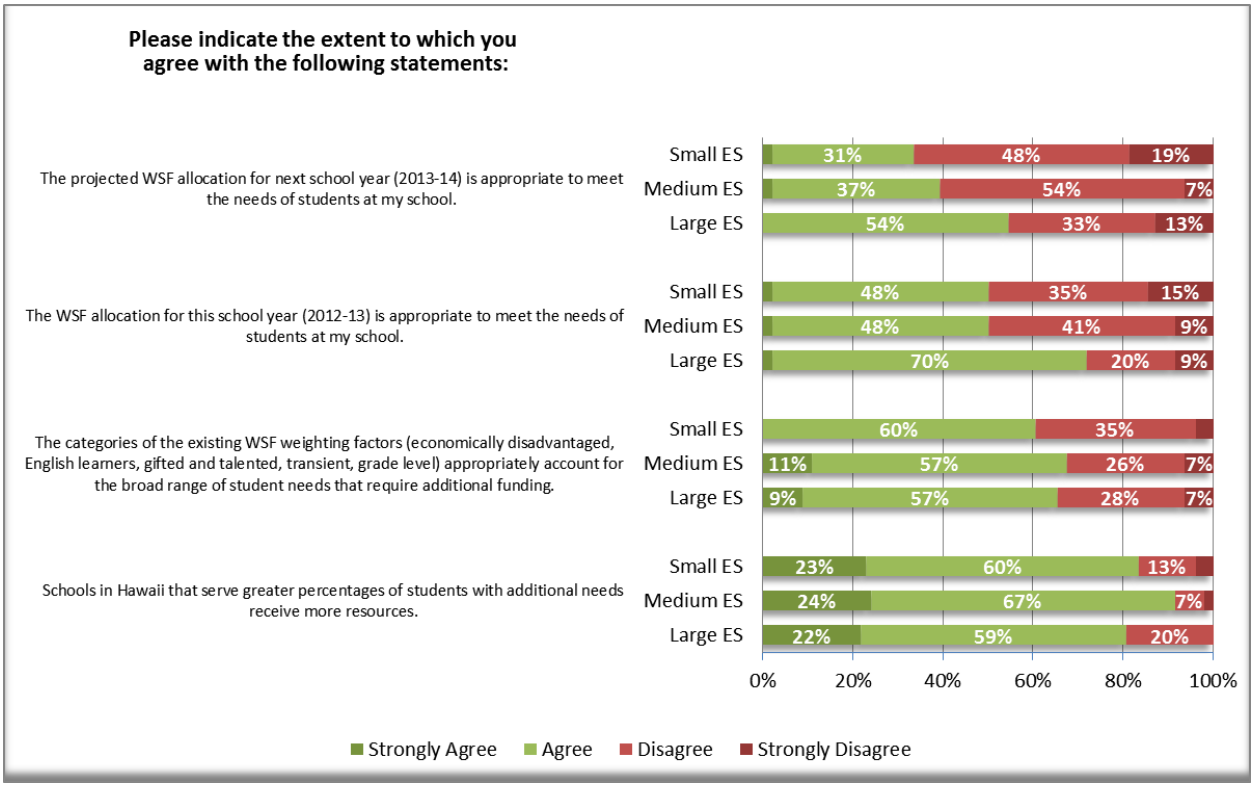

Please indicate the extent to which you agree with the following statements:
I believe WSF funds are equitably allocated to schools in Hawaii. (Mixed)
4%
50%
37%
9%
The values of the WSF weighting factors used to determine the levels of funding schools receive accurately reflect the differential cost associated with providing an equitable educational opportunity to all students. (Mixed)
37%
51%
10%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The projected WSF allocation for next school year (2013-14) is appropriate to meet the needs of students at my school. (Mixed)
41%
44%
14%
The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school. (Mixed)
55%
31%
12%
The categories of the existing WSF weighting factors (economically disadvantaged, English learners, gifted and talented, transient, grade level) appropriately account for the broad range of student needs that require additional funding. (Mixed)
8%
55%
31%
6%
Schools in Hawaii that serve greater percentages of students with additional needs receive more resources. (Mixed)
22%
64%
13%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

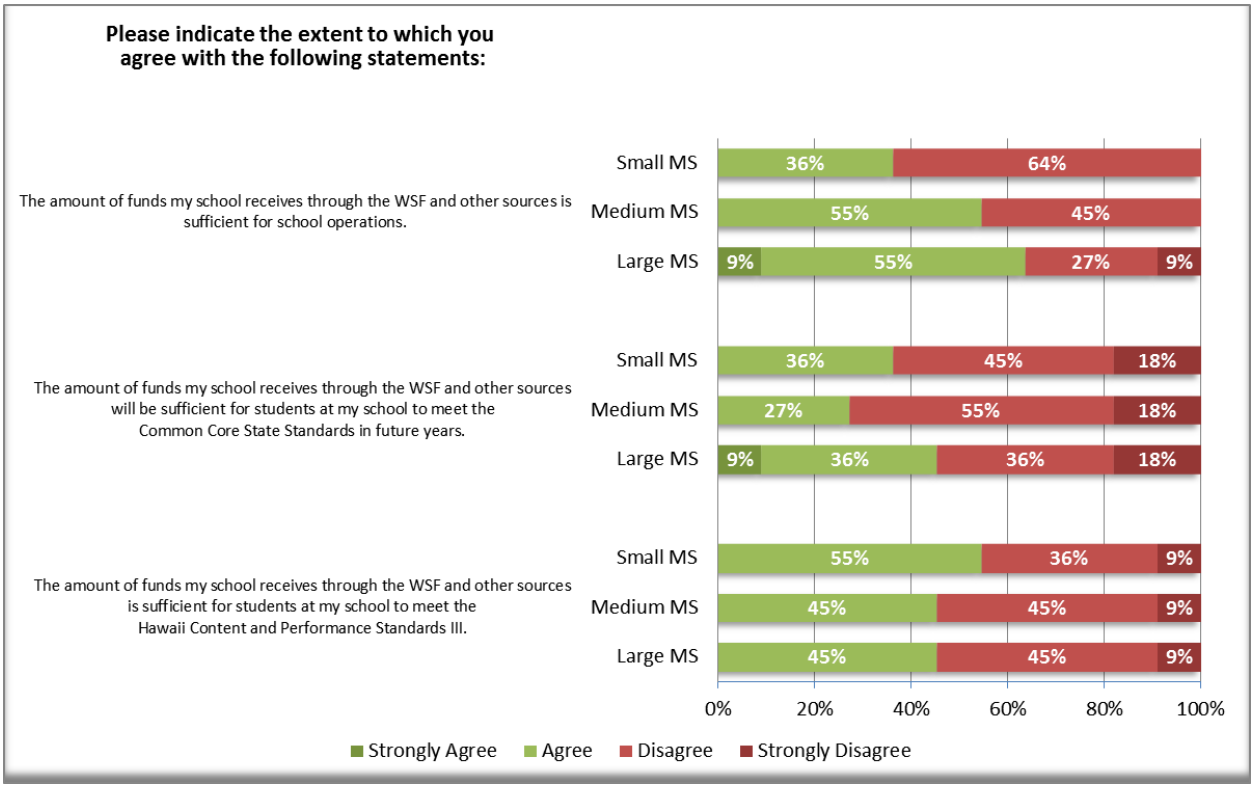
Resource and Programmatic Equity, by Elementary School Size

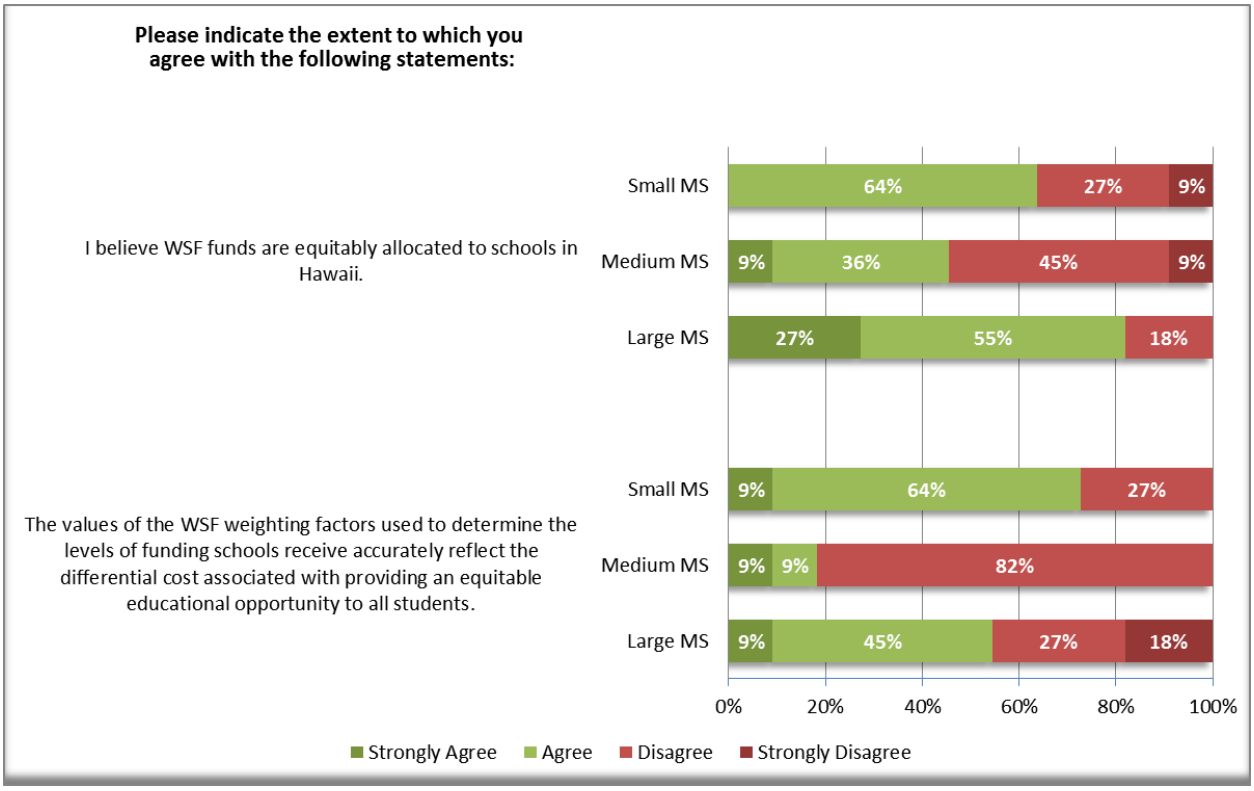


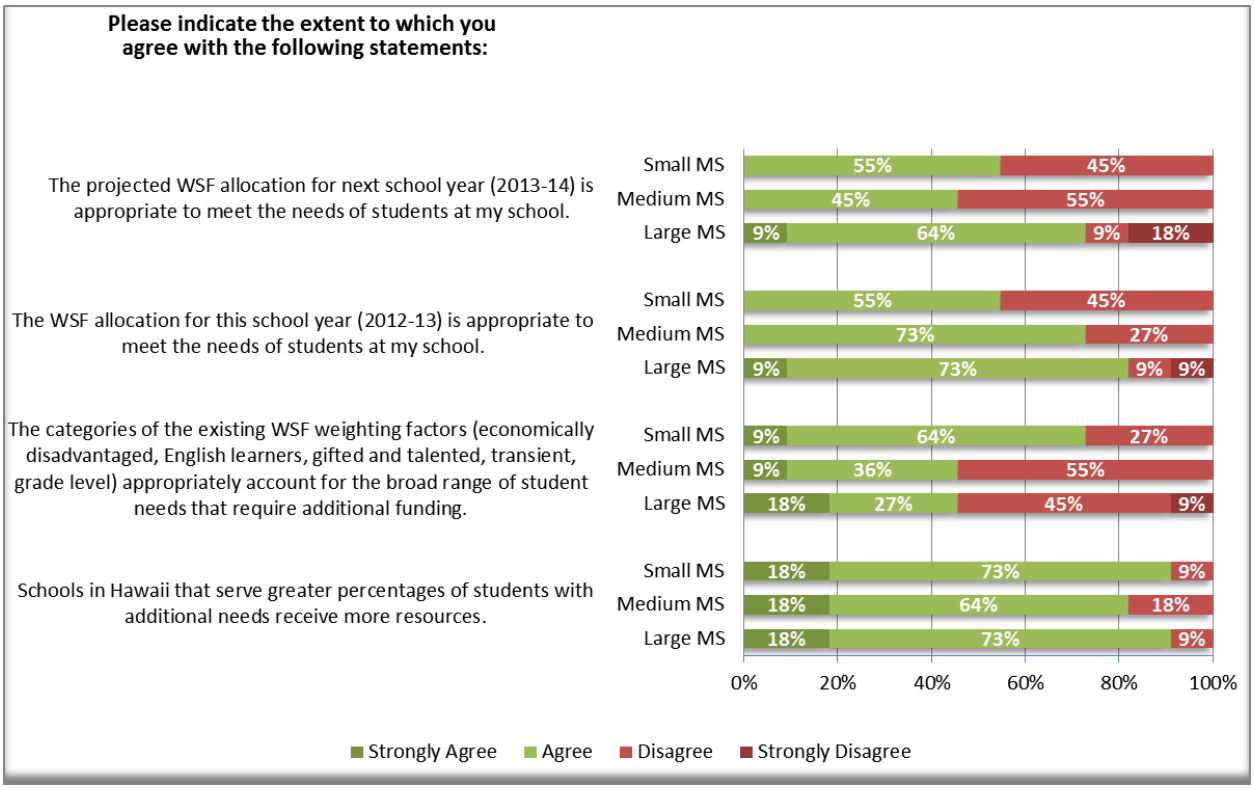




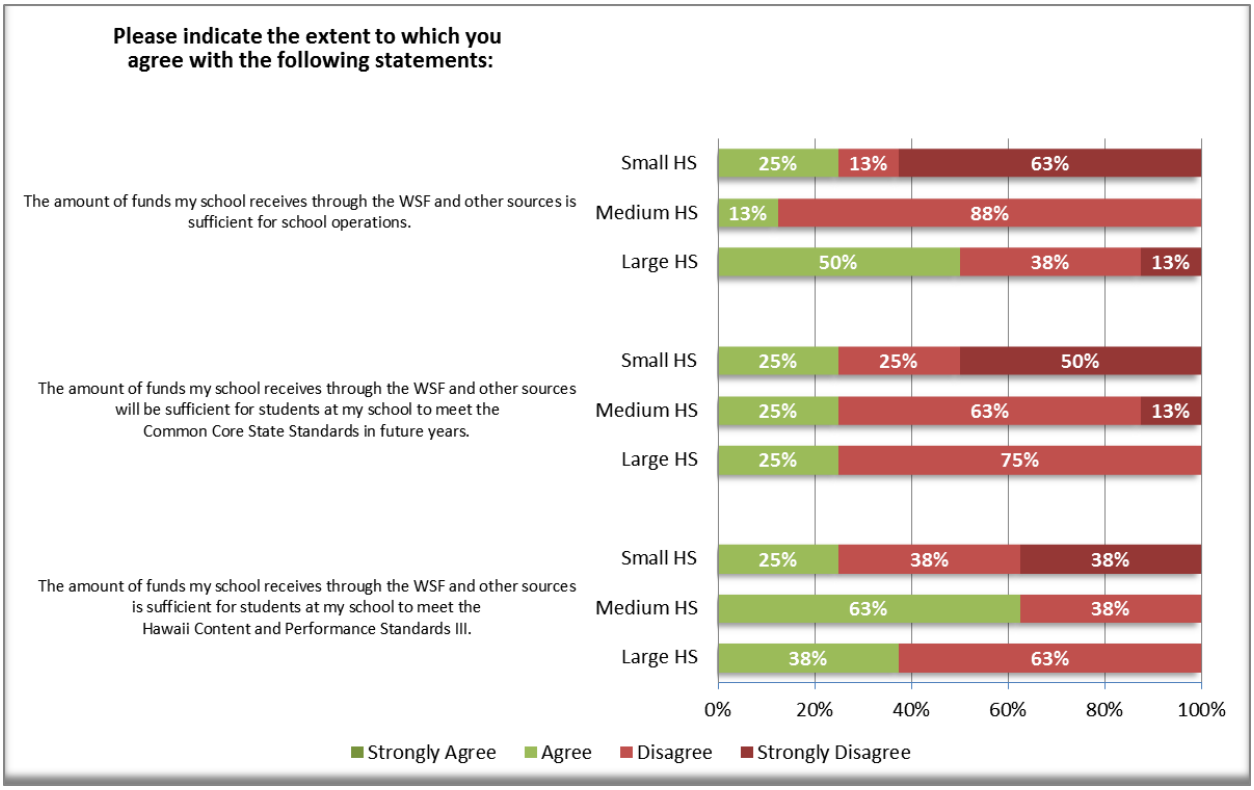
Resource and Programmatic Equity, by Middle School Size

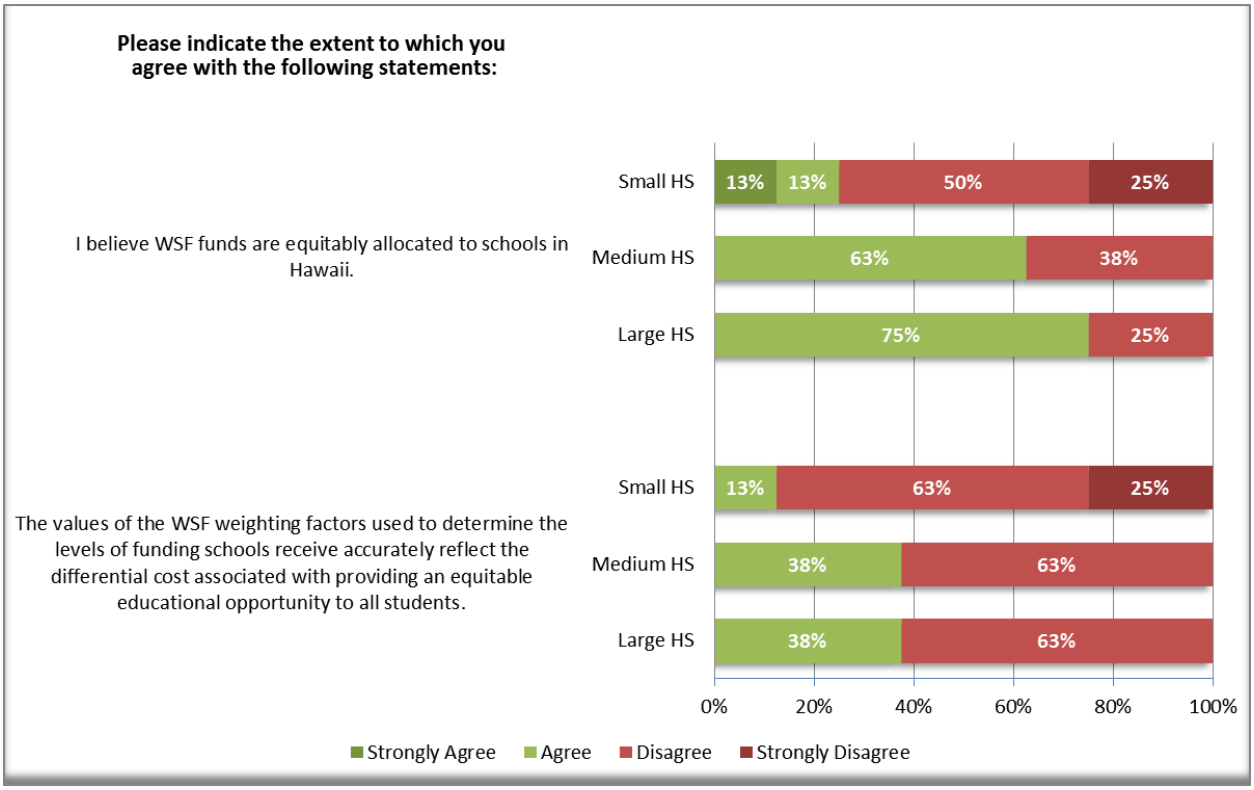


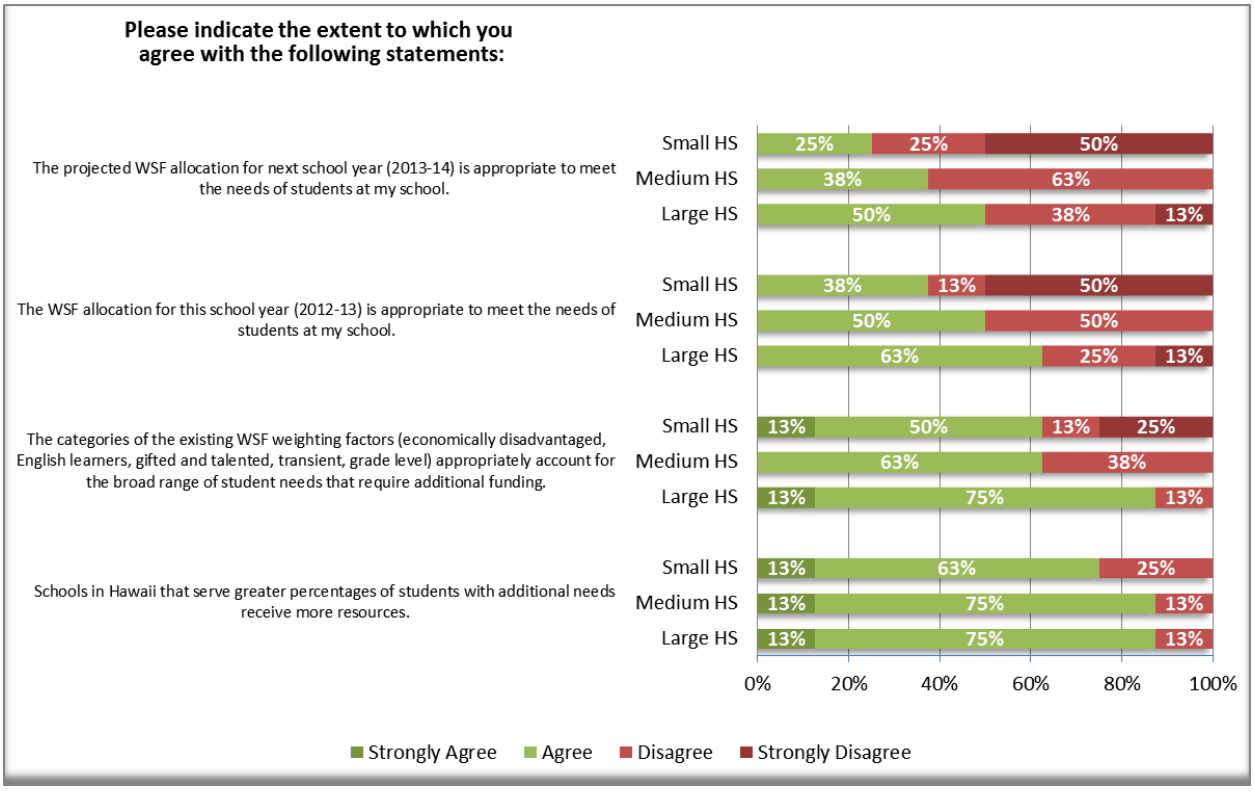

Please indicate the extent to which you agree with the following statements:
I believe WSF funds are equitably allocated to schools in Hawaii.
Small MS
Medium MS
Large MS
64%
27%
9%
9%
36%
45%
9%
27%
55%
18%
The values of the WSF weighting factors used to determine the levels of funding schools receive accurately reflect the differential cost associated with providing an equitable educational opportunity to all students.
Small MS
Medium MS
Large MS
9%
64%
27%
9%
9%
82%
9%
45%
27%
18%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The projected WSF allocation for next school year (2013-14) is appropriate to meet the needs of students at my school.
Small MS
Medium MS
Large MS
55%
45%
45%
55%
9%
64%
9%
18%
The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.
Small MS
Medium MS
Large MS
55%
45%
73%
27%
9%
73%
9%
9%
The categories of the existing WSF weighting factors (economically disadvantaged, English learners, gifted and talented, transient, grade level) appropriately account for the broad range of student needs that require additional funding.
Small MS
Medium MS
Large MS
9%
64%
27%
9%
36%
55%
18%
27%
45%
9%
Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.
Small MS
Medium MS
Large MS
18%
73%
9%
18%
64%
18%
18%
73%
9%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

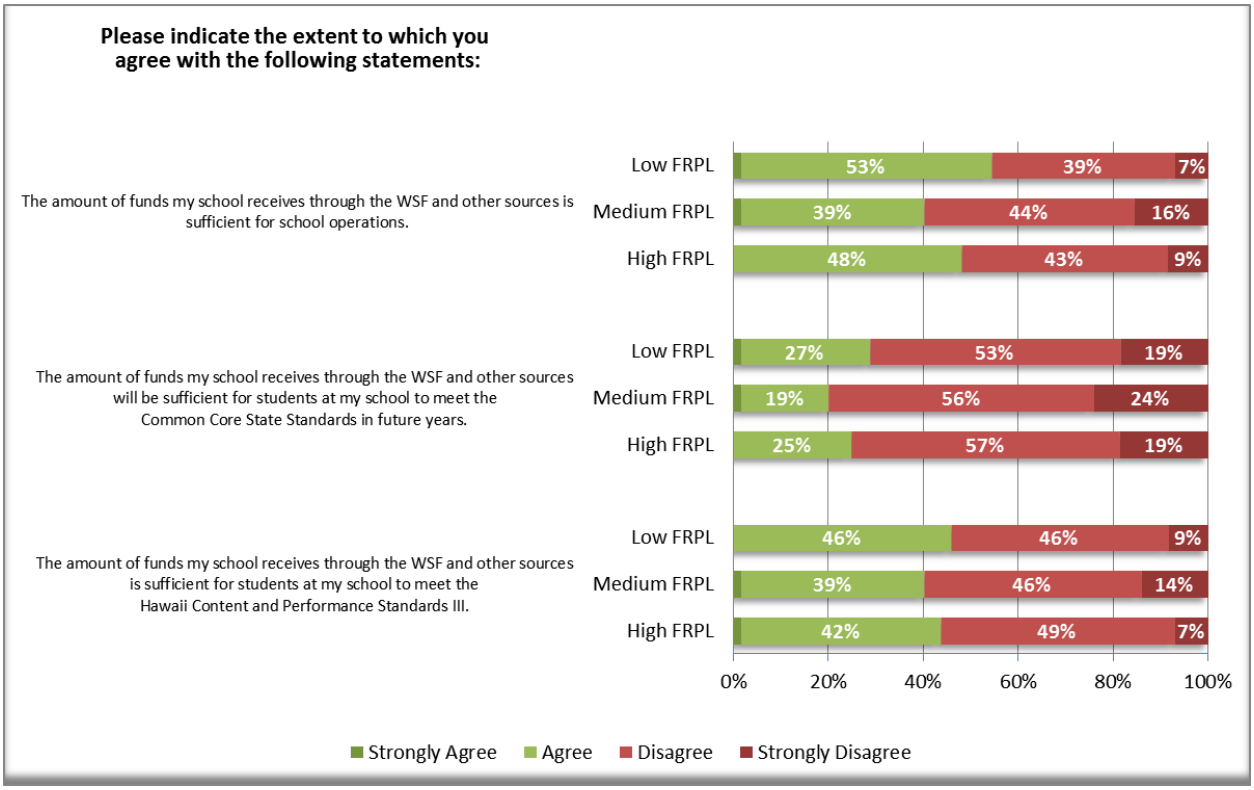
Resource and Programmatic Equity, by High School Size

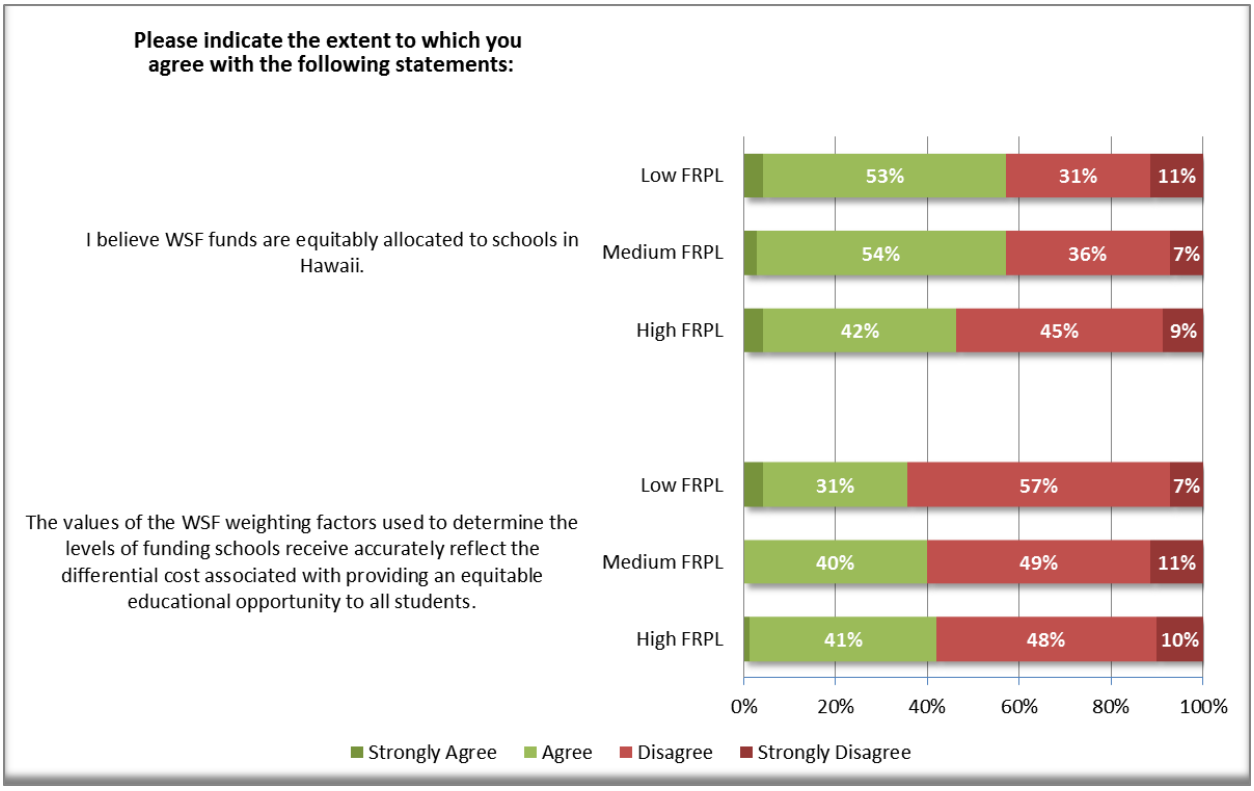


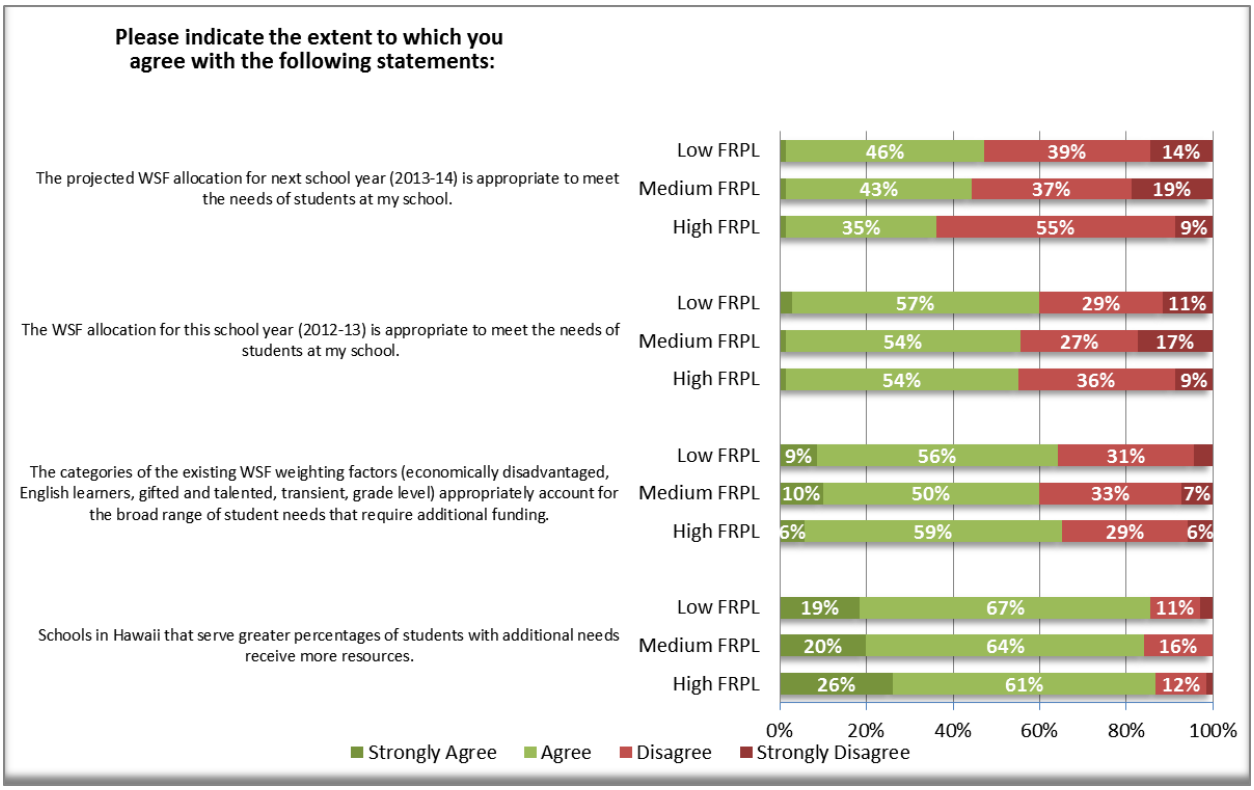




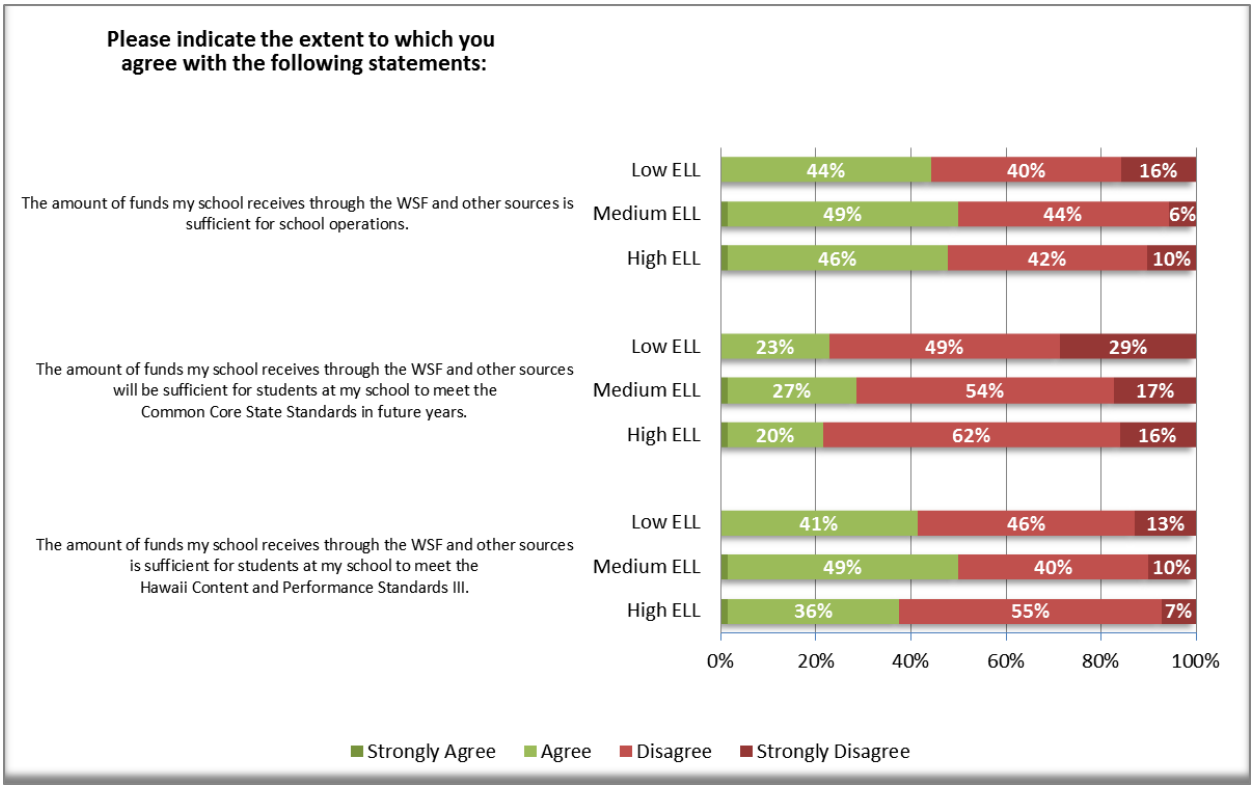
Resource and Programmatic Equity, by FRPL Levels

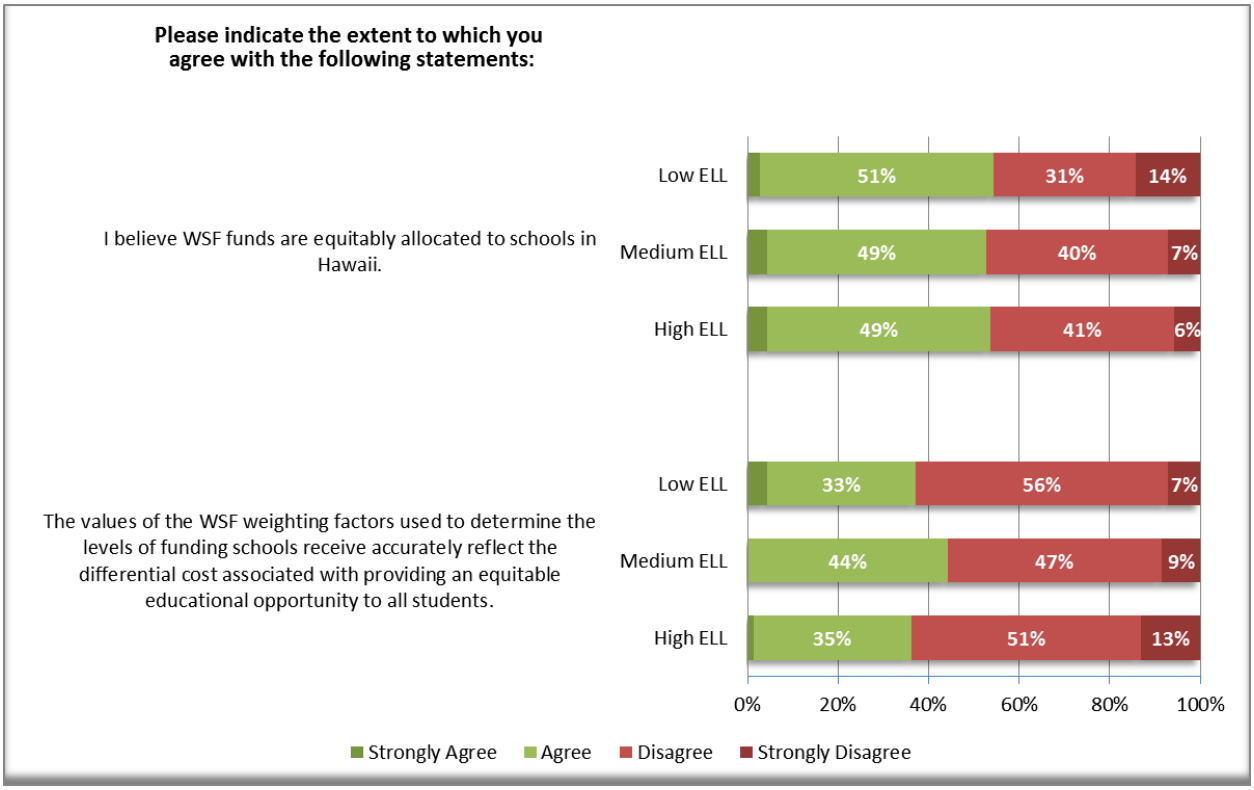


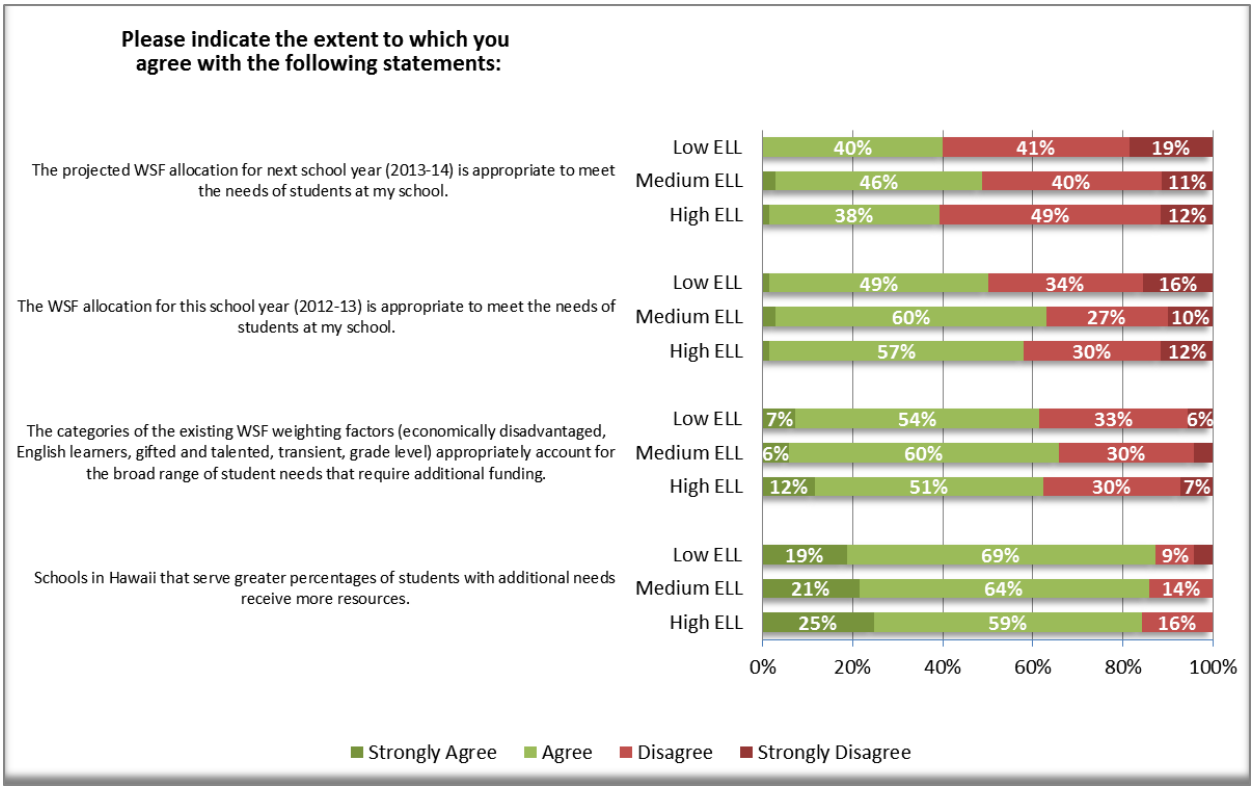

Please indicate the extent to which you agree with the following statements:
I believe WSF funds are equitably allocated to schools in Hawaii.
Low FRPL
Medium FRPL
High FRPL
53%
31%
11%
54%
36%
7%
42%
45%
9%
The values of the WSF weighting factors used to determine the levels of funding schools receive accurately reflect the differential cost associated with providing an equitable educational opportunity to all students.
Low FRPL
Medium FRPL
High FRPL
31%
57%
7%
40%
49%
11%
41%
48%
10%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The projected WSF allocation for next school year (2013-14) is appropriate to meet the needs of students at my school.
Low FRPL
Medium FRPL
High FRPL
46%
39%
14%
43%
37%
19%
35%
55%
9%
The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.
Low FRPL
Medium FRPL
High FRPL
57%
29%
11%
54%
27%
17%
54%
36%
9%
The categories of the existing WSF weighting factors (economically disadvantaged, English learners, gifted and talented, transient, grade level) appropriately account for the broad range of student needs that require additional funding.
Low FRPL
Medium FRPL
High FRPL
9%
56%
31%
10%
50%
33%
7%
6%
59%
29%
6%
Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.
Low FRPL
Medium FRPL
High FRPL
19%
67%
11%
20%
64%
16%
26%
61%
12%
0%
20%
40%
60%
80%
100%
Strongly Agree
Agree
Disagree
Strongly Disagree

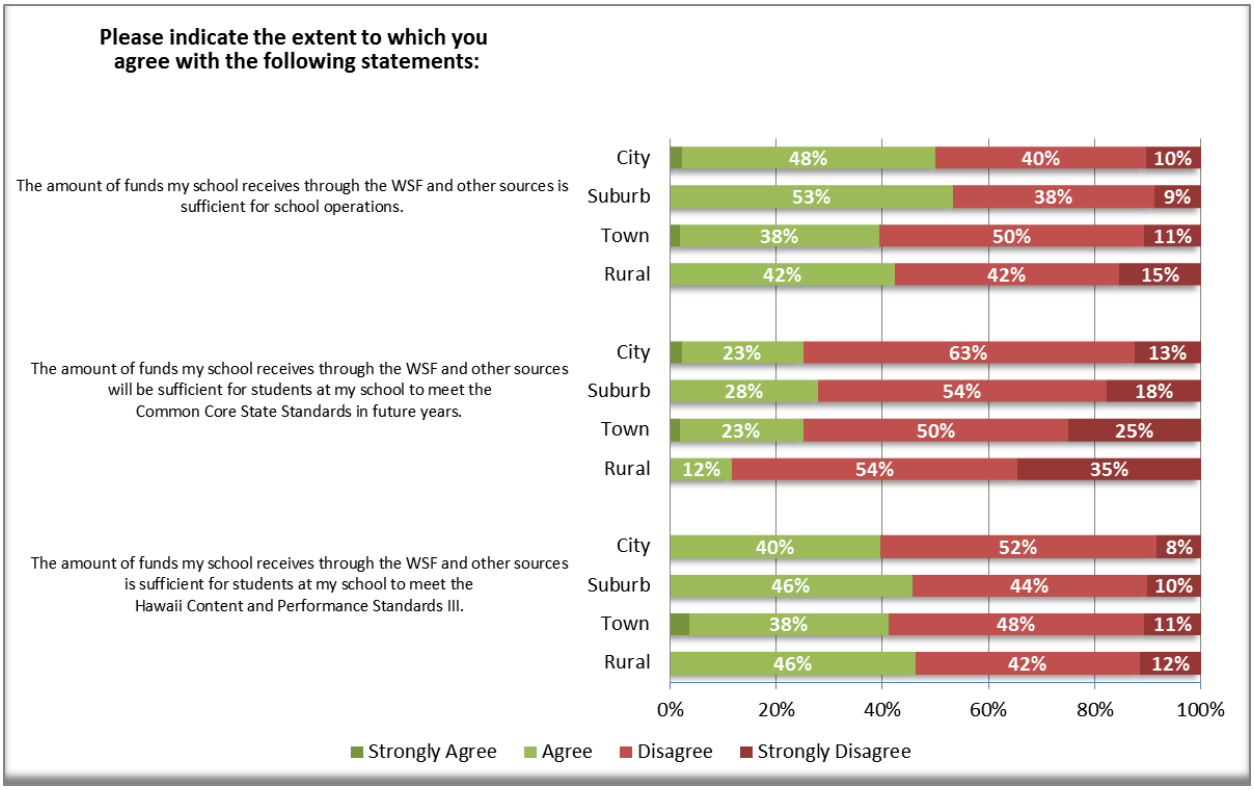
Resource and Programmatic Equity for Student Needs, by ELL Level

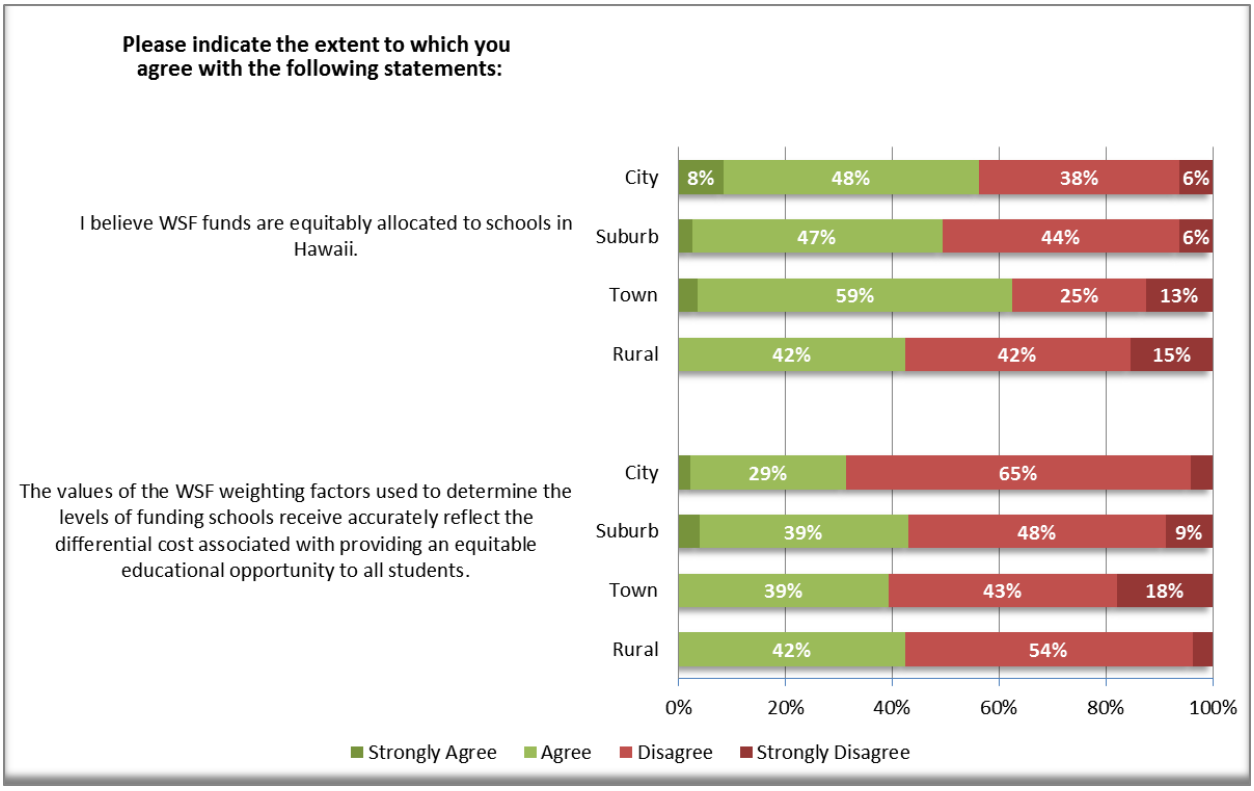


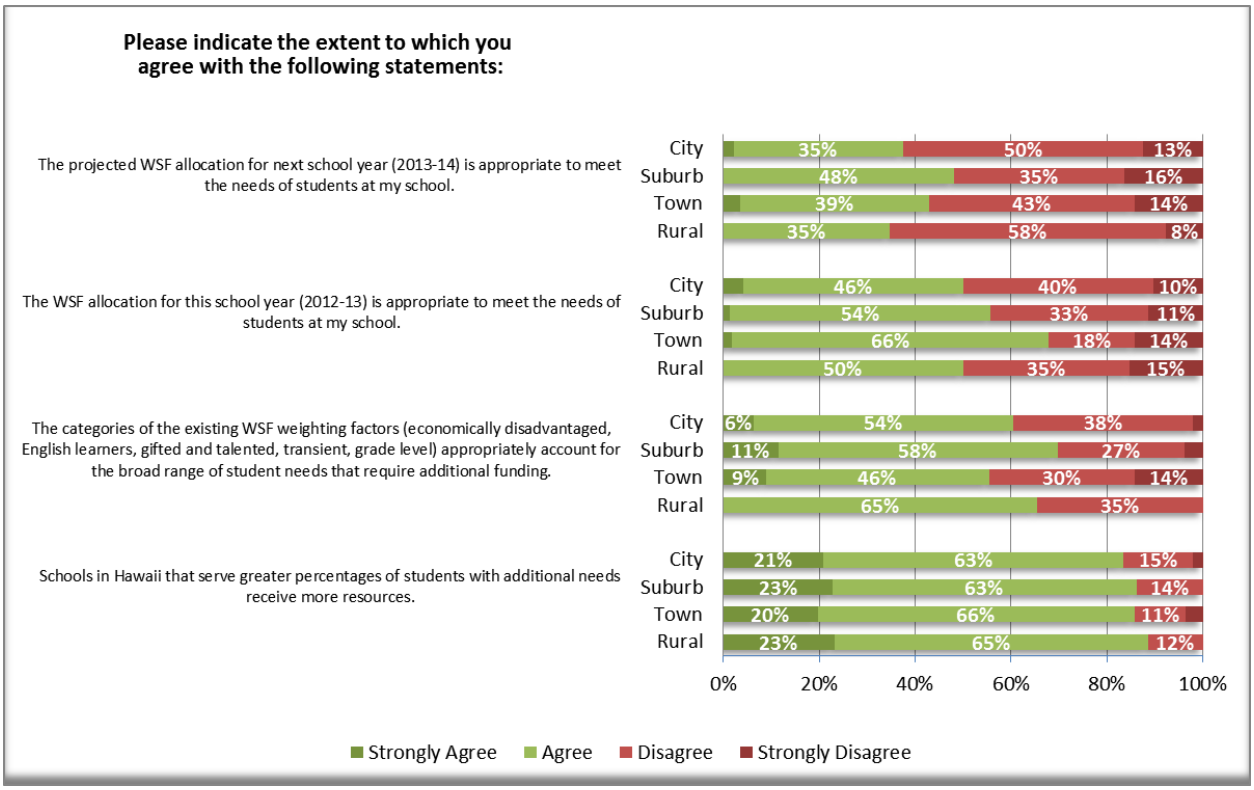




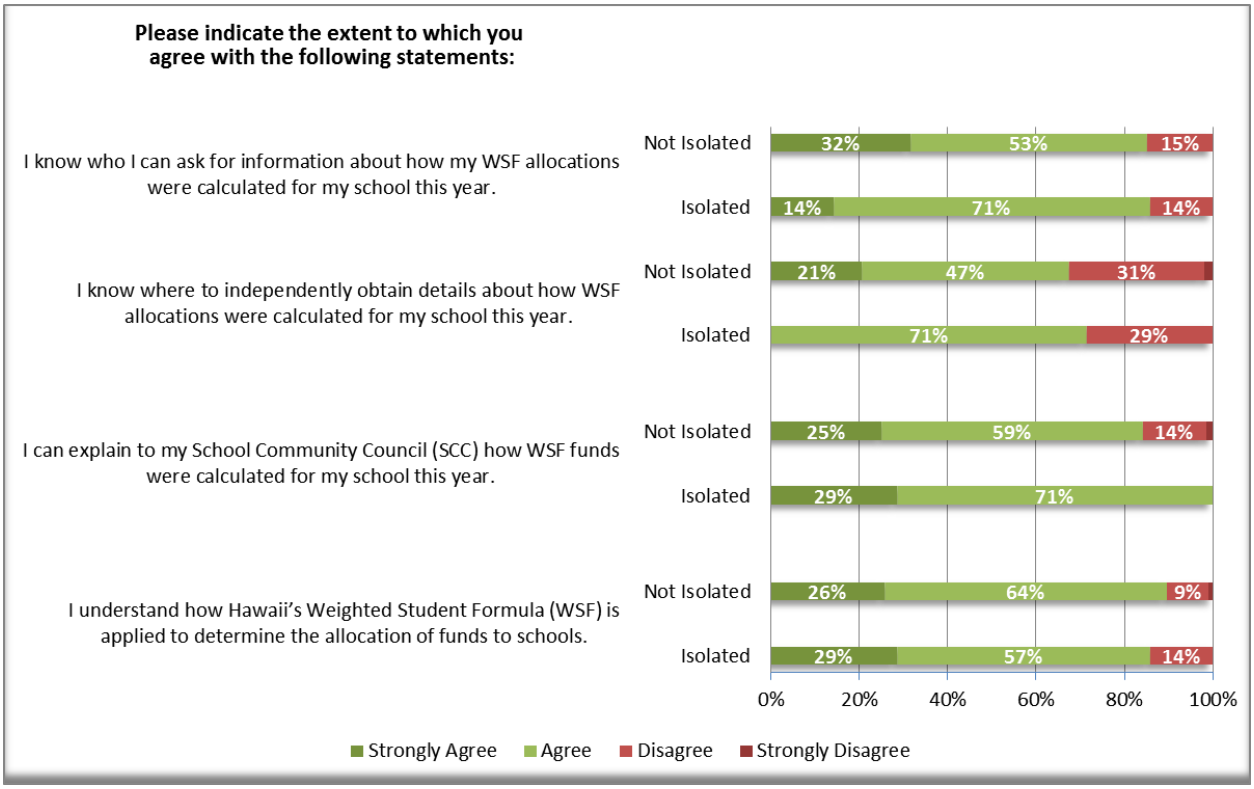
Resource and Programmatic Equity, by Locale



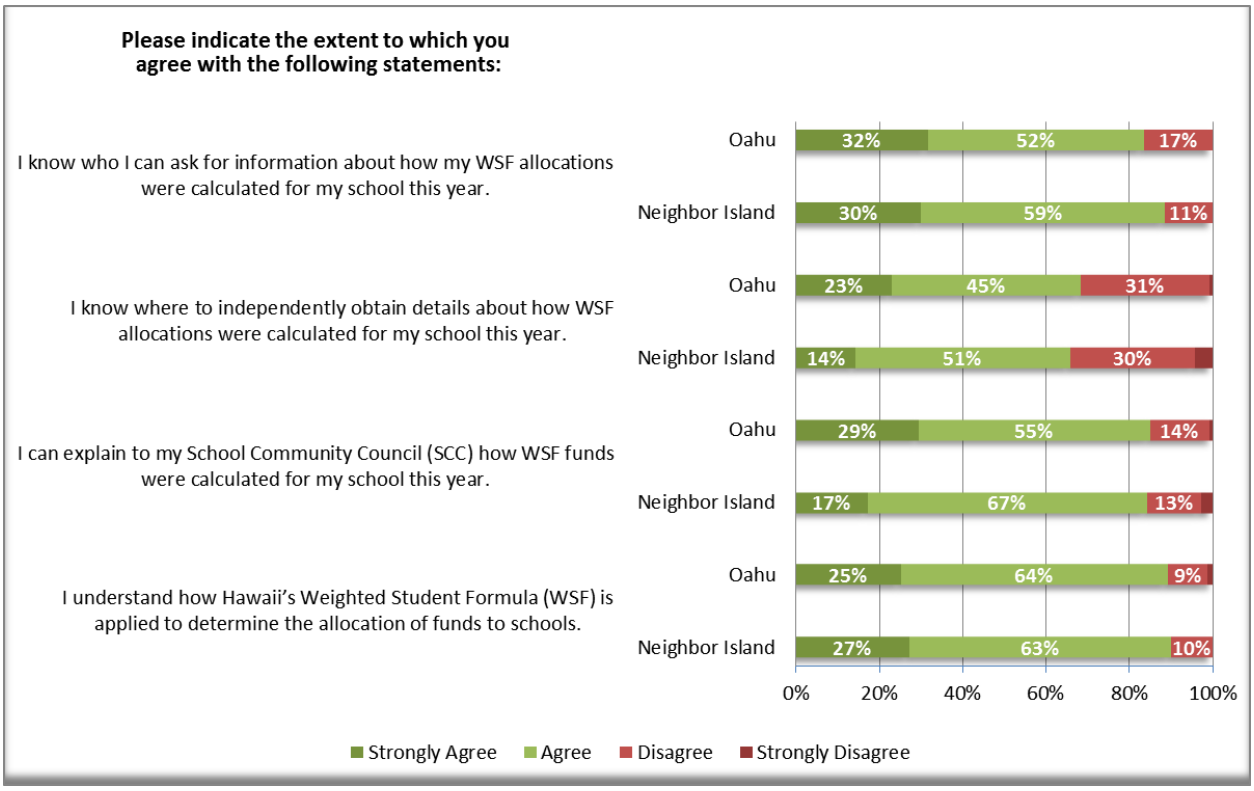

Please indicate the extent to which you agree with the following statements:
I believe WSF funds are equitably allocated to schools in Hawaii.
City 8% 48% 38% 6%
Suburb 47% 44% 6%
Town 59% 25% 13%
Rural 42% 42% 15%
The values of the WSF weighting factors used to determine the levels of funding schools receive accurately reflect the differential cost associated with providing an equitable educational opportunity to all students.
City 29% 65%
Suburb 39% 48% 9%
Town 39% 43% 18%
Rural 42% 54%
0% 20% 40% 60% 80% 100%
Strongly Agree Agree Disagree Strongly Disagree


Please indicate the extent to which you agree with the following statements:
The projected WSF allocation for next school year (2013-14) is appropriate to meet the needs of students at my school.
City 35% 50% 13%
Suburb 48% 35% 16%
Town 39% 43% 14%
Rural 35% 58% 8%
The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.
City 46% 40% 10%
Suburb 54% 33% 11%
Town 66% 18% 14%
Rural 50% 35% 15%
The categories of the existing WSF weighting factors (economically disadvantaged, English learners, gifted and talented, transient, grade level) appropriately account for the broad range of student needs that require additional funding.
City 6% 54% 38%
Suburb 11% 58% 27%
Town 9% 46% 30% 14%
Rural 65% 35%
Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.
City 21% 63% 15%
Suburb 23% 63% 14%
Town 20% 66% 11%
Rural 23% 65% 12%
0% 20% 40% 60% 80% 100%
Strongly Agree Agree Disagree Strongly Disagree

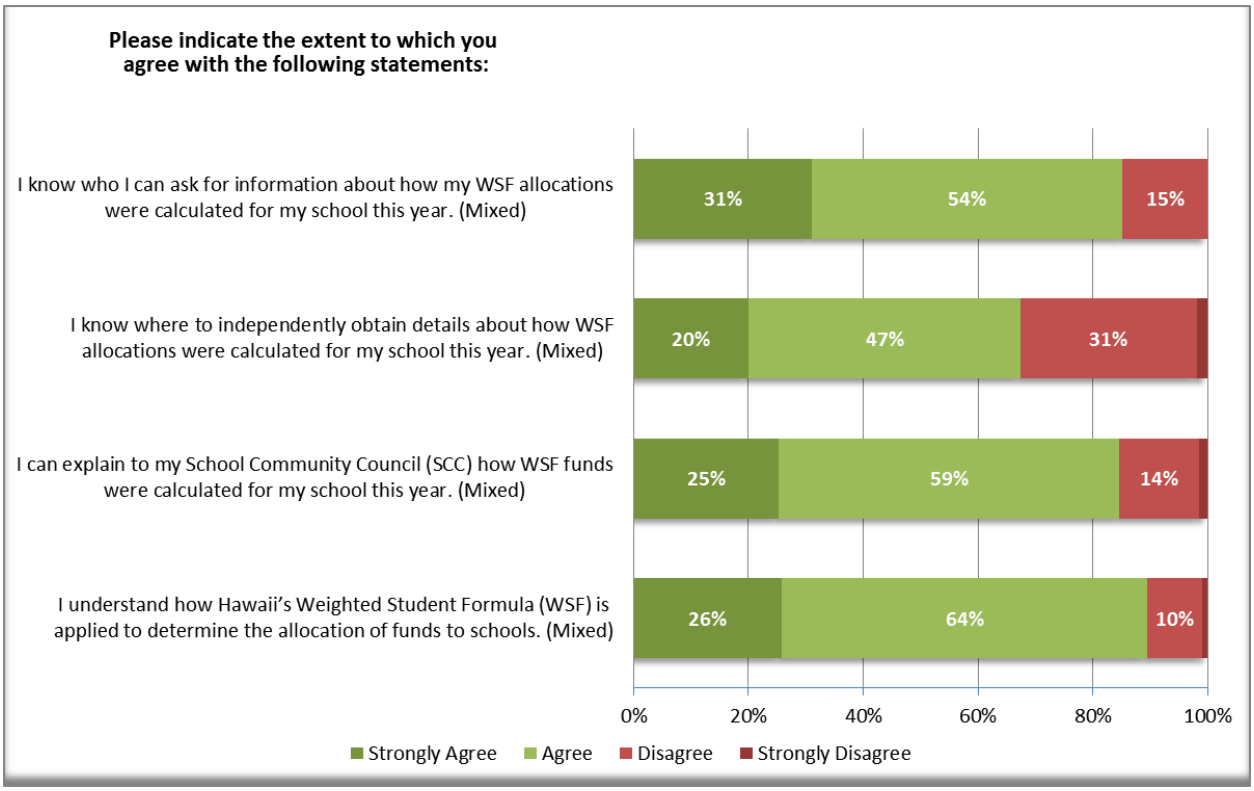
Transparency, by Geographic Isolation



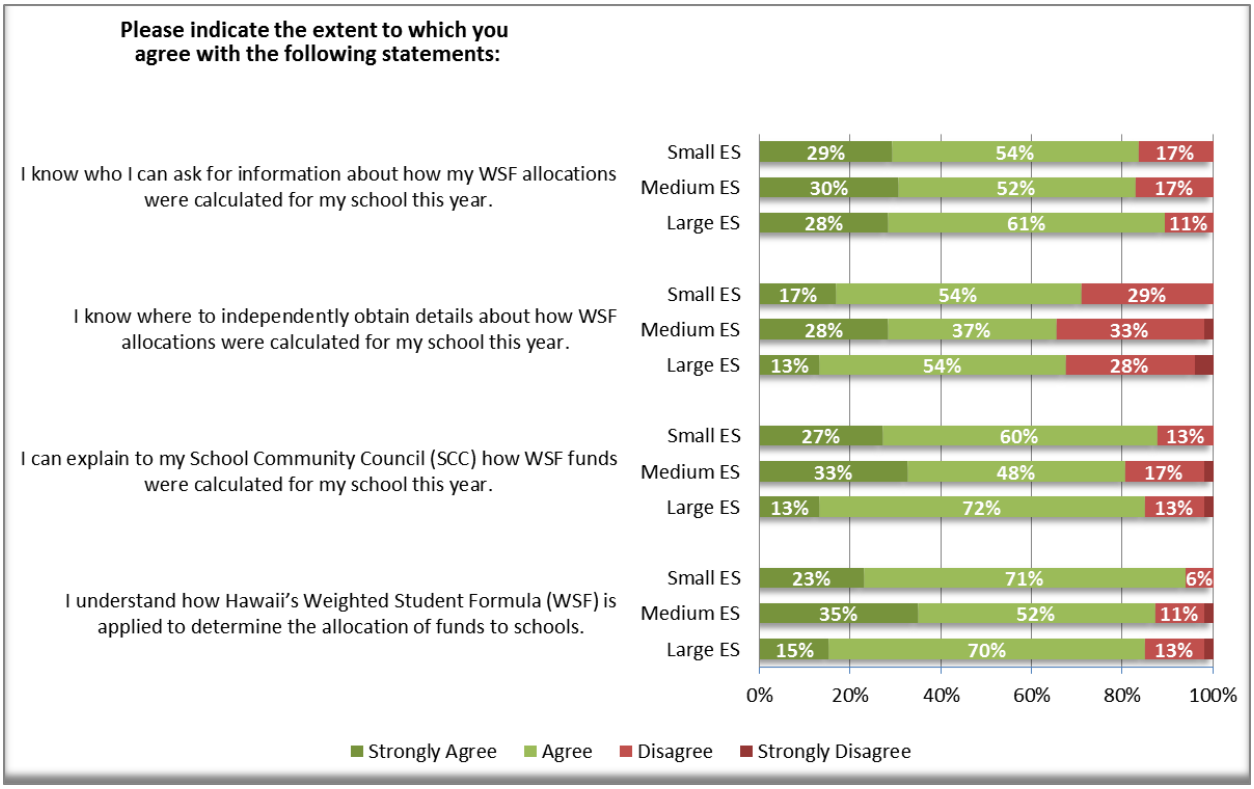
Transparency, by Neighbor Island Status



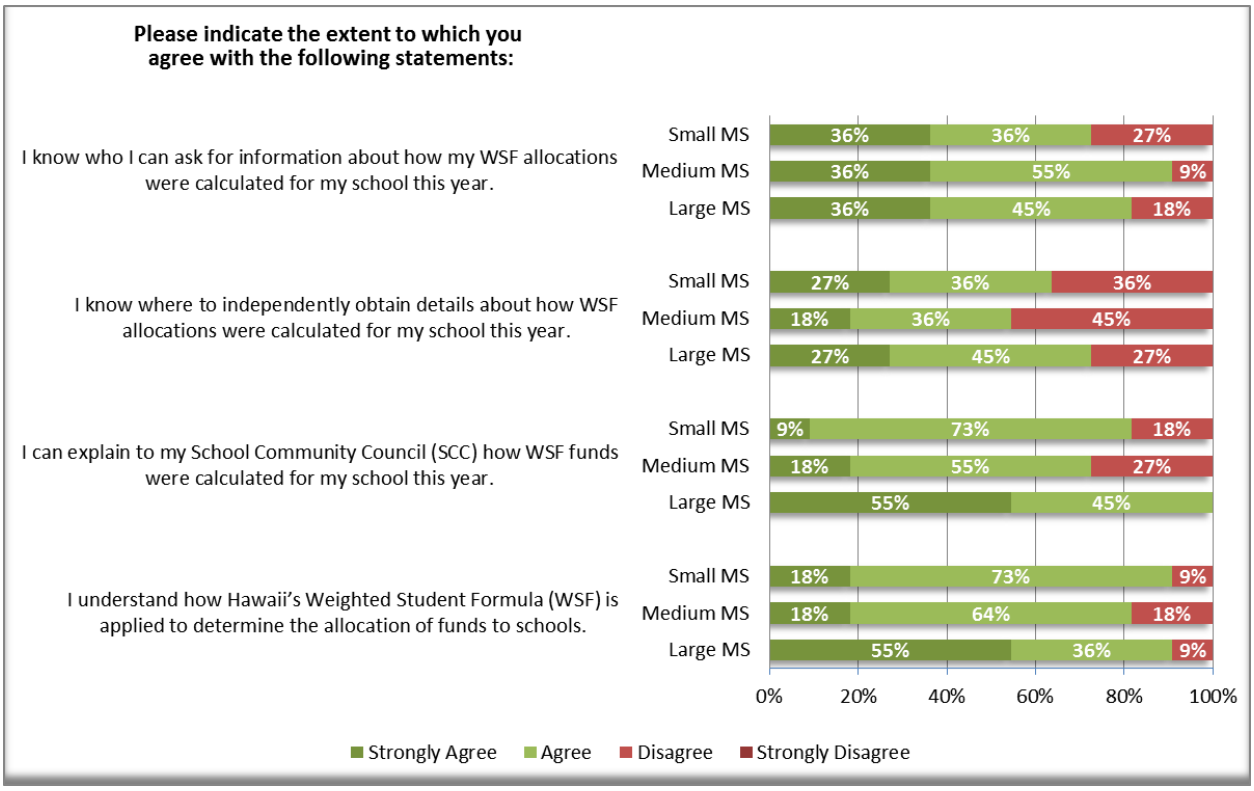
Transparency of Mixed Schools



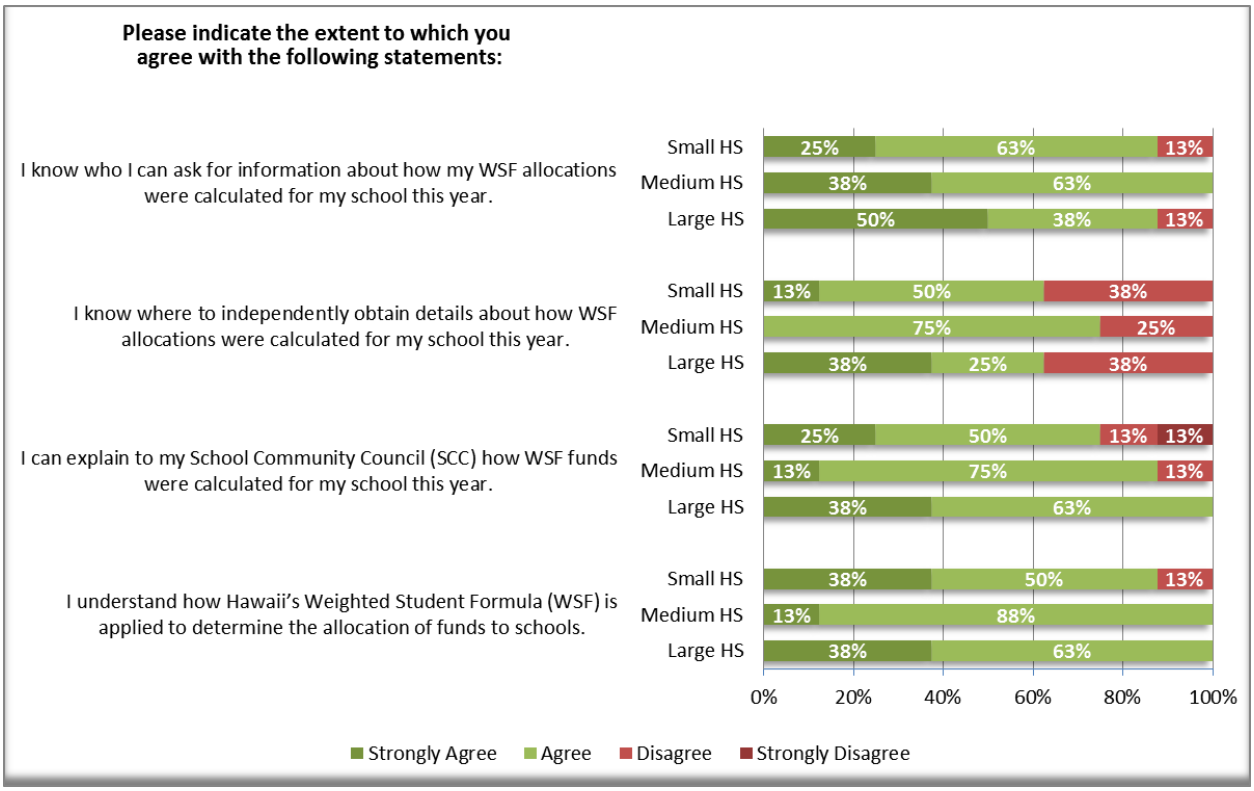
Transparency, by Elementary School Size



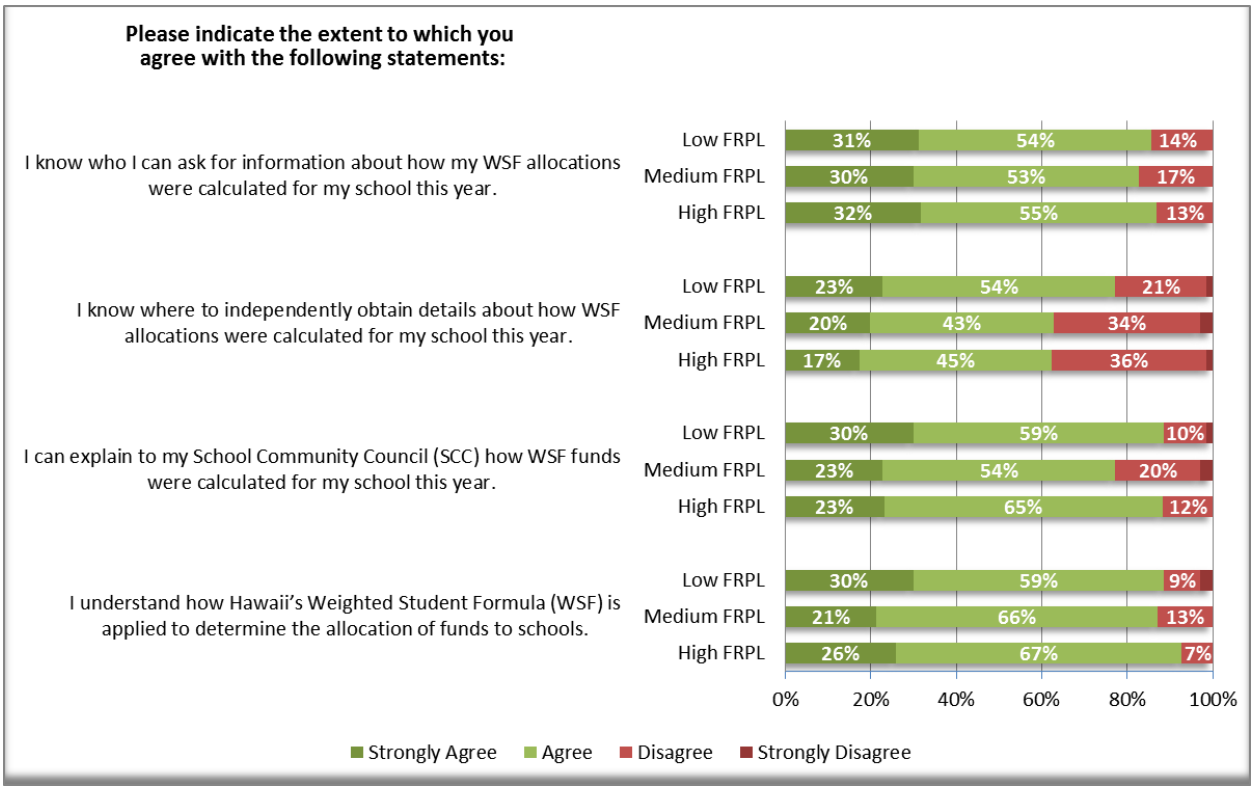
Transparency, by Middle School Size



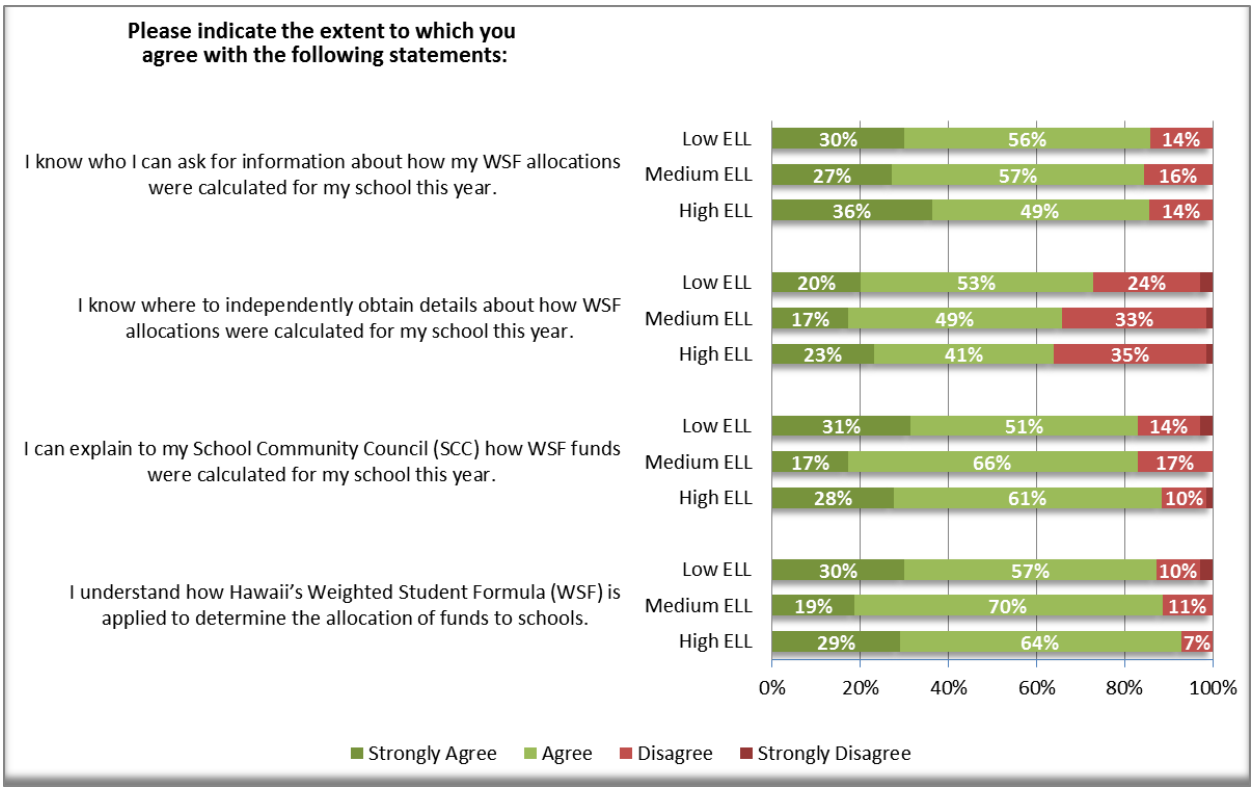
Transparency, by High School Size



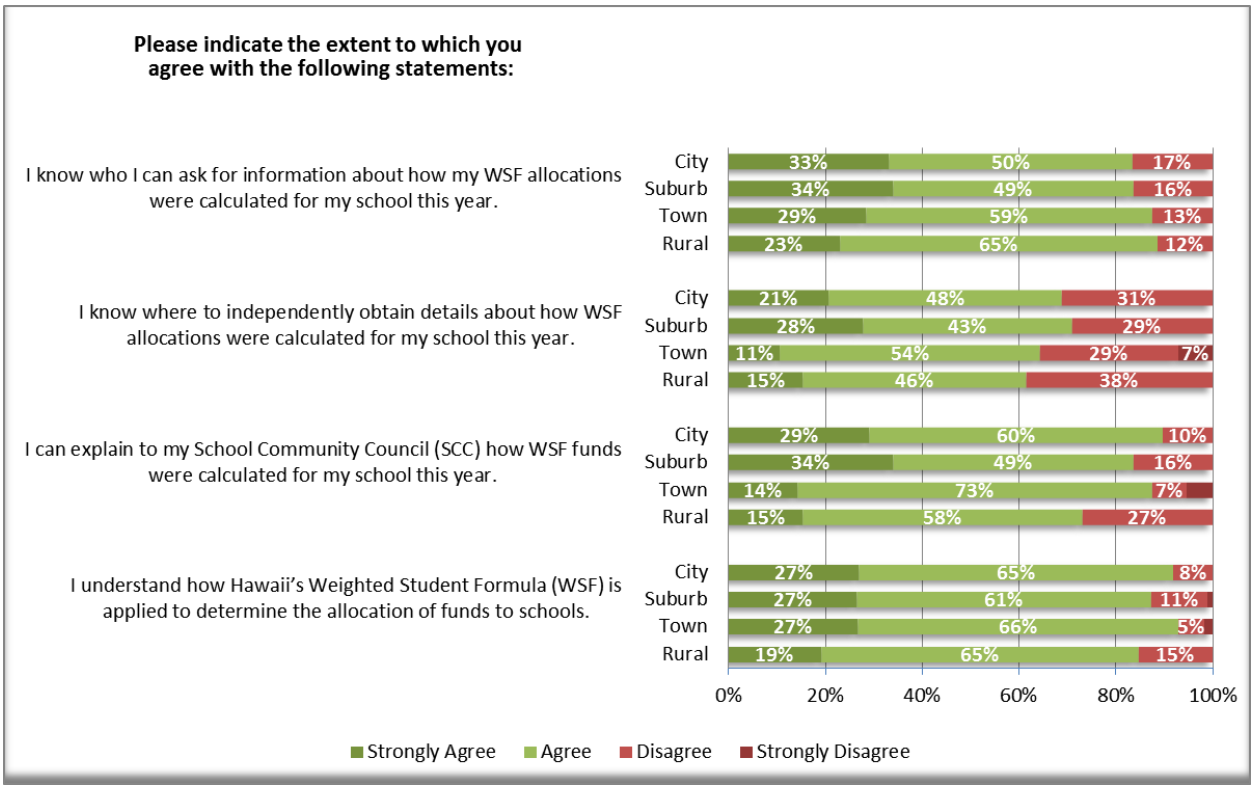
Transparency, by FRPL Level



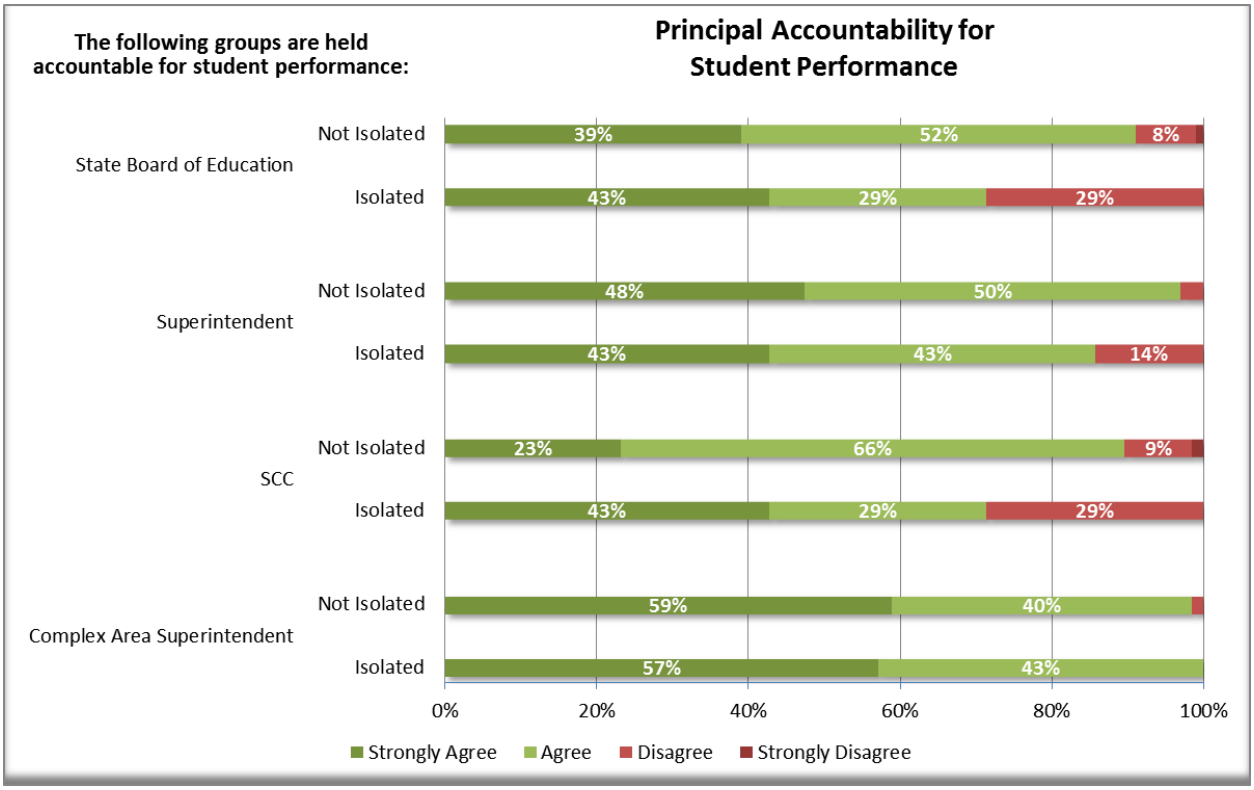
Transparency, by ELL Level

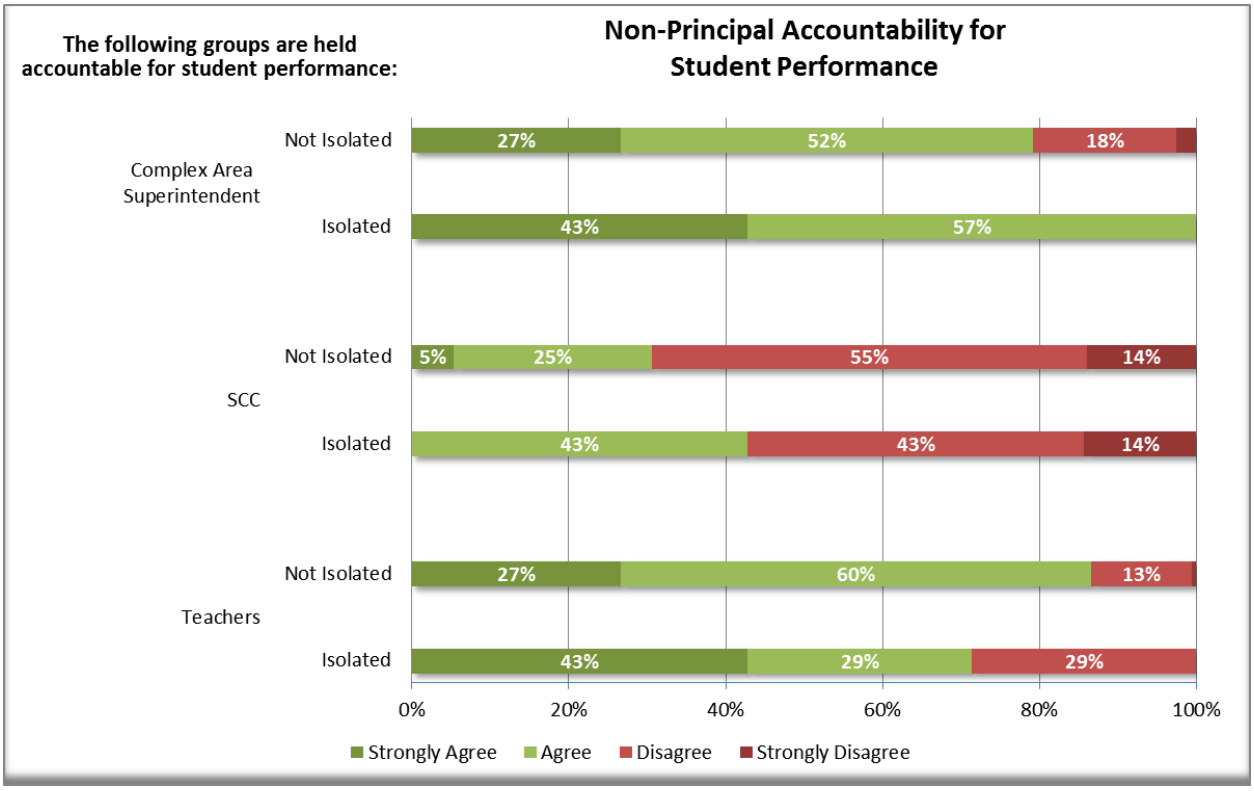


Transparency, by Locale

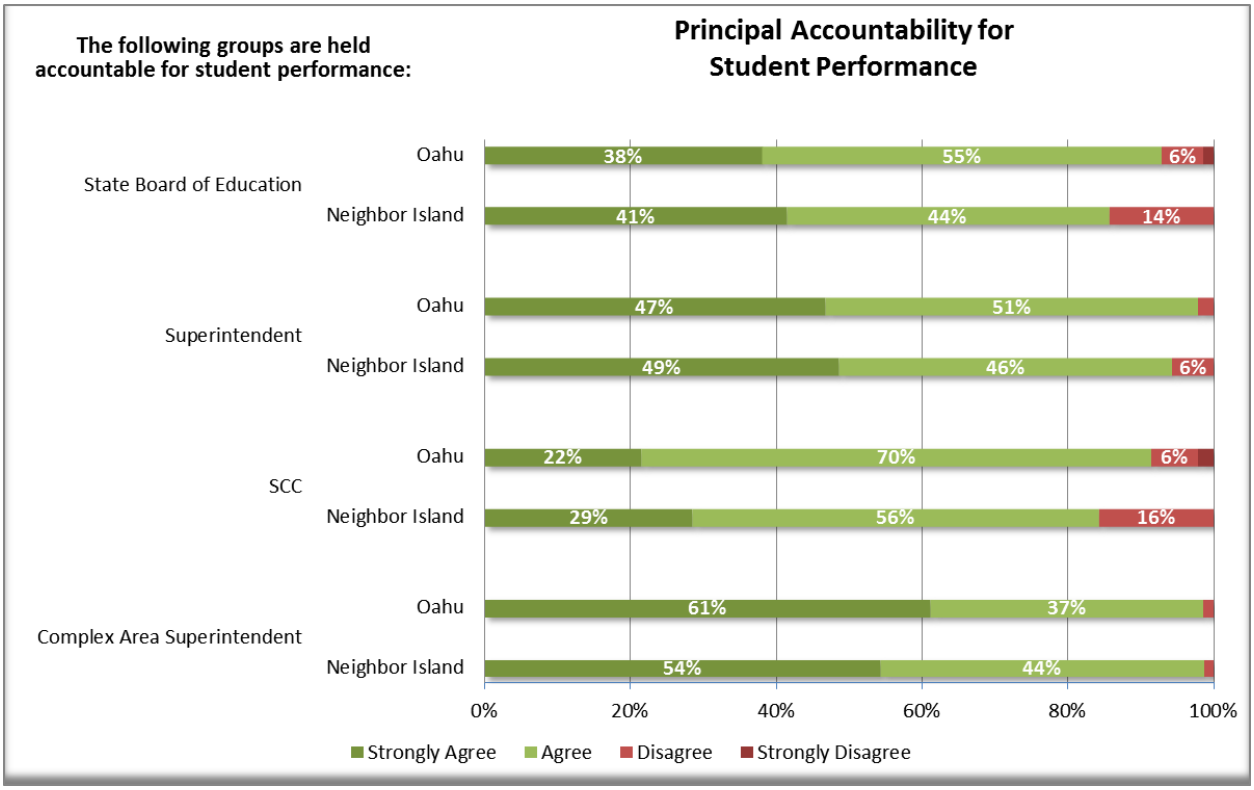


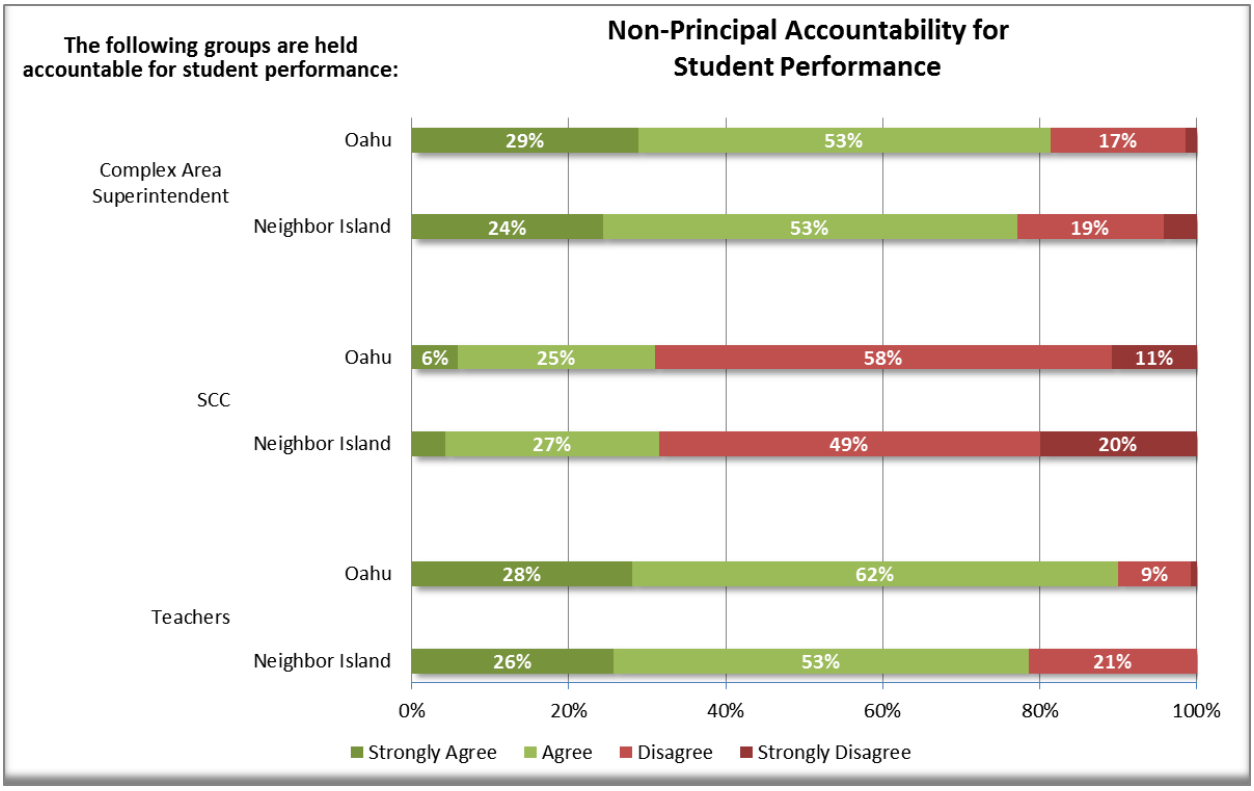
Accountability, by Geographic Isolation



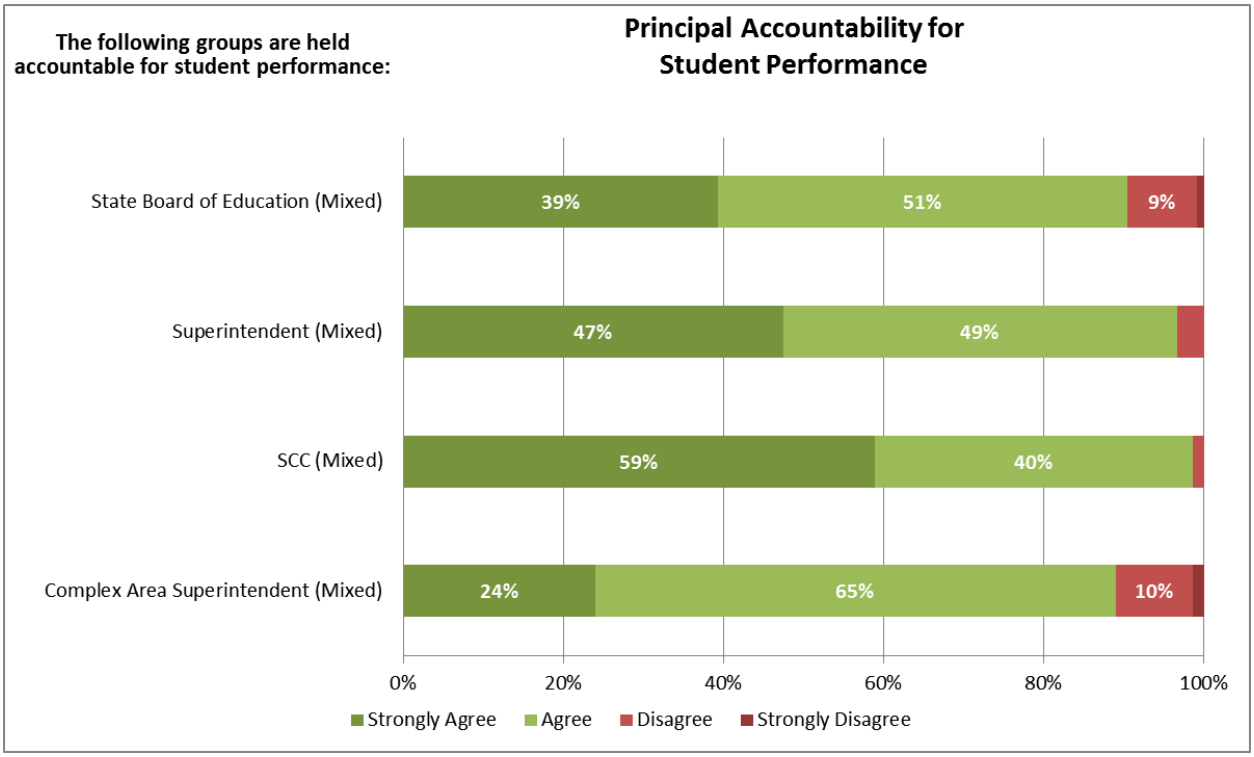


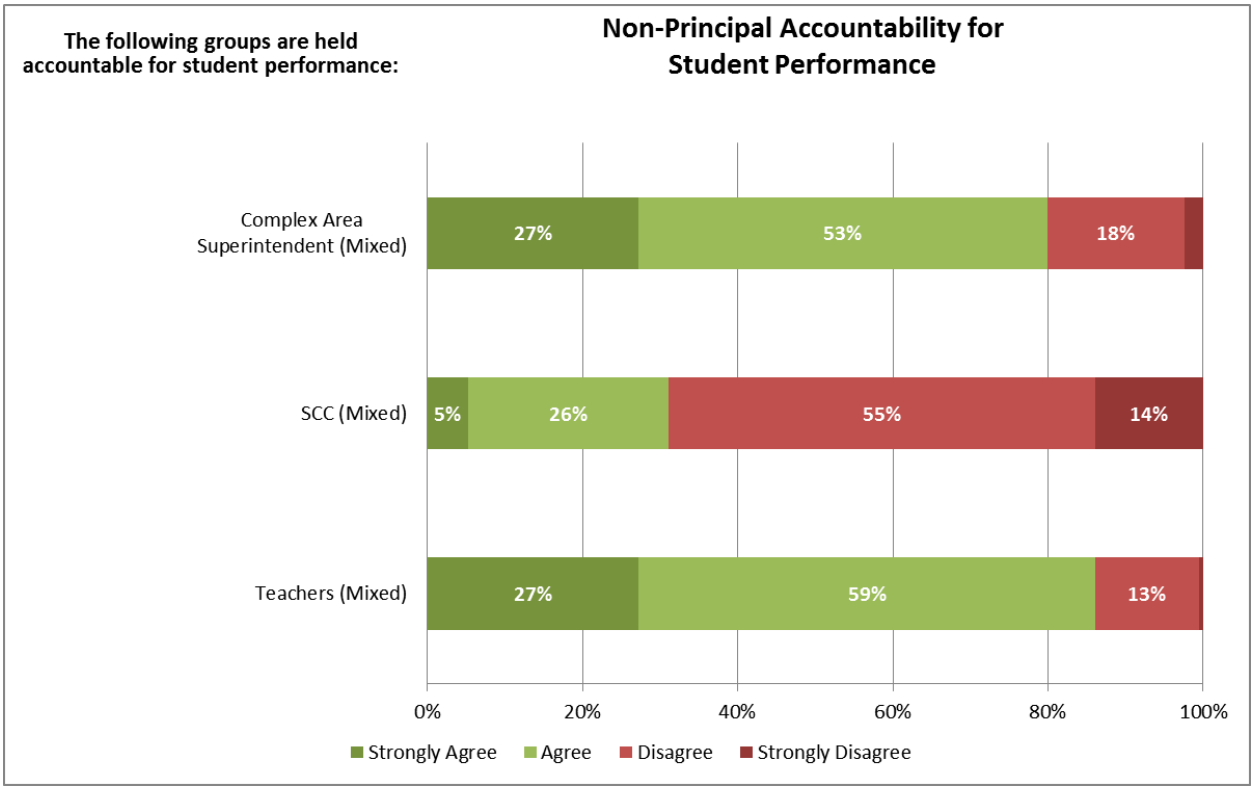
Accountability, by Neighbor Island Status



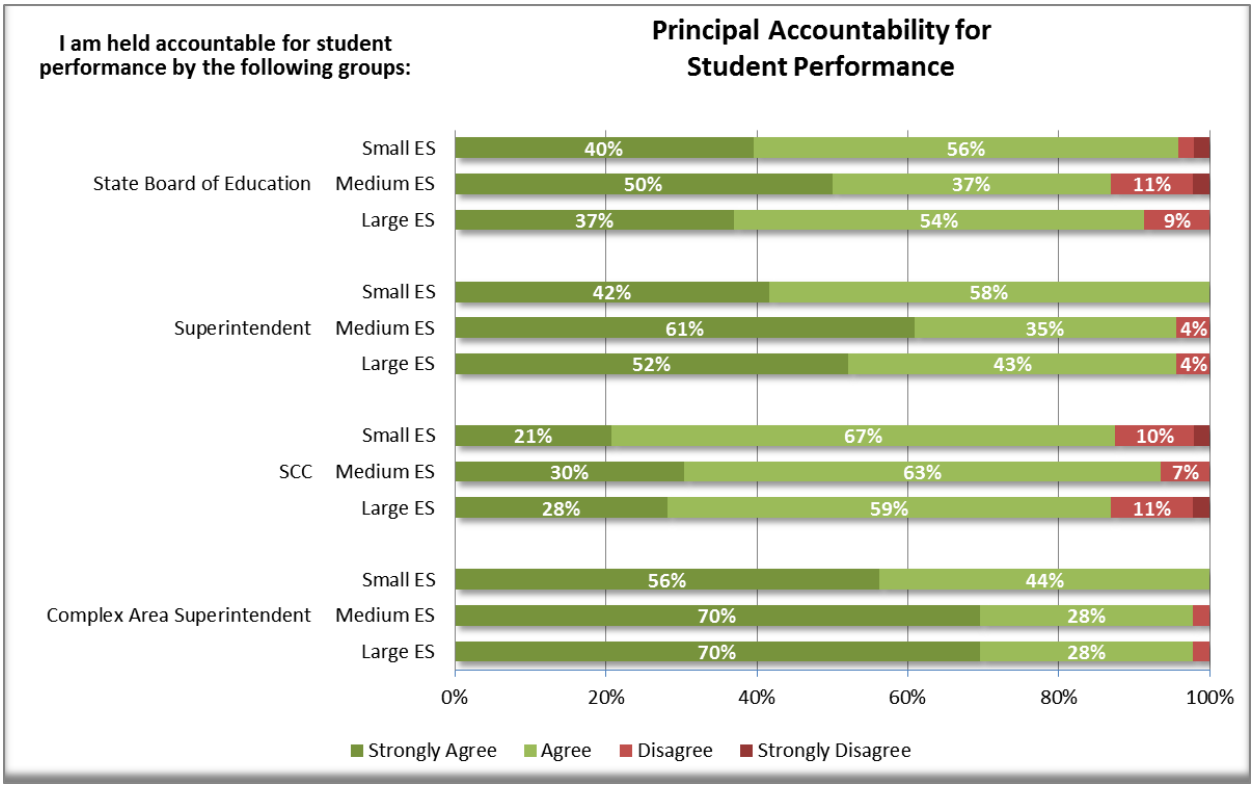


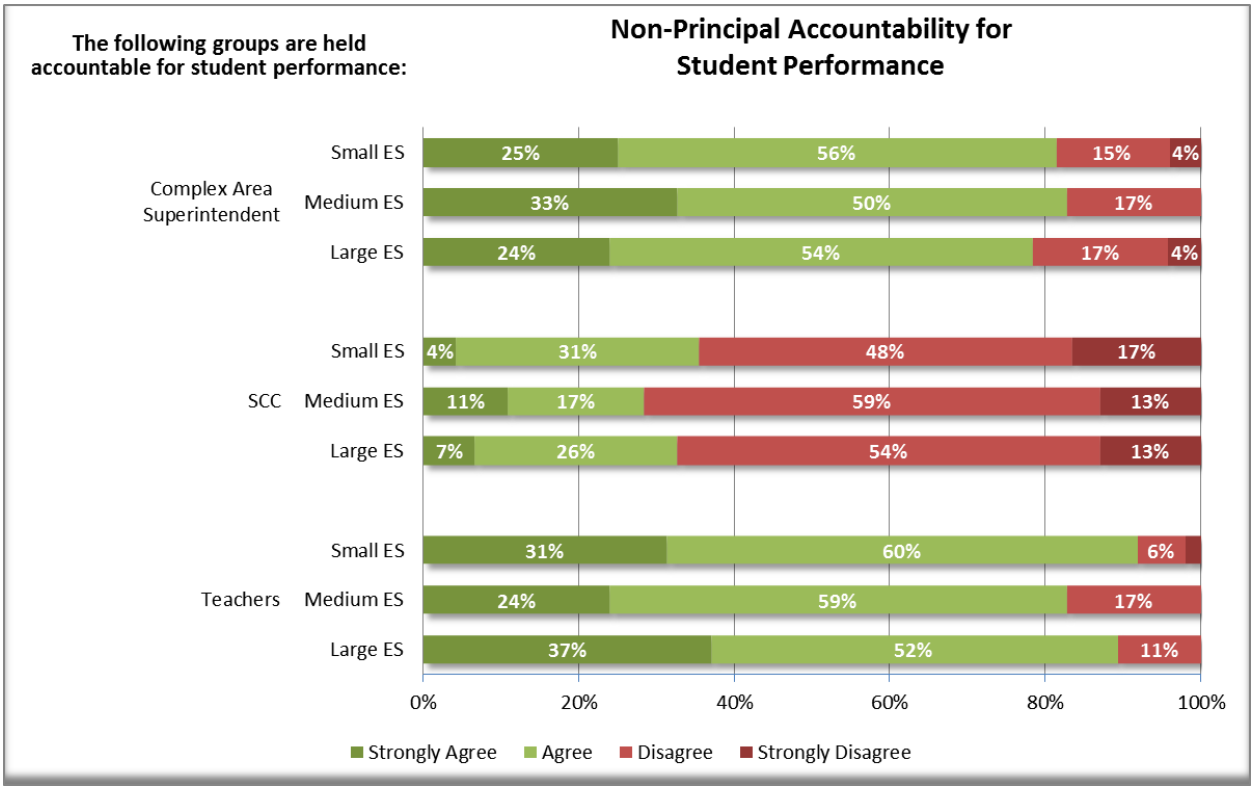
Accountability of Mixed Schools



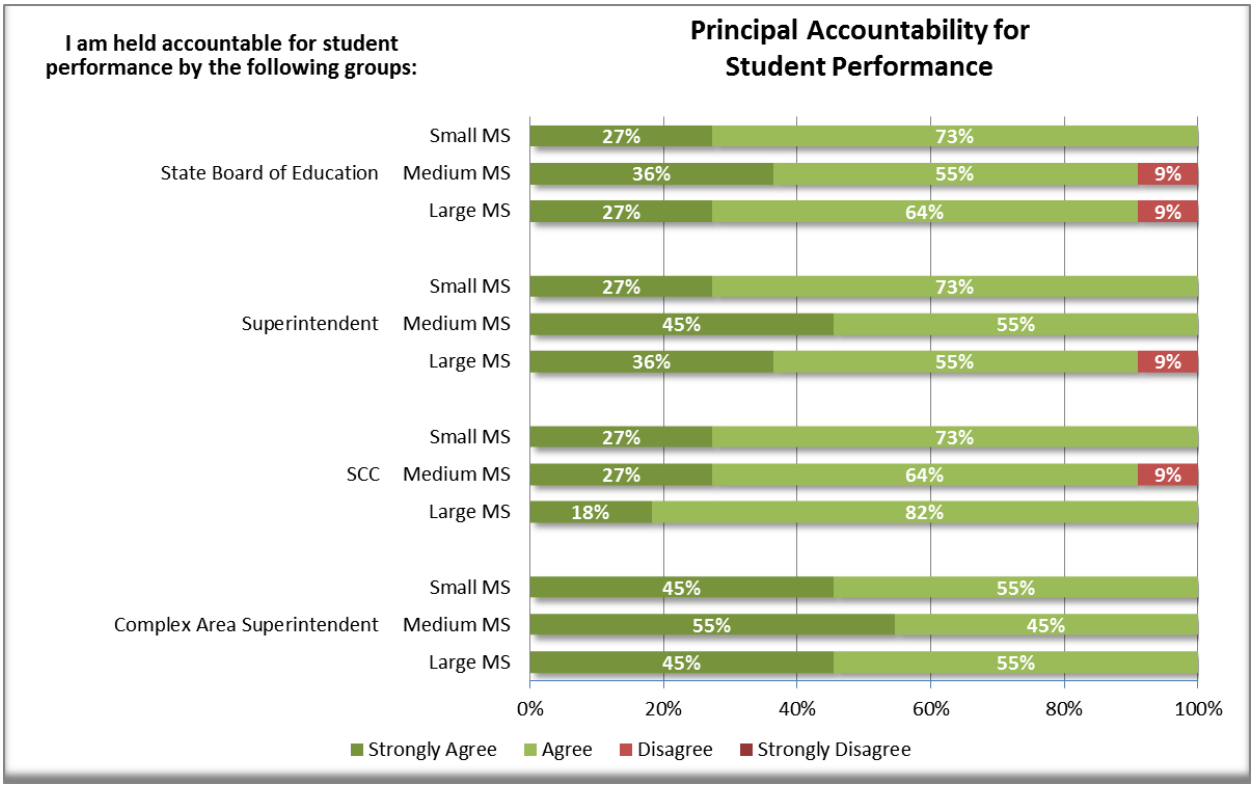


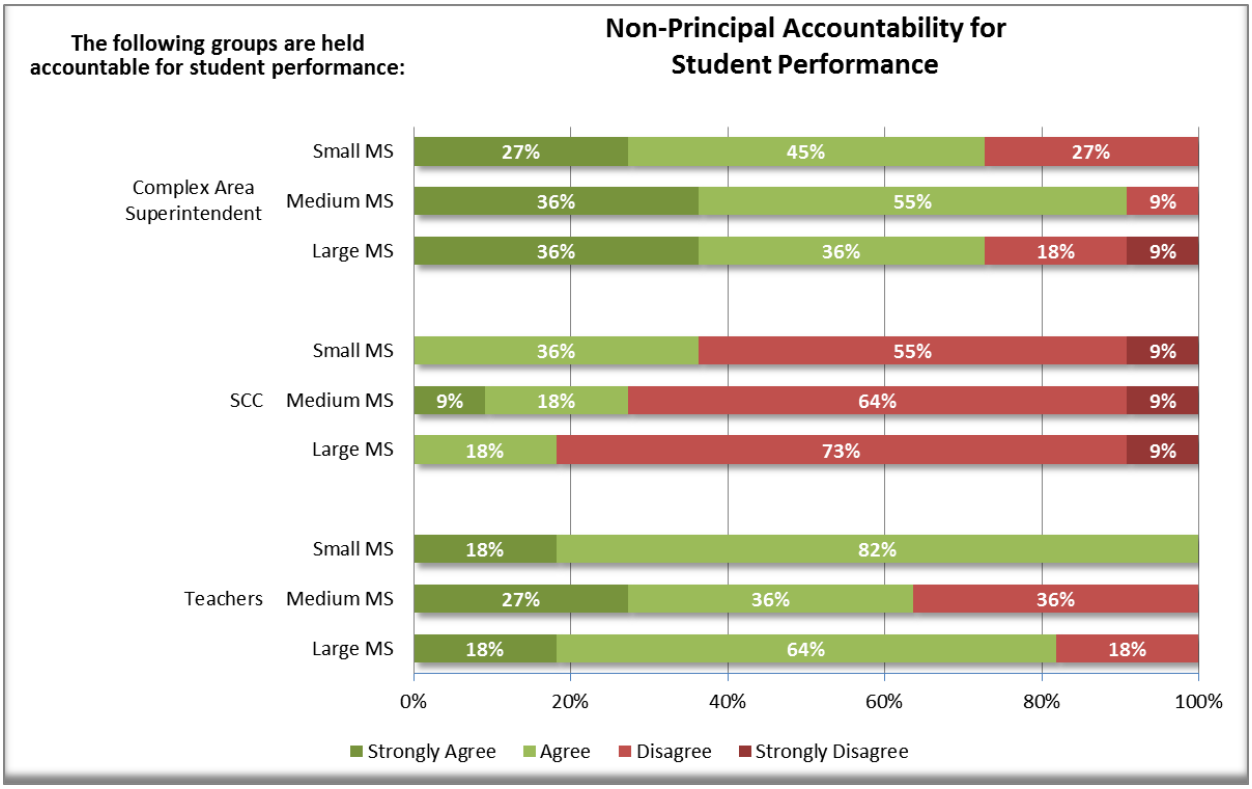
Accountability, by Elementary School Size



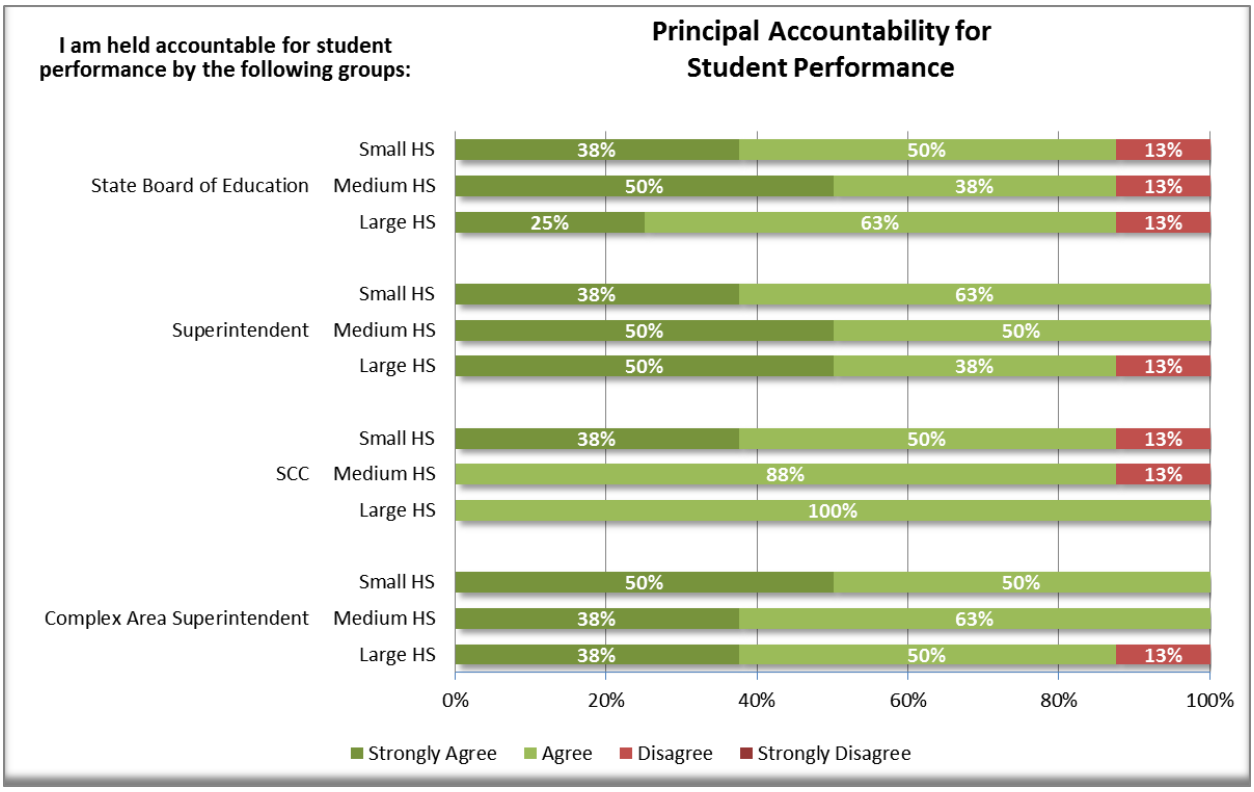


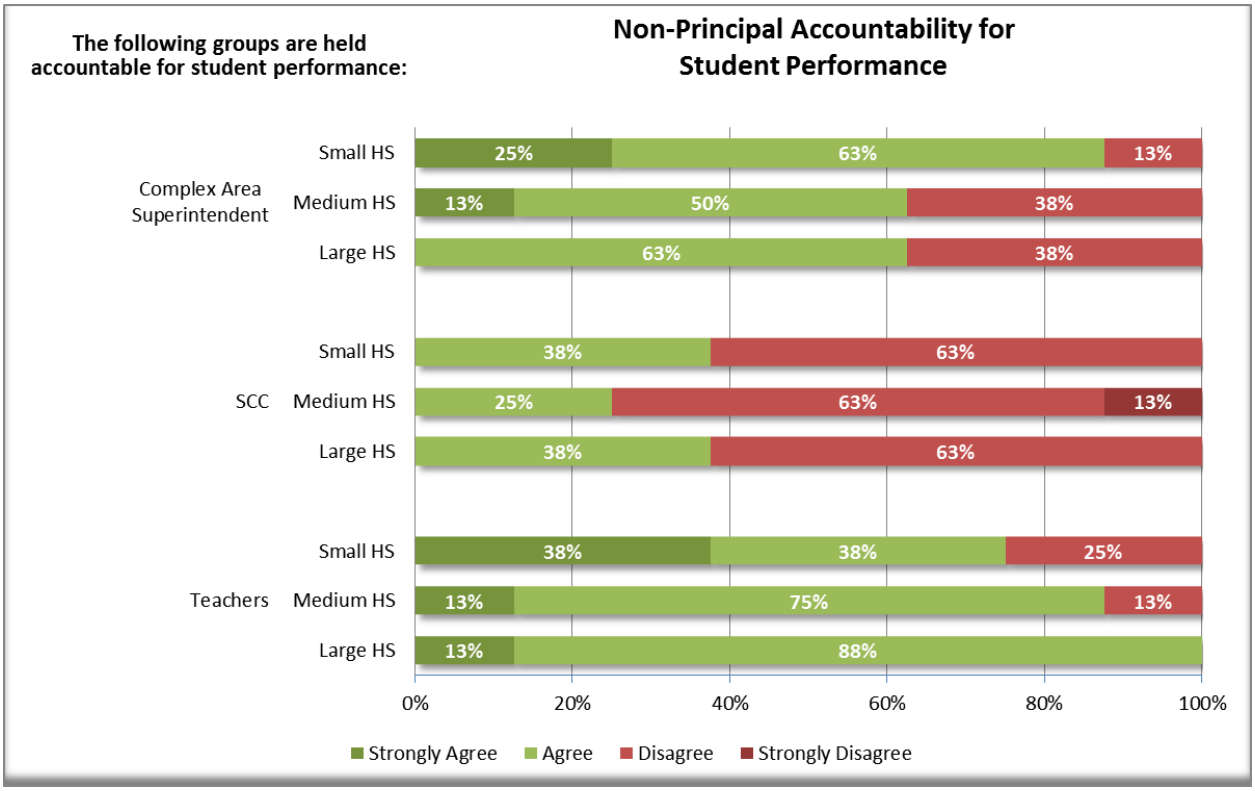
Accountability, by Middle School Size



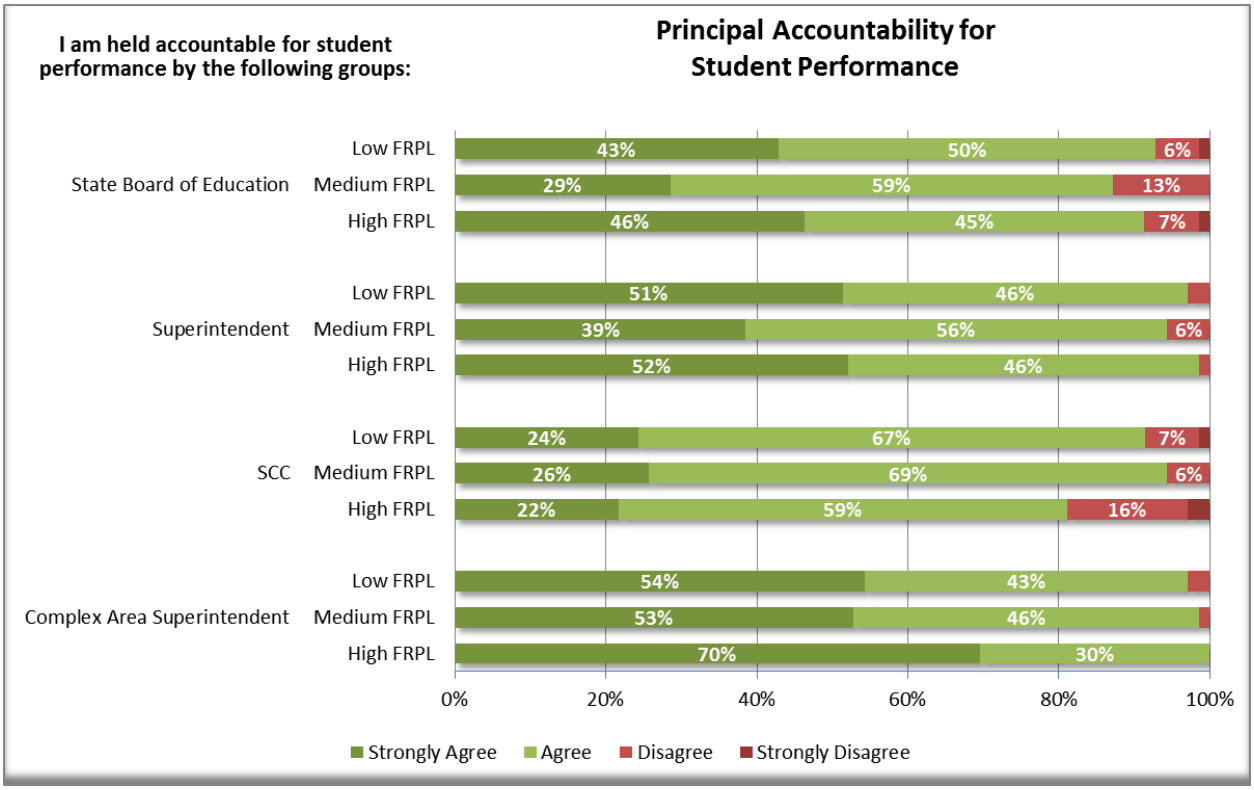


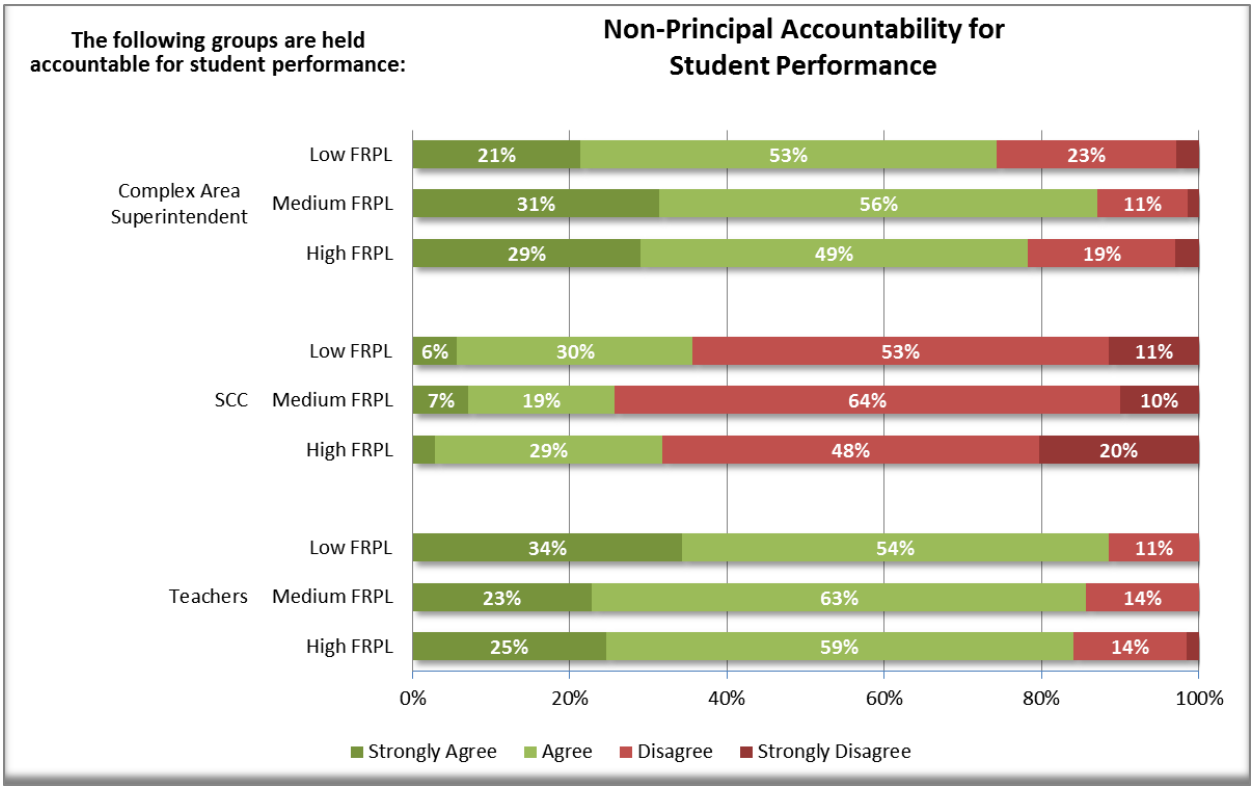
Accountability, by High School Size



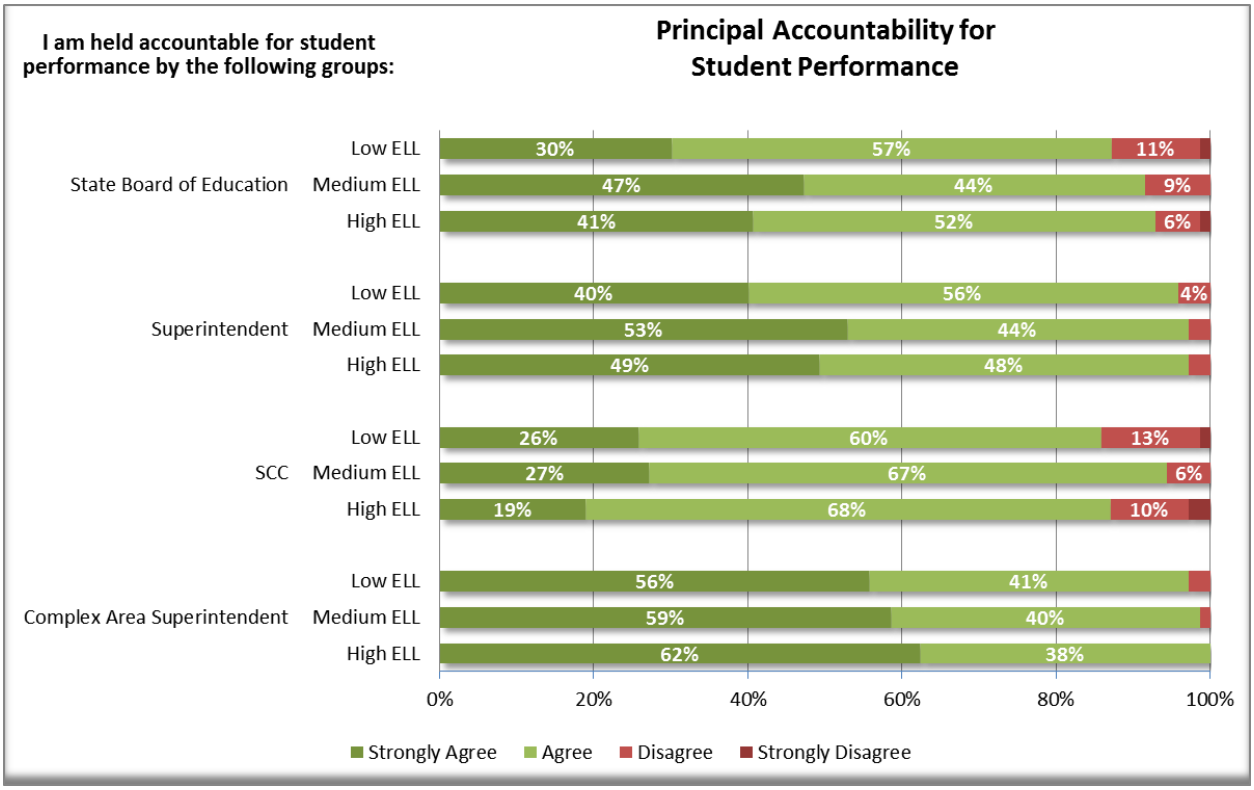


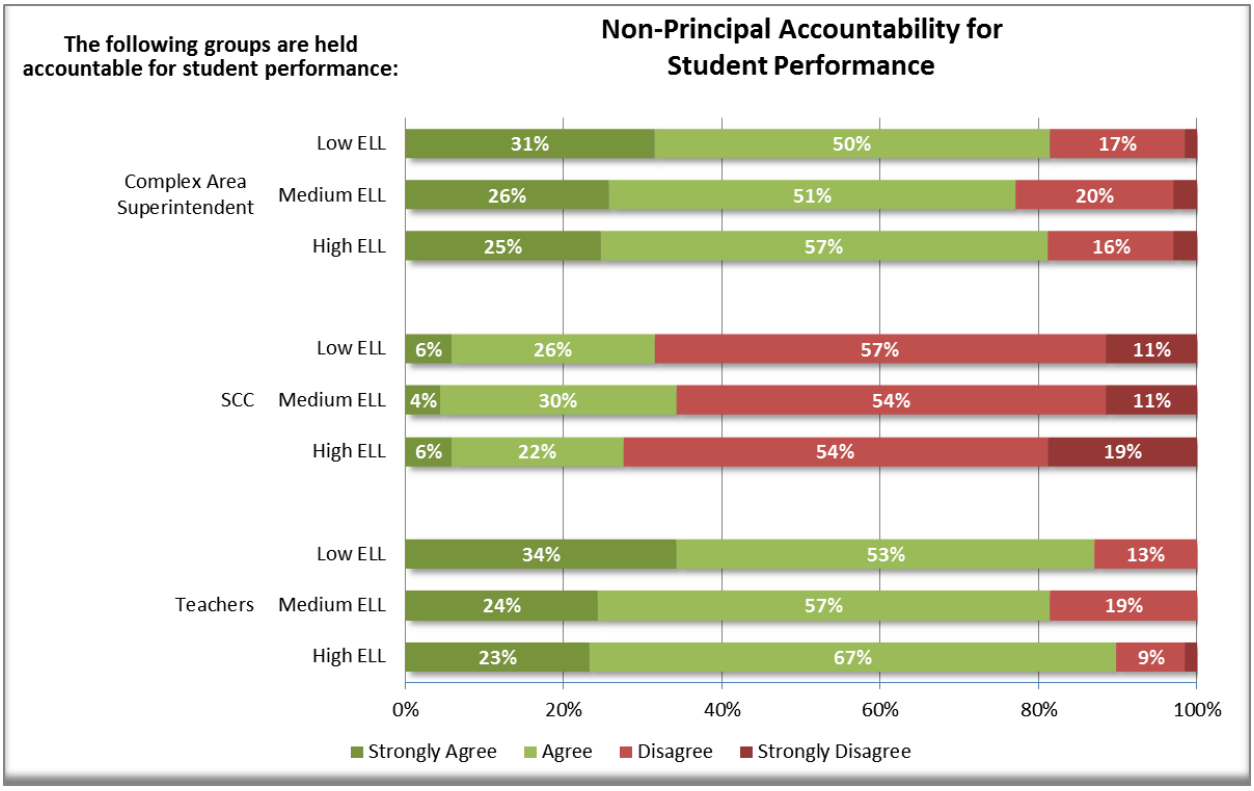
Accountability, by FRPL Level



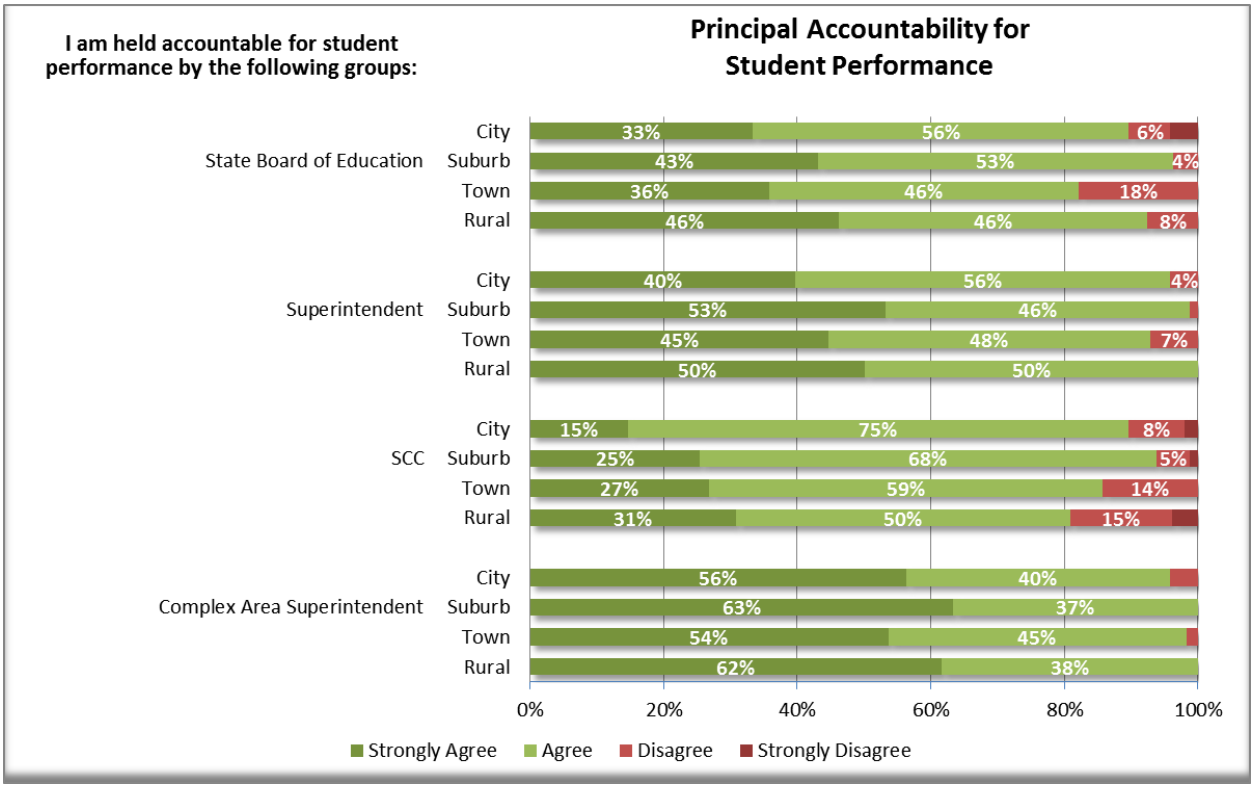


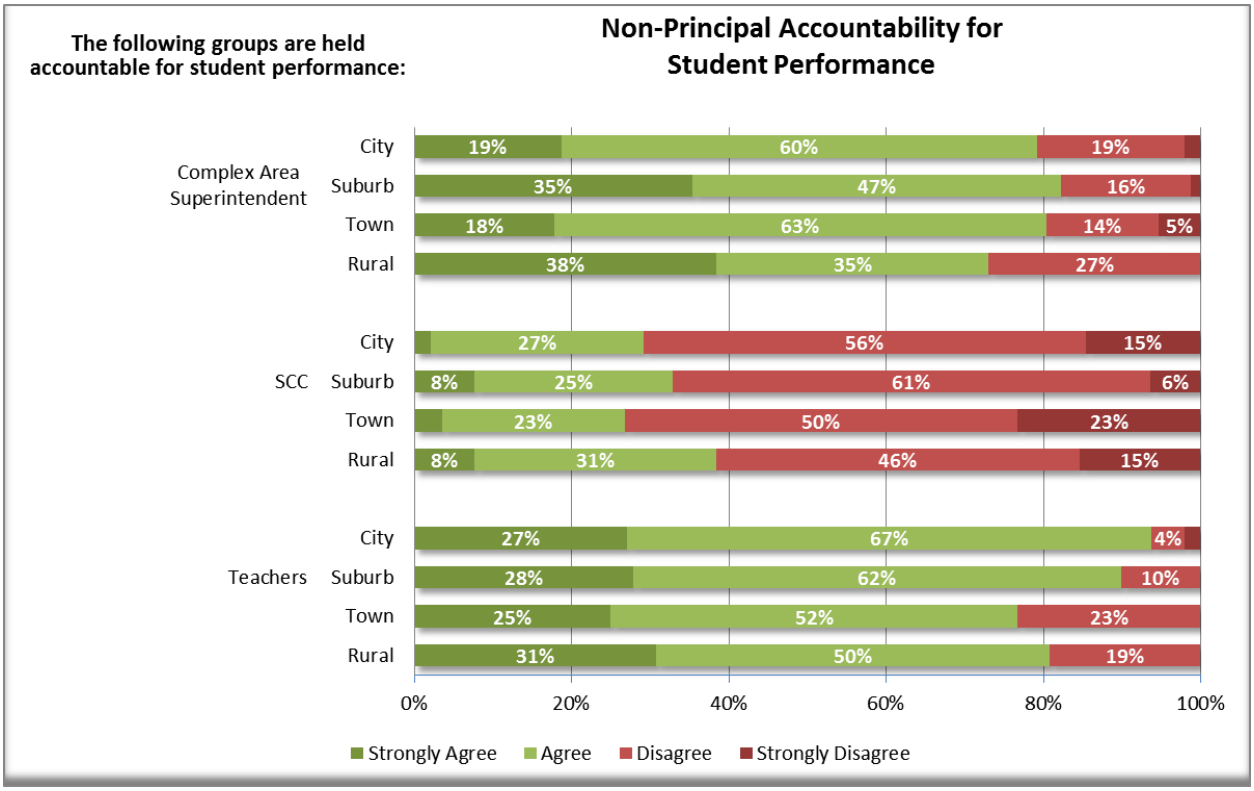
Accountability, by ELL Level



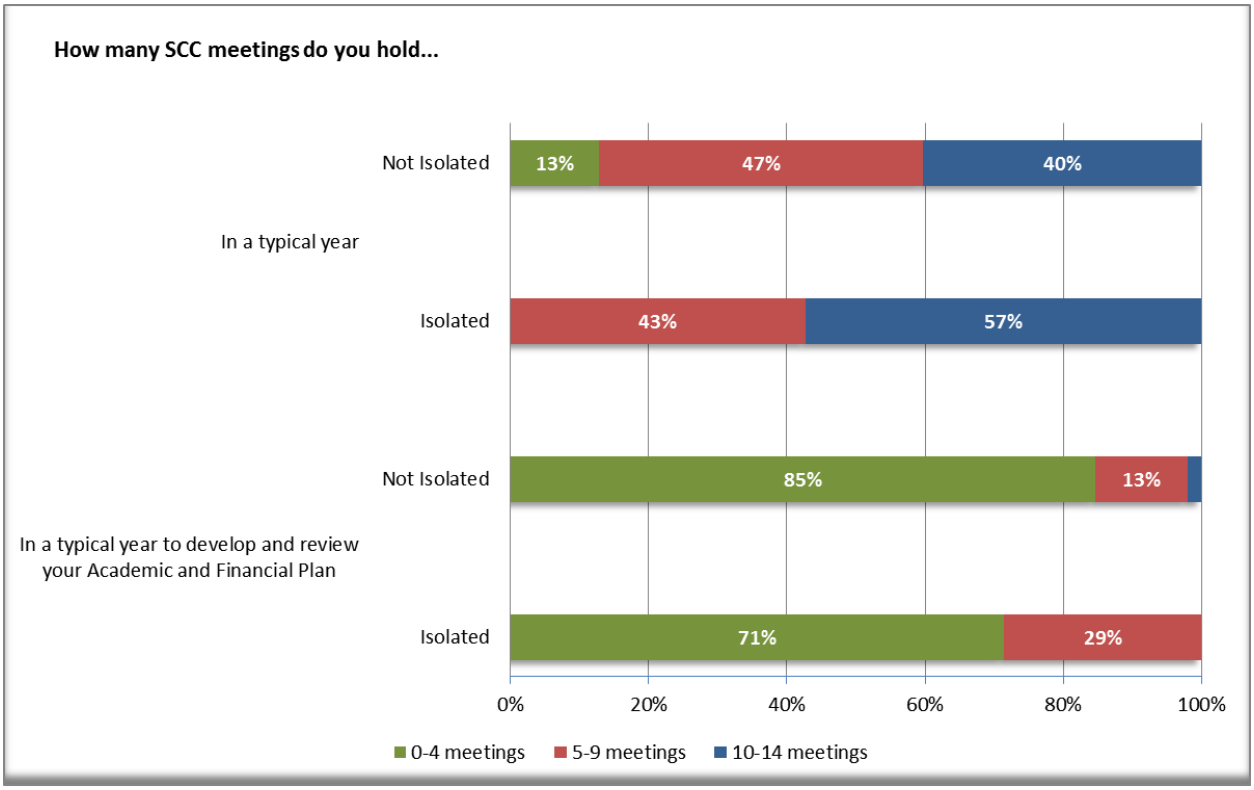


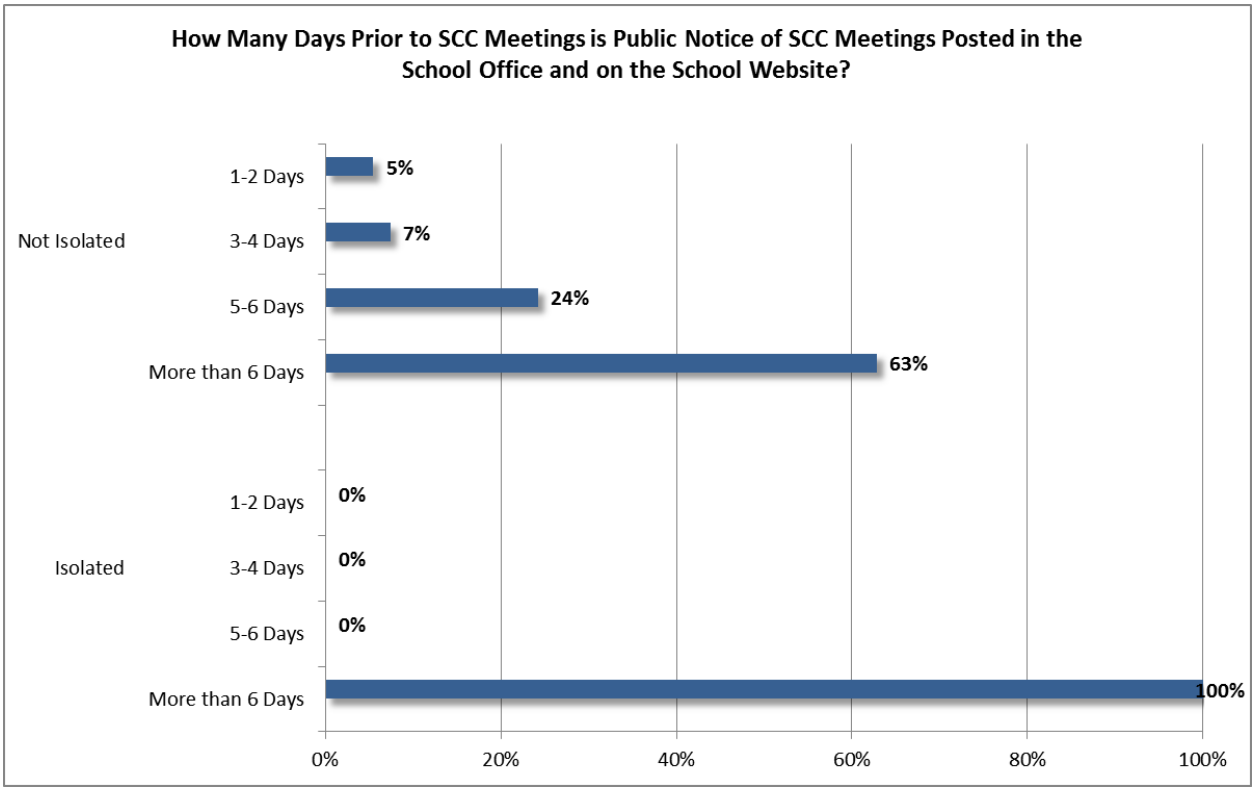
Accountability, by Locale



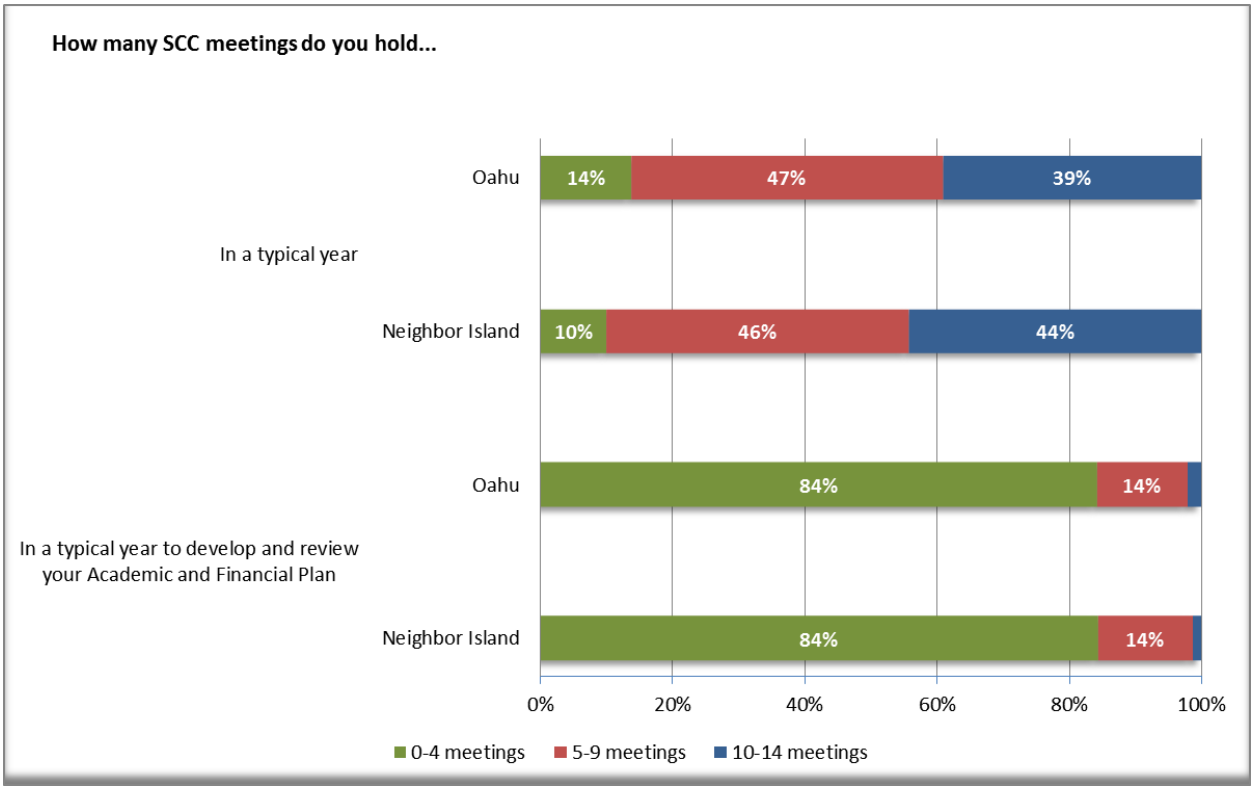


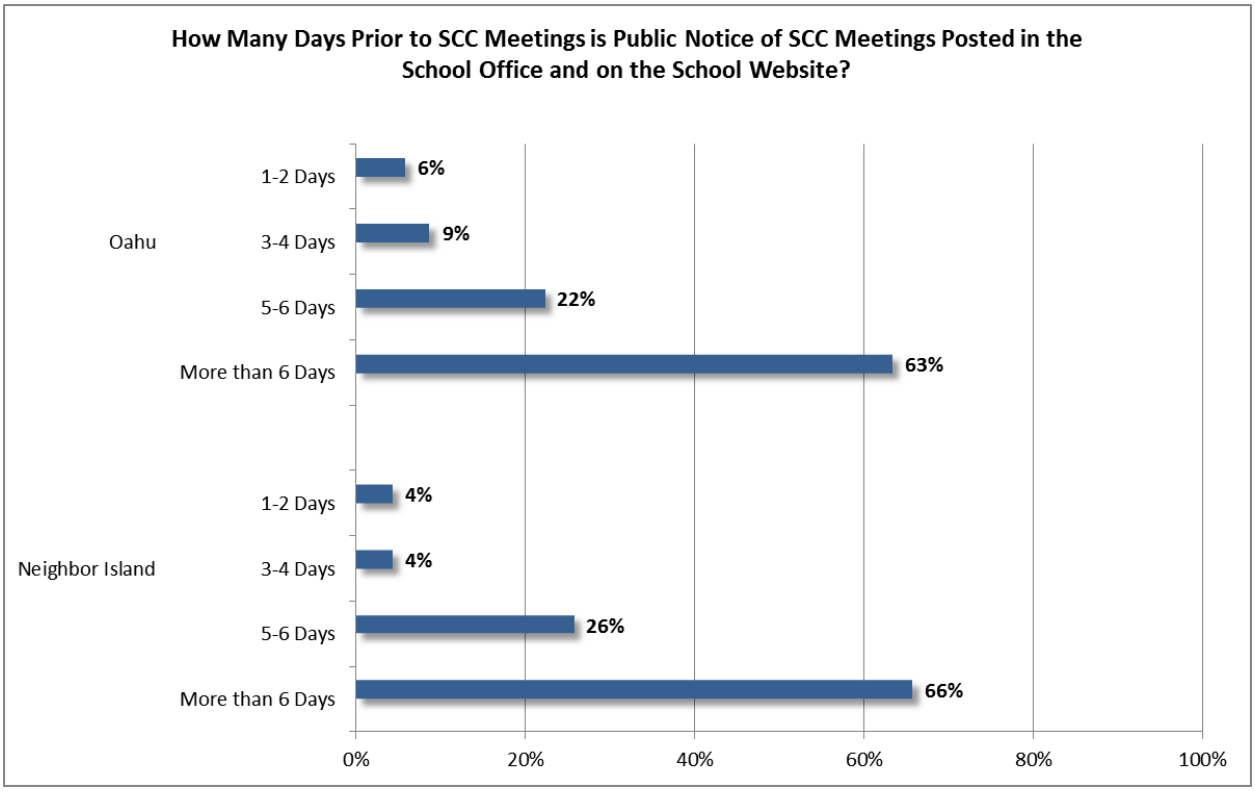
Frequency and Advance Notice of SCC Meetings, by Geographic Isolation



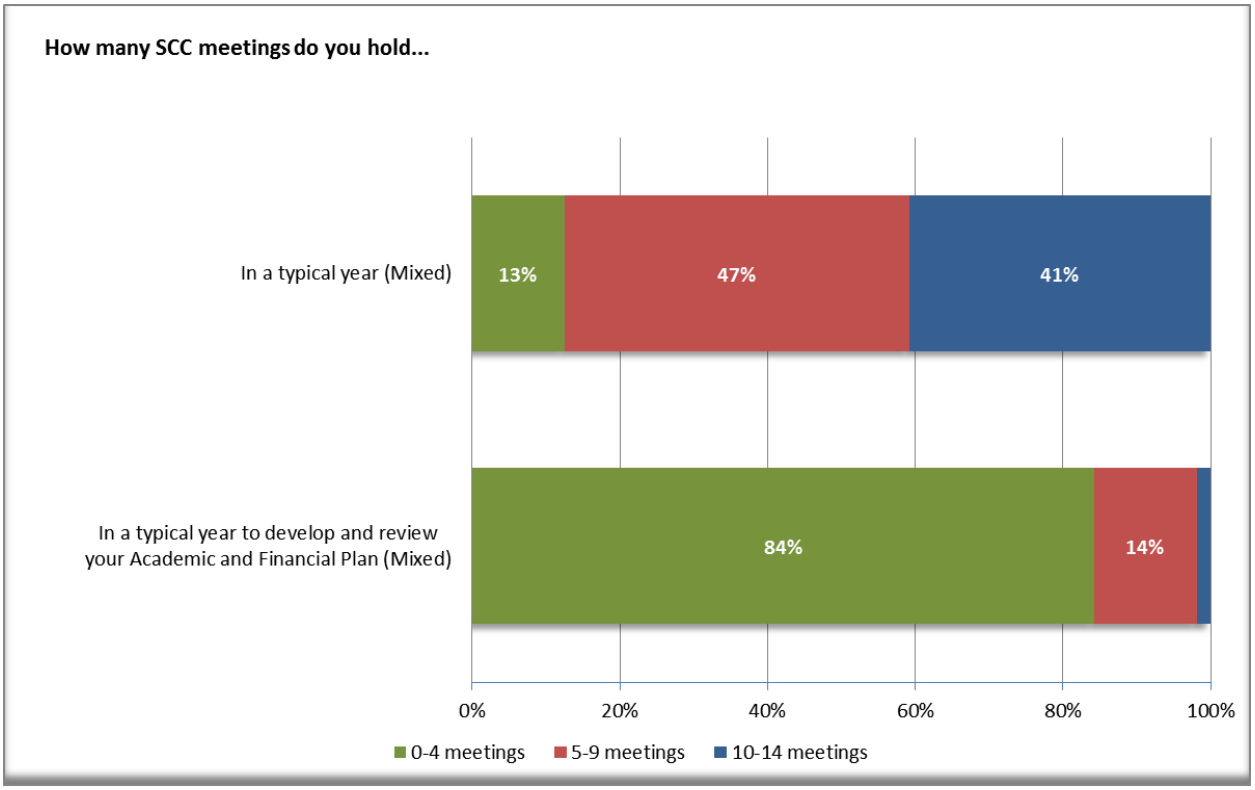


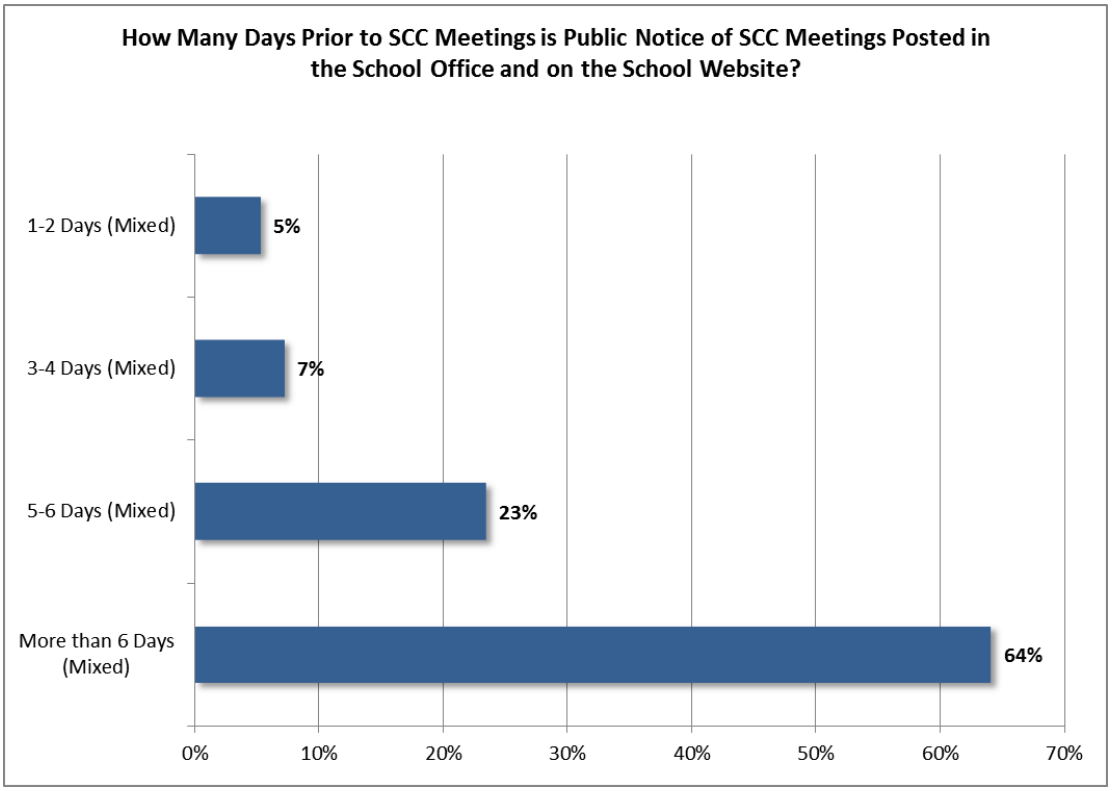
Frequency and Advance Notice of SCC Meetings, by Neighbor Island Status



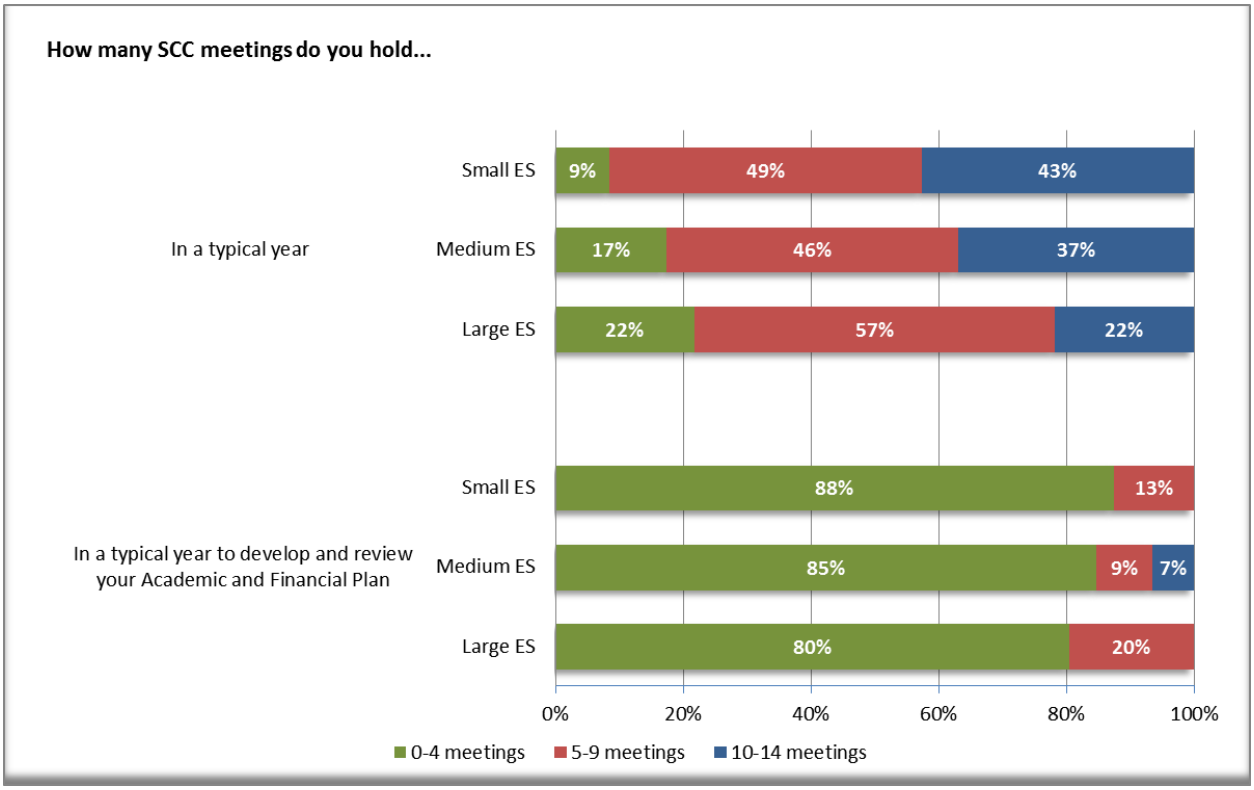


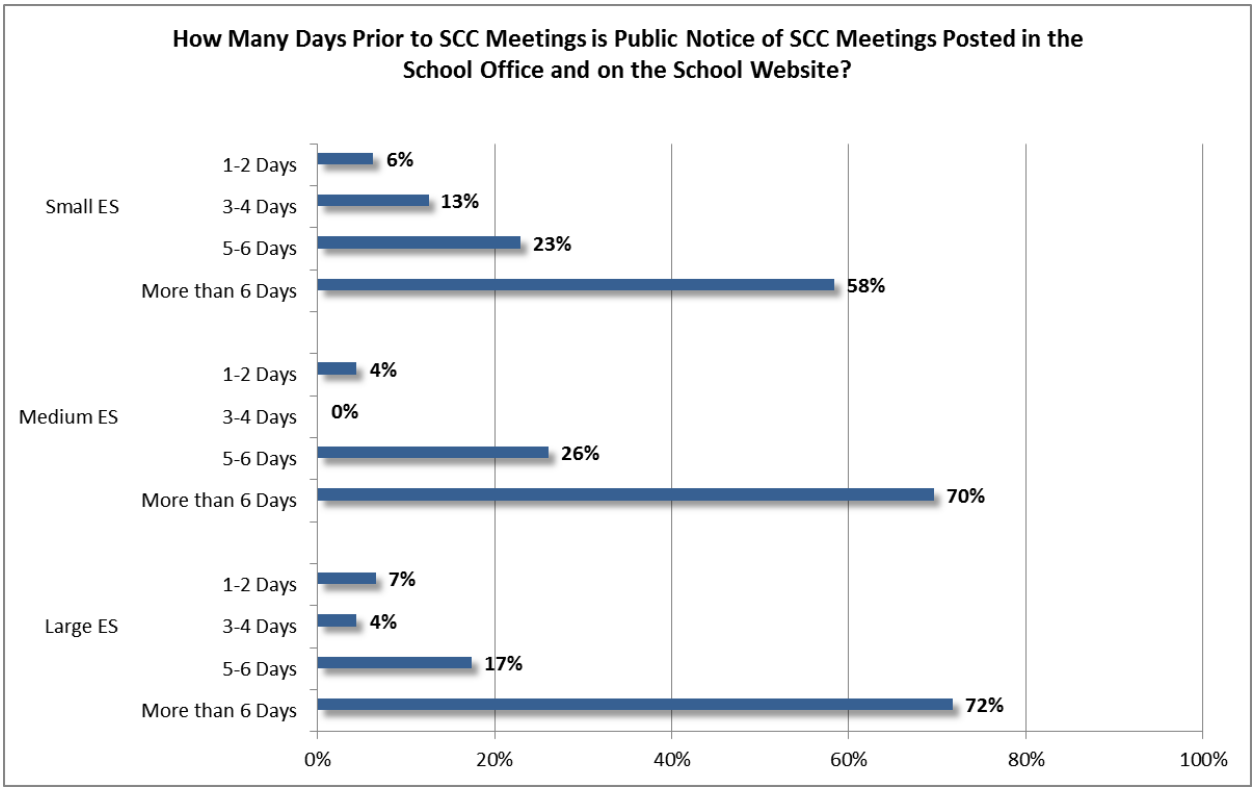
Frequency and Advance Notice of SCC Meetings of Mixed Schools



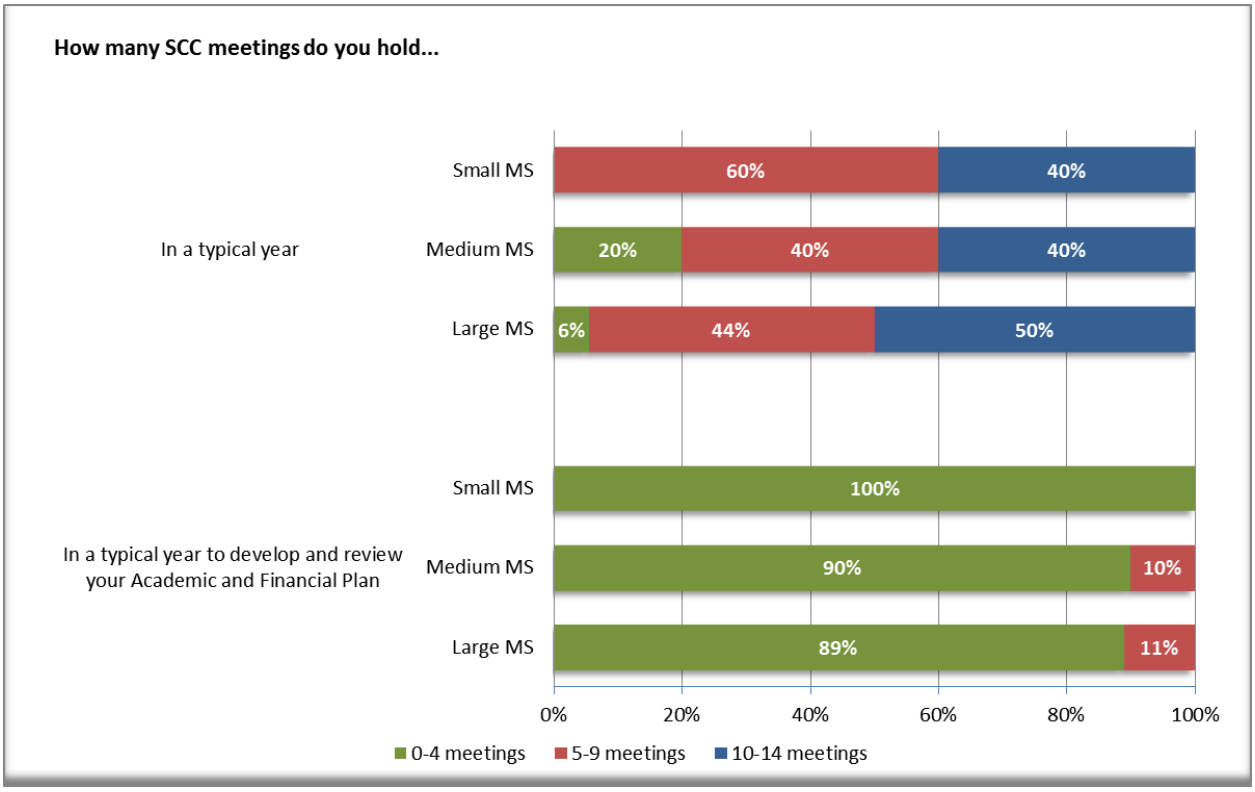


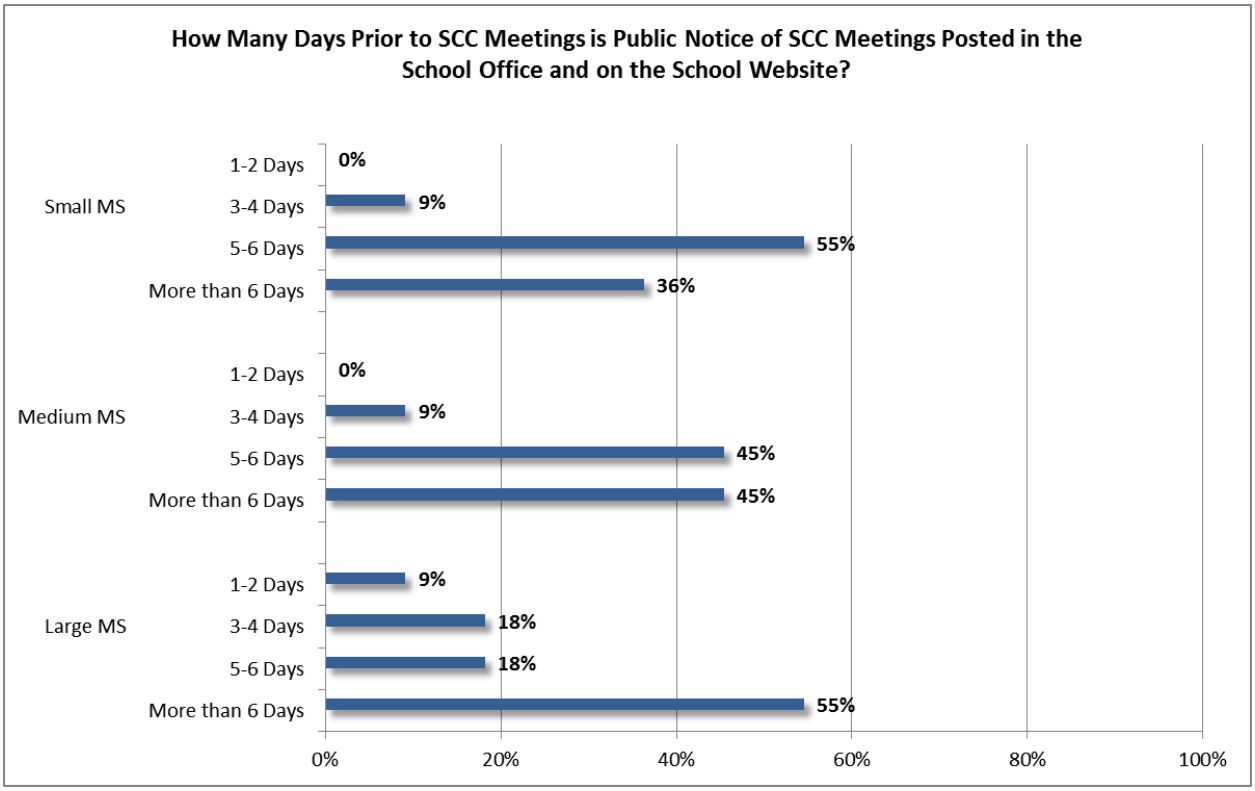
Frequency and Advance Notice of SCC Meetings, by Elementary School Size



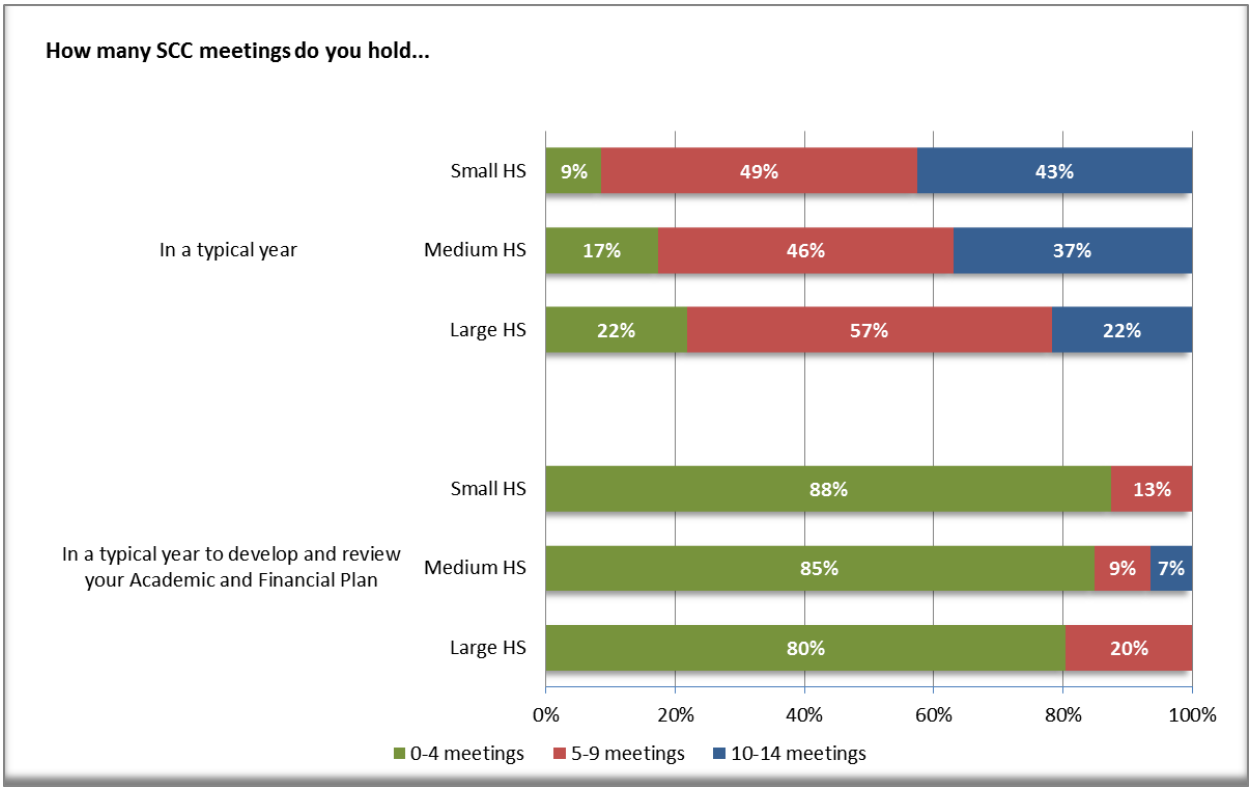


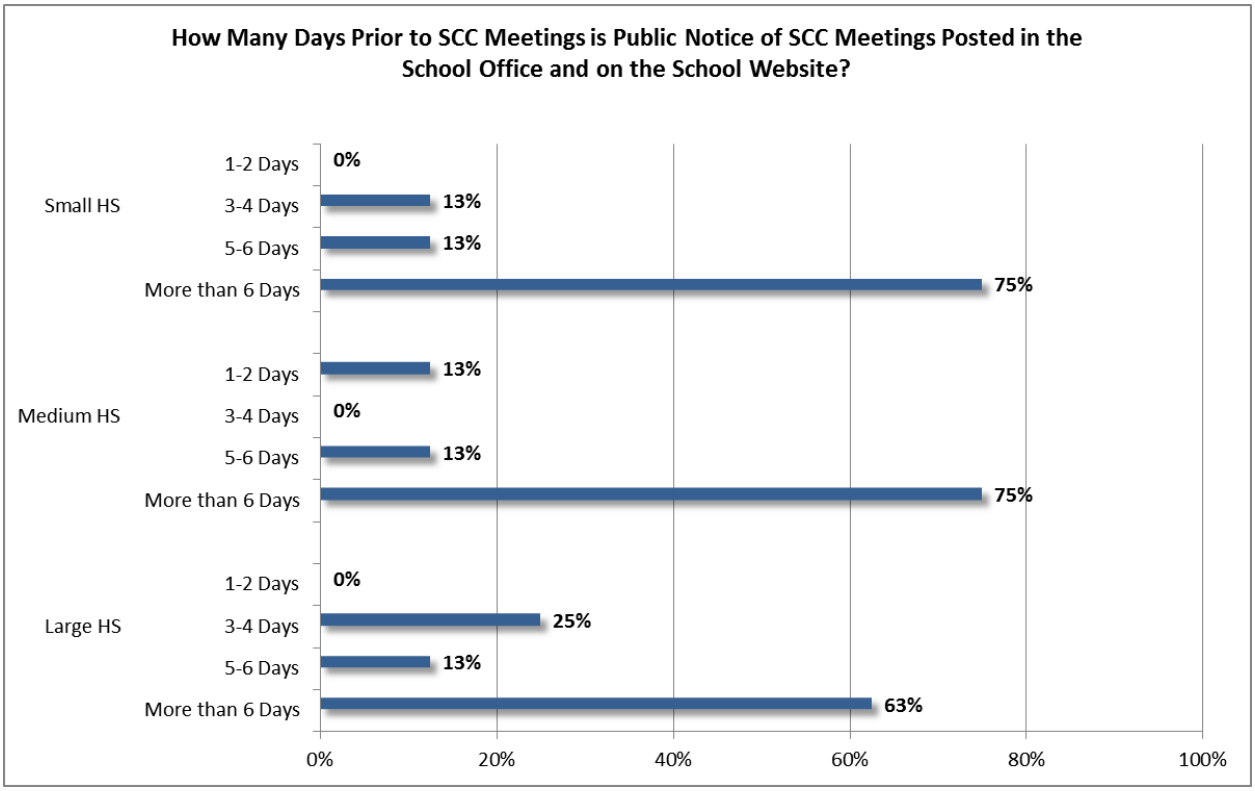
Frequency and Advance Notice of SCC Meetings, by Middle School Size



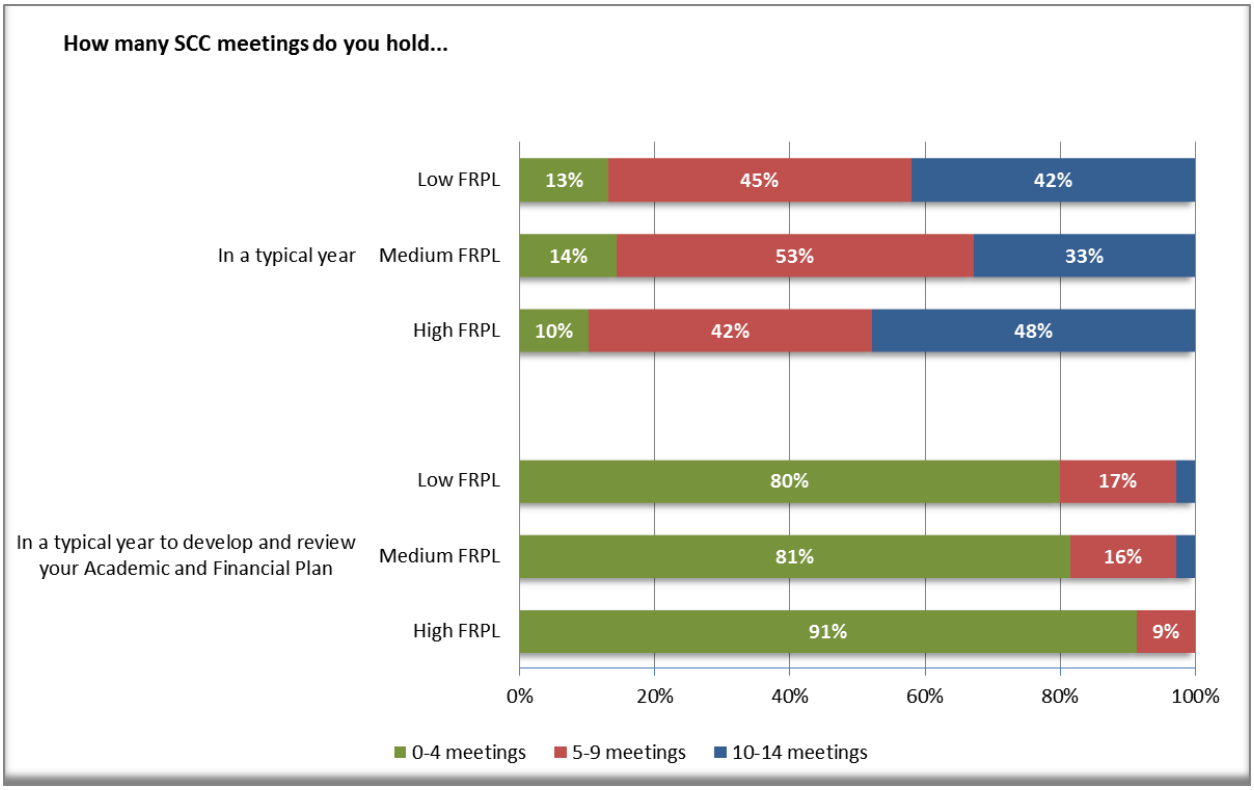


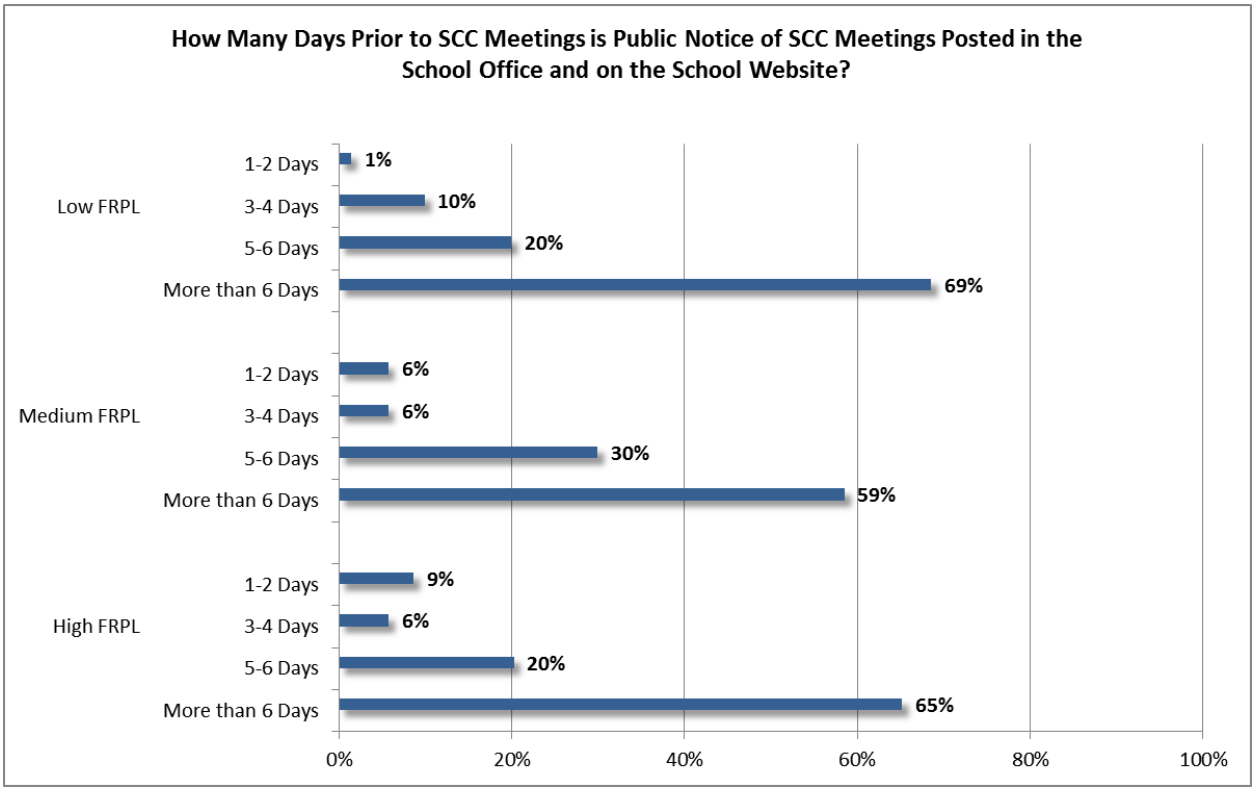
Frequency and Advance Notice of SCC Meetings, by High School Size



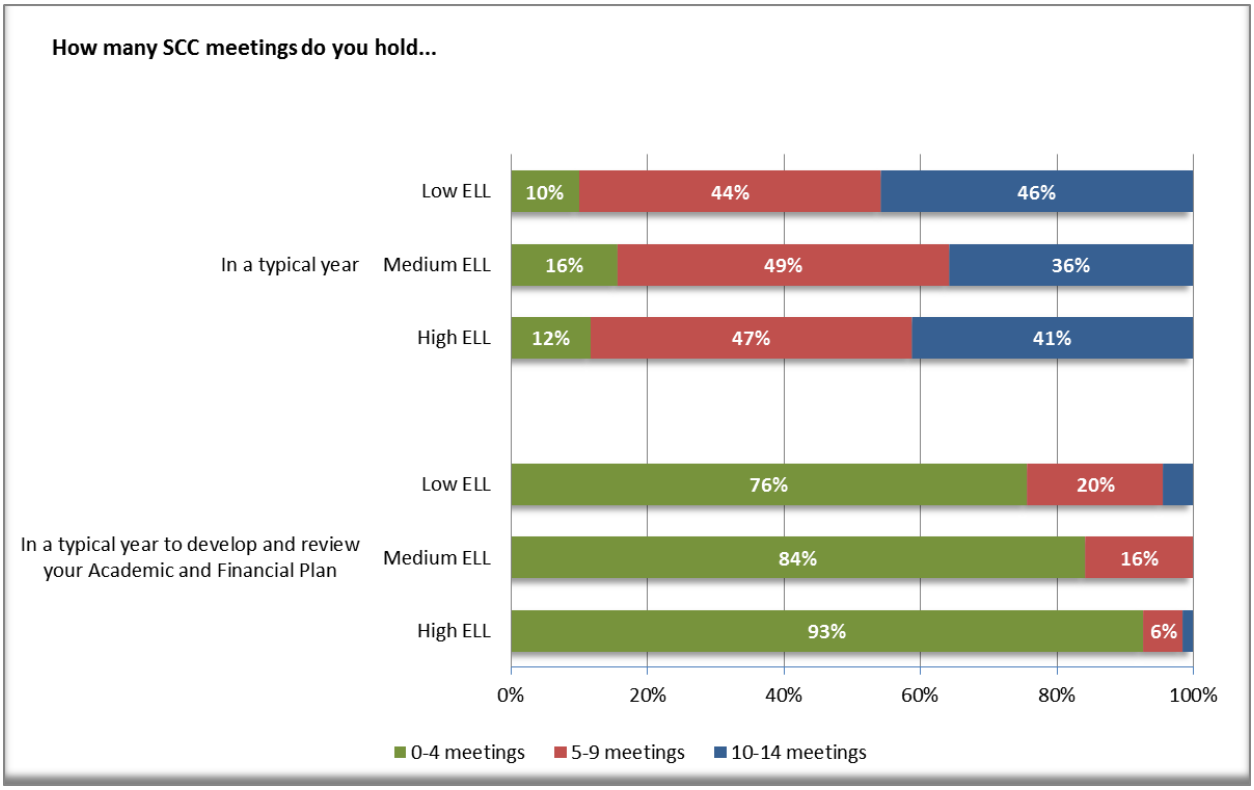


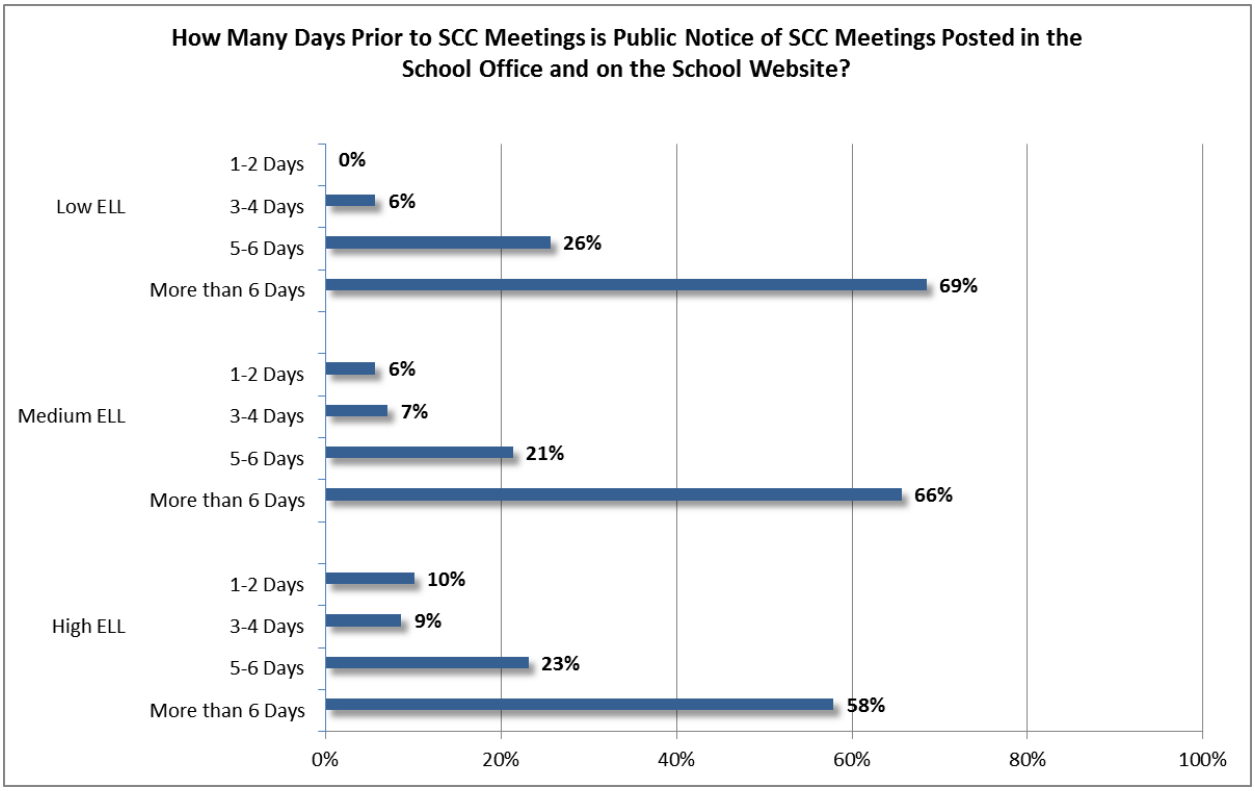
Frequency and Advance Notice of SCC Meetings, by FRPL Level



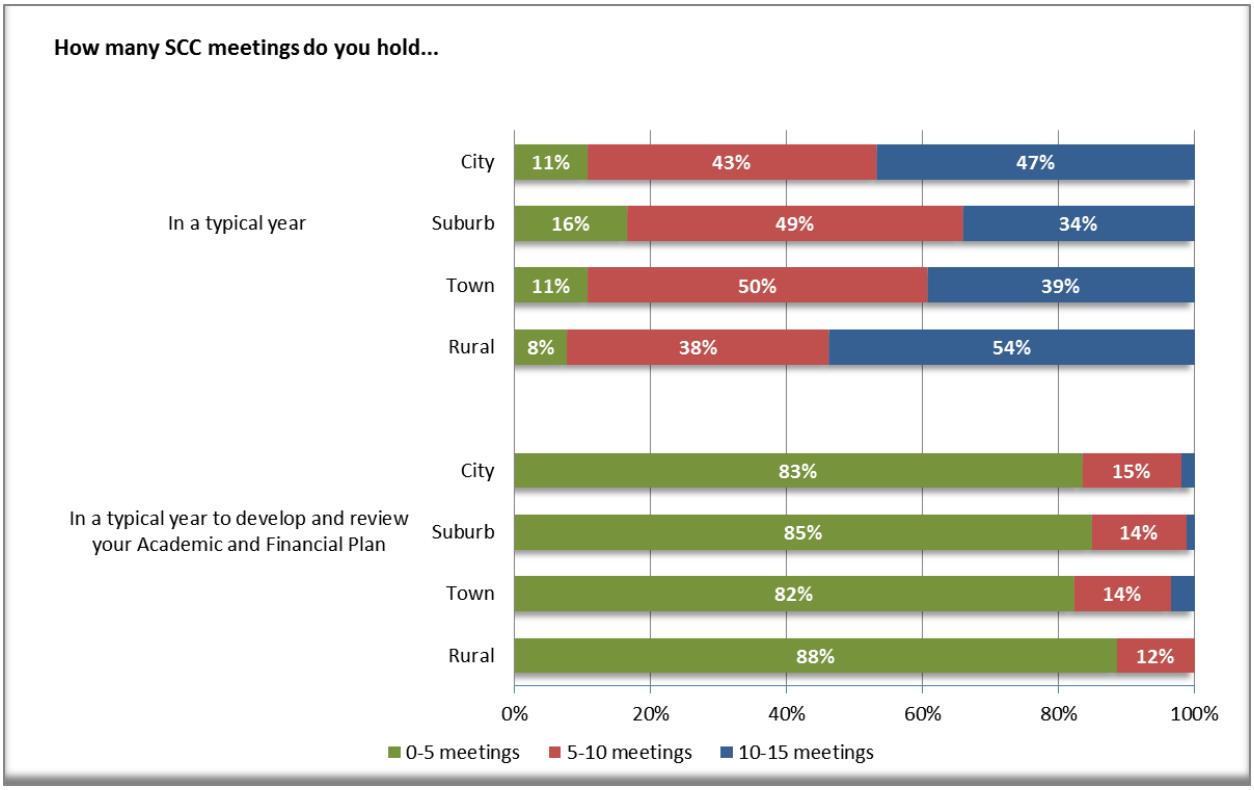


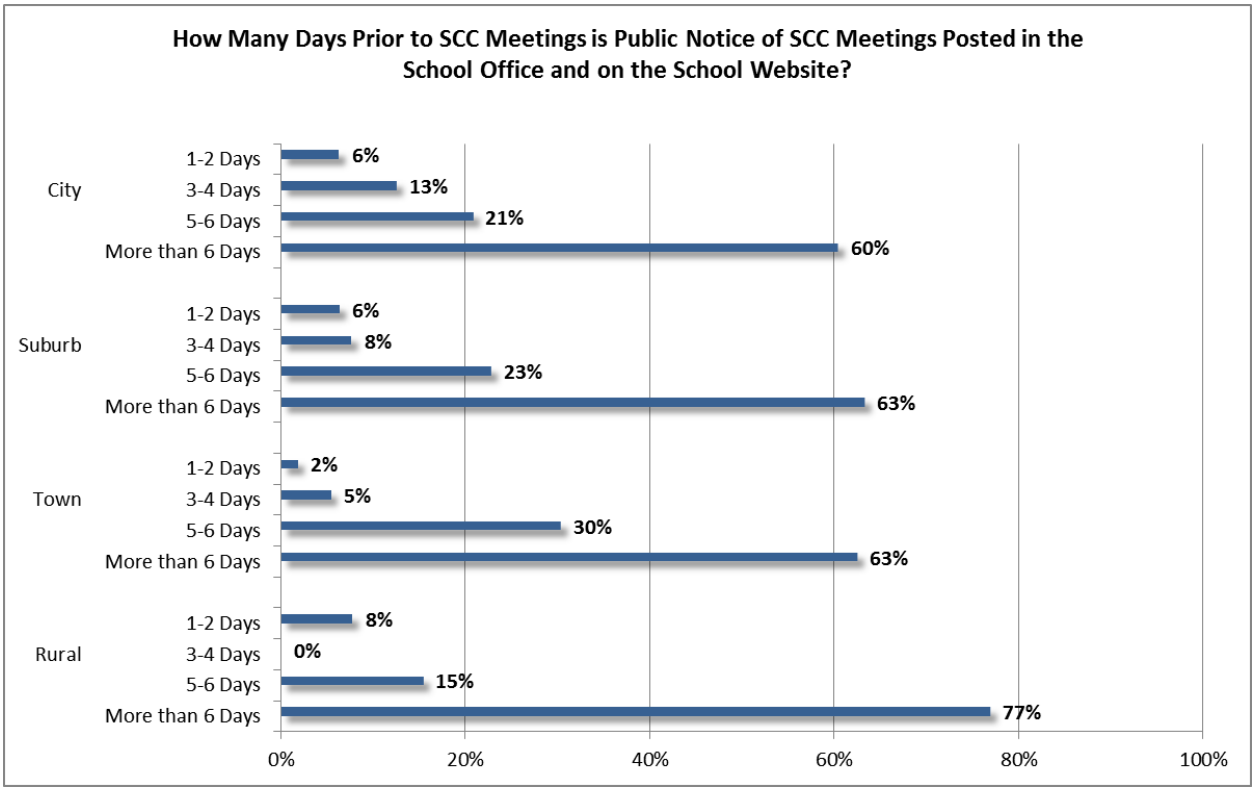
Frequency and Advance Notice of SCC Meetings, by ELL Level



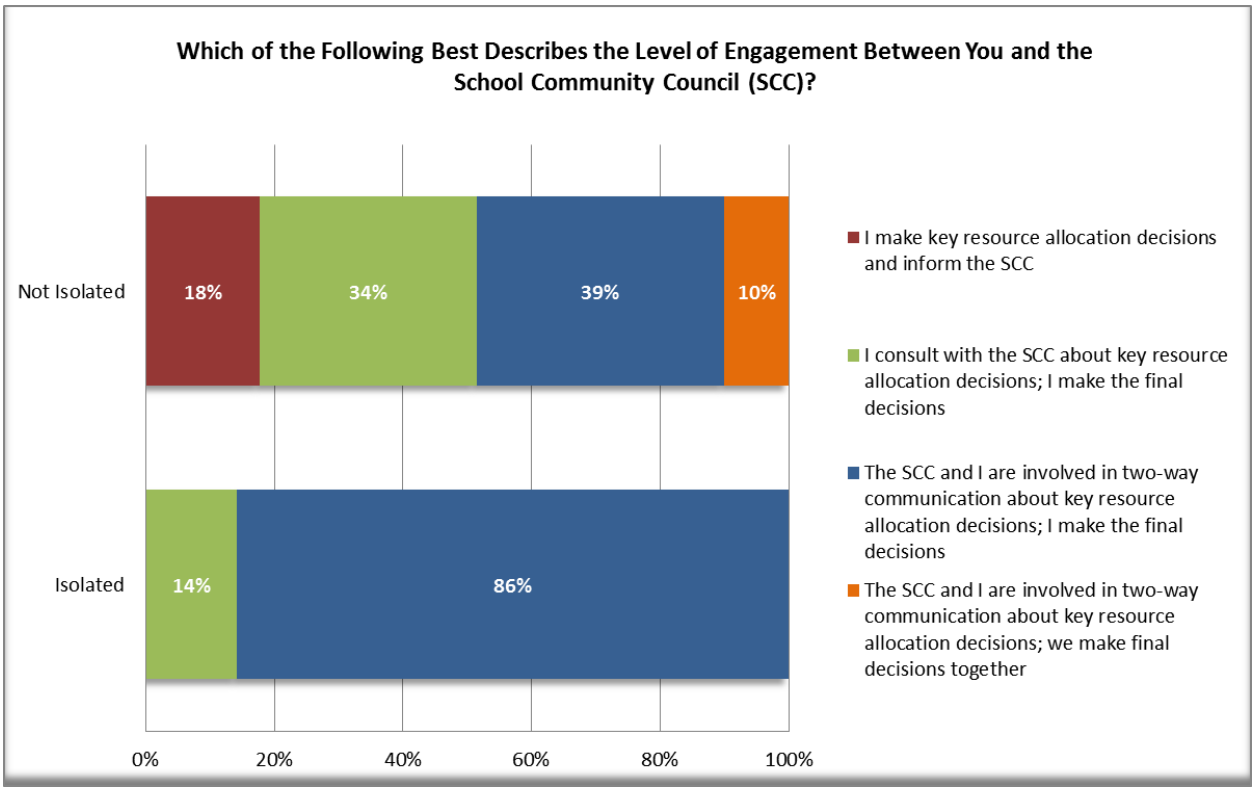


Frequency and Advance Notice of SCC Meetings, by Locale

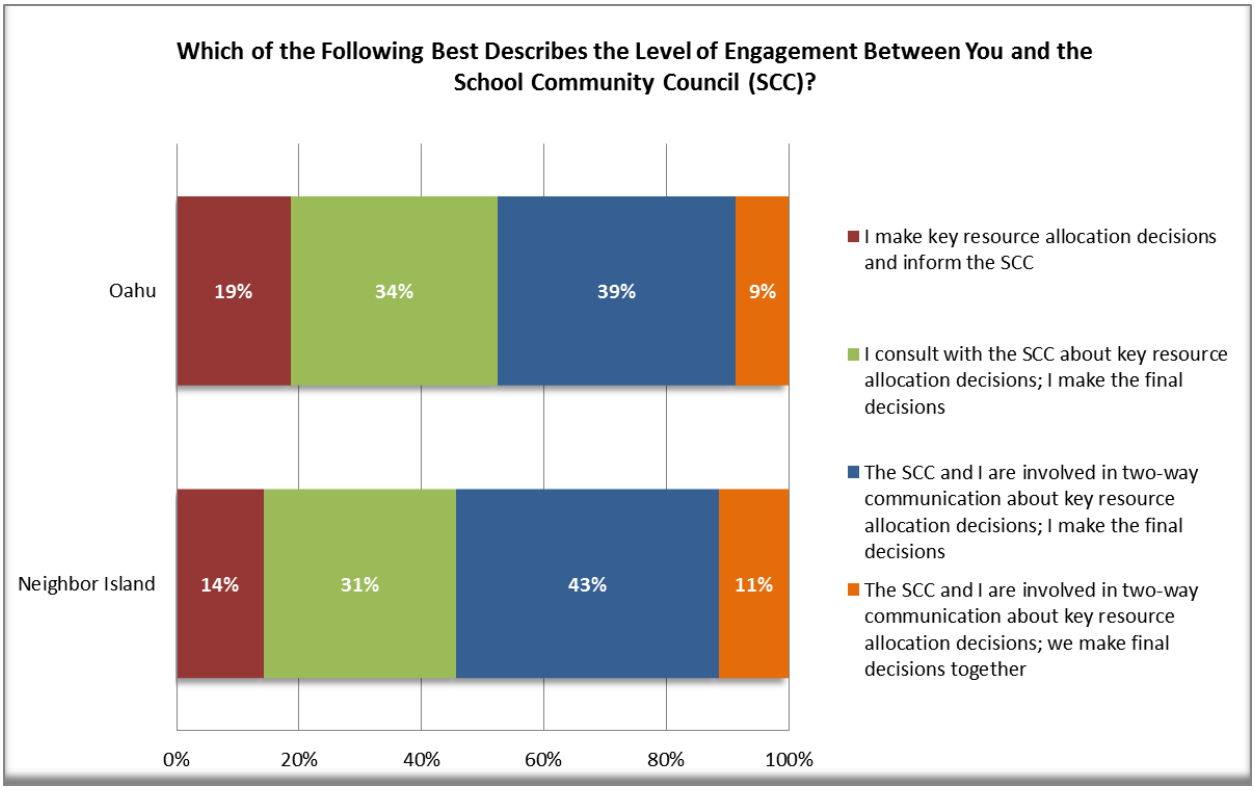



How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?
City
1-2 Days
3-4 Days
5-6 Days
More than 6 Days
6%
13%
21%
60%
Suburb
1-2 Days
3-4 Days
5-6 Days
More than 6 Days
6%
8%
23%
63%
Town
1-2 Days
3-4 Days
5-6 Days
More than 6 Days
2%
5%
30%
63%
Rural
1-2 Days
3-4 Days
5-6 Days
More than 6 Days
8%
0%
15%
77%
0%
20%
40%
60%
80%
100%

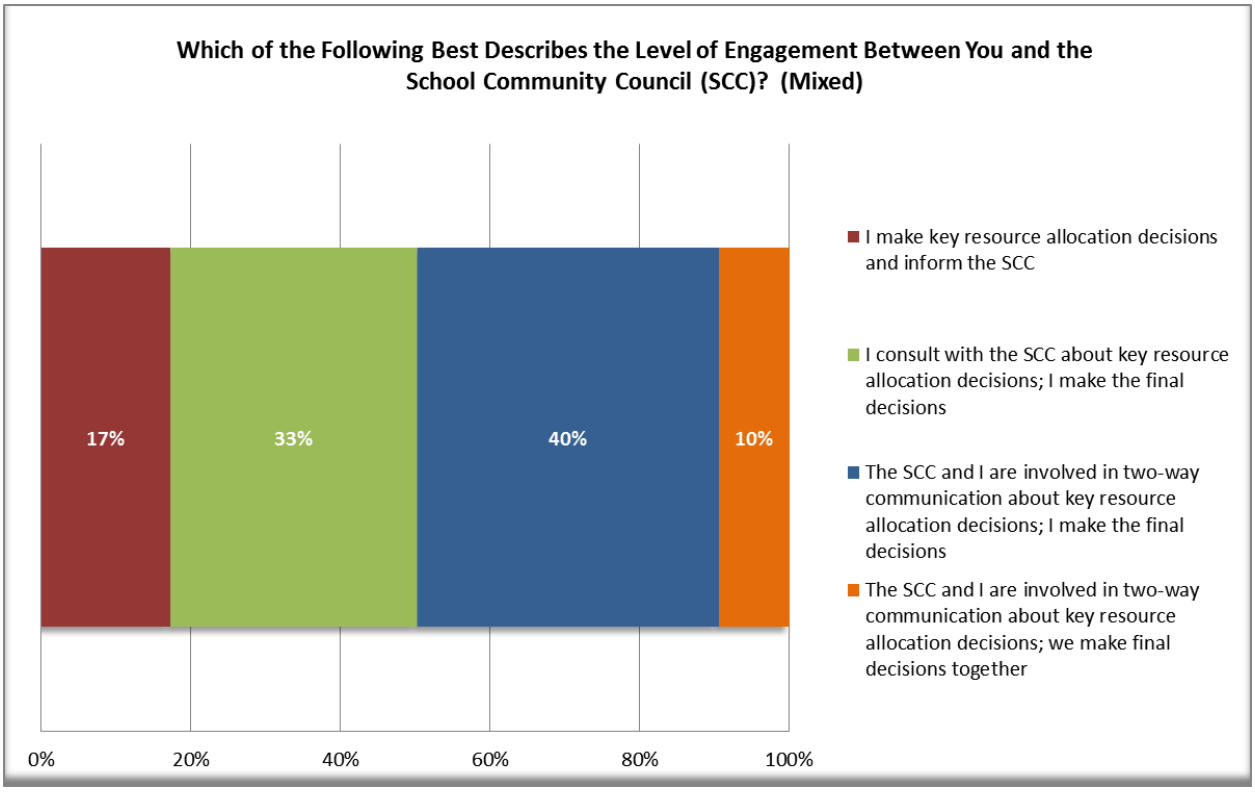
SCC Engagement, by Geographic Isolation



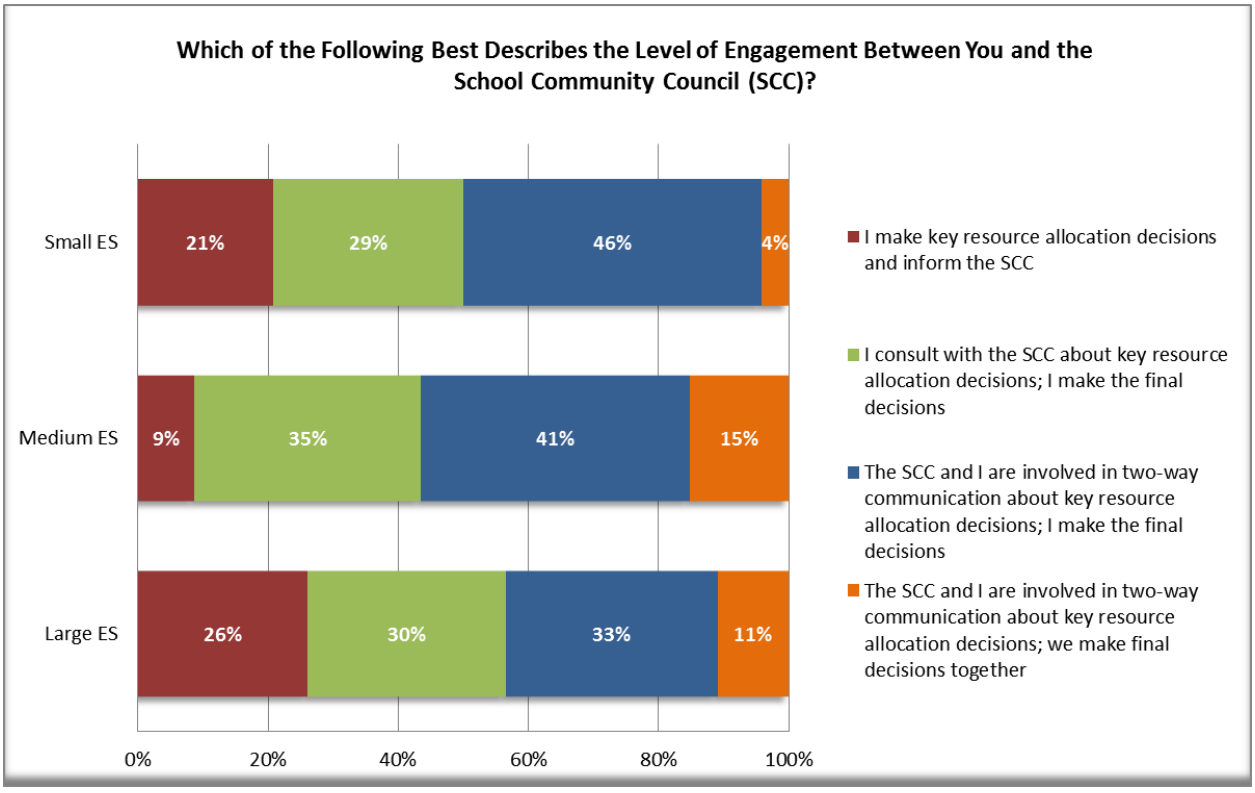
SCC Engagement, by Neighboring Island Status



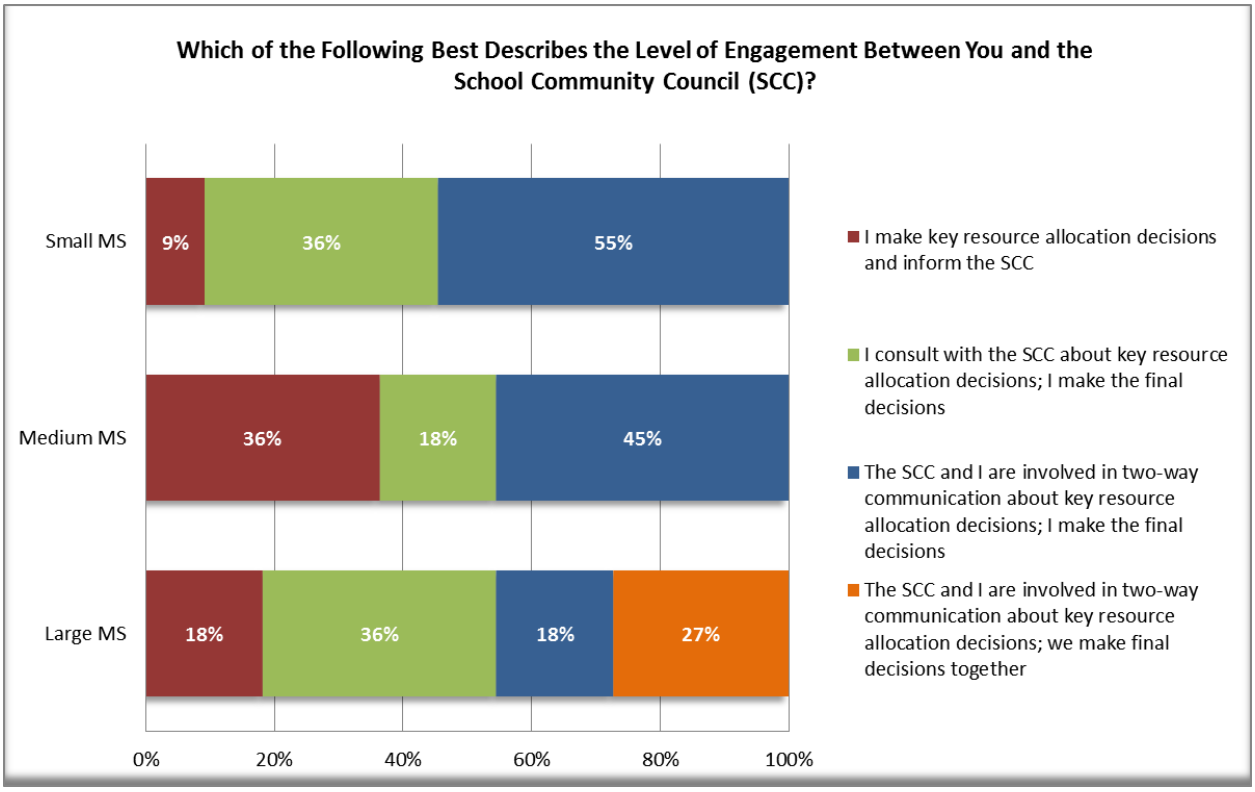
SCC Engagement of Mixed Schools



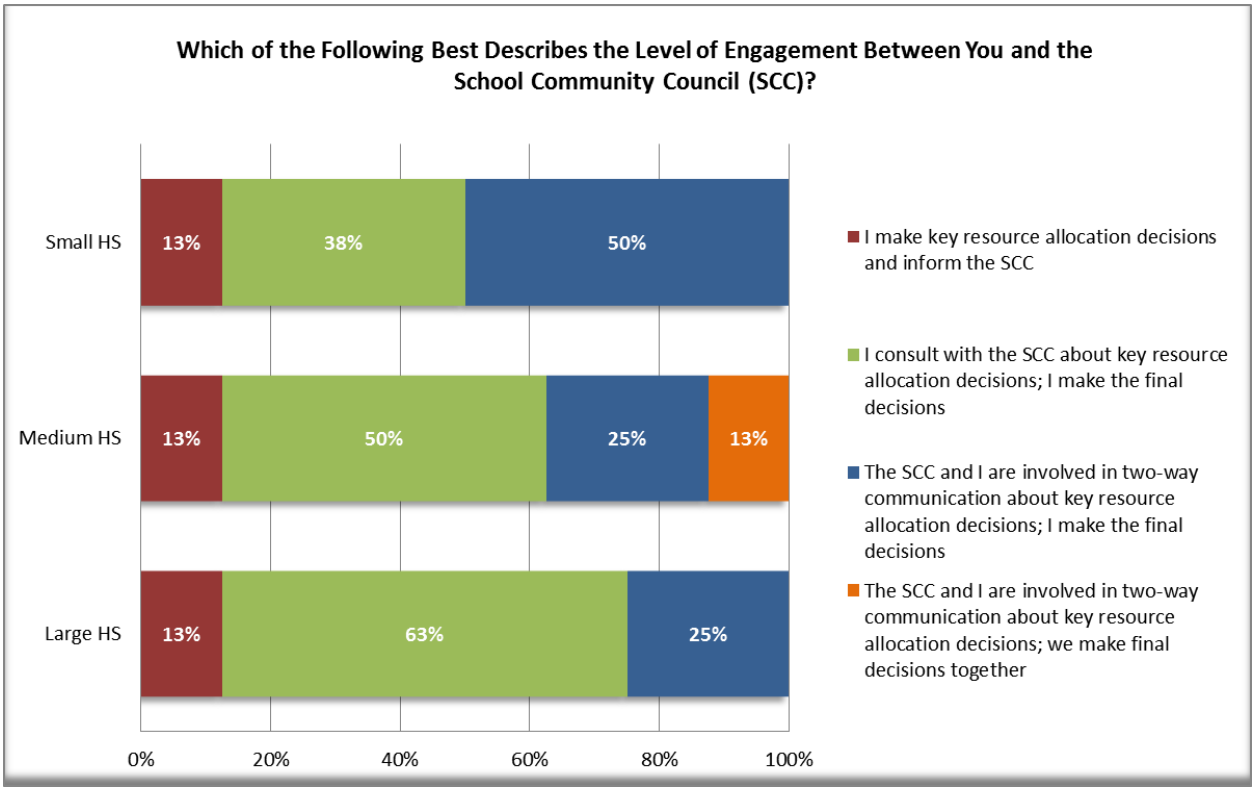
SCC Engagement, by Elementary School Size



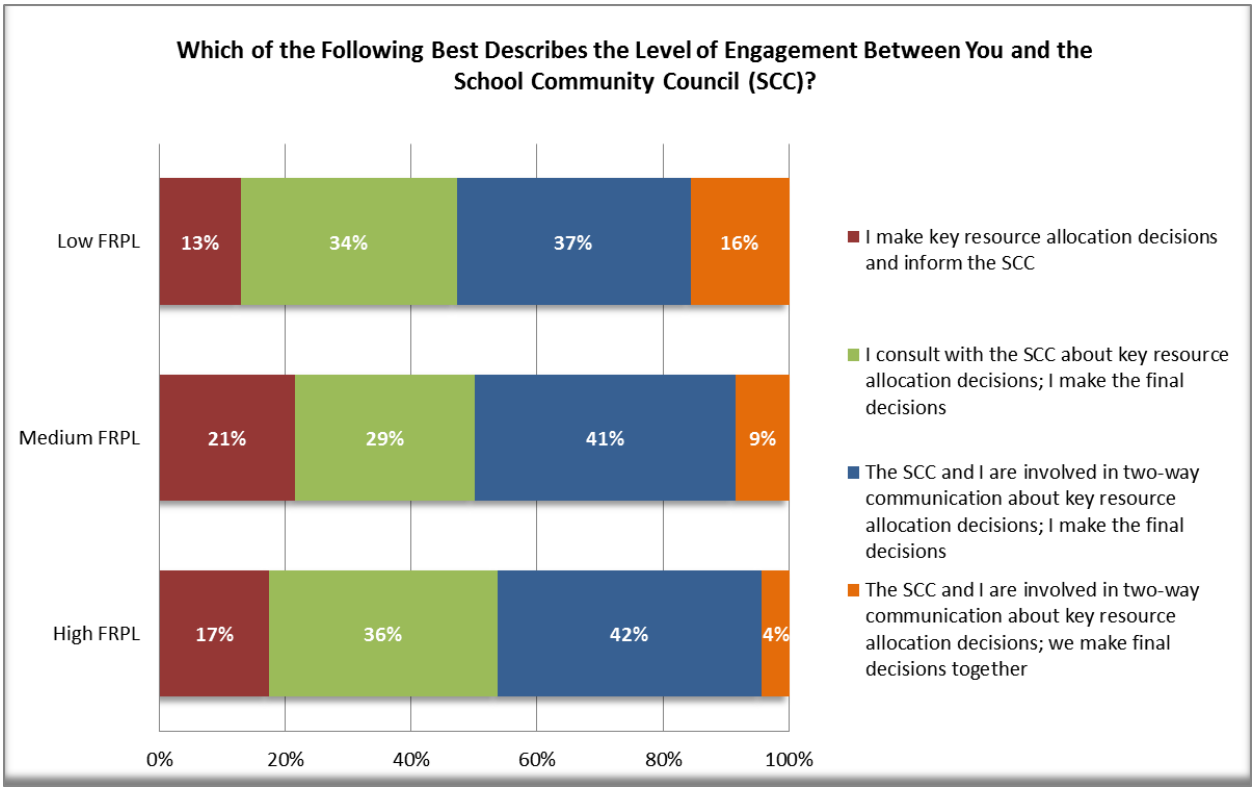
SCC Engagement, by Middle School Size



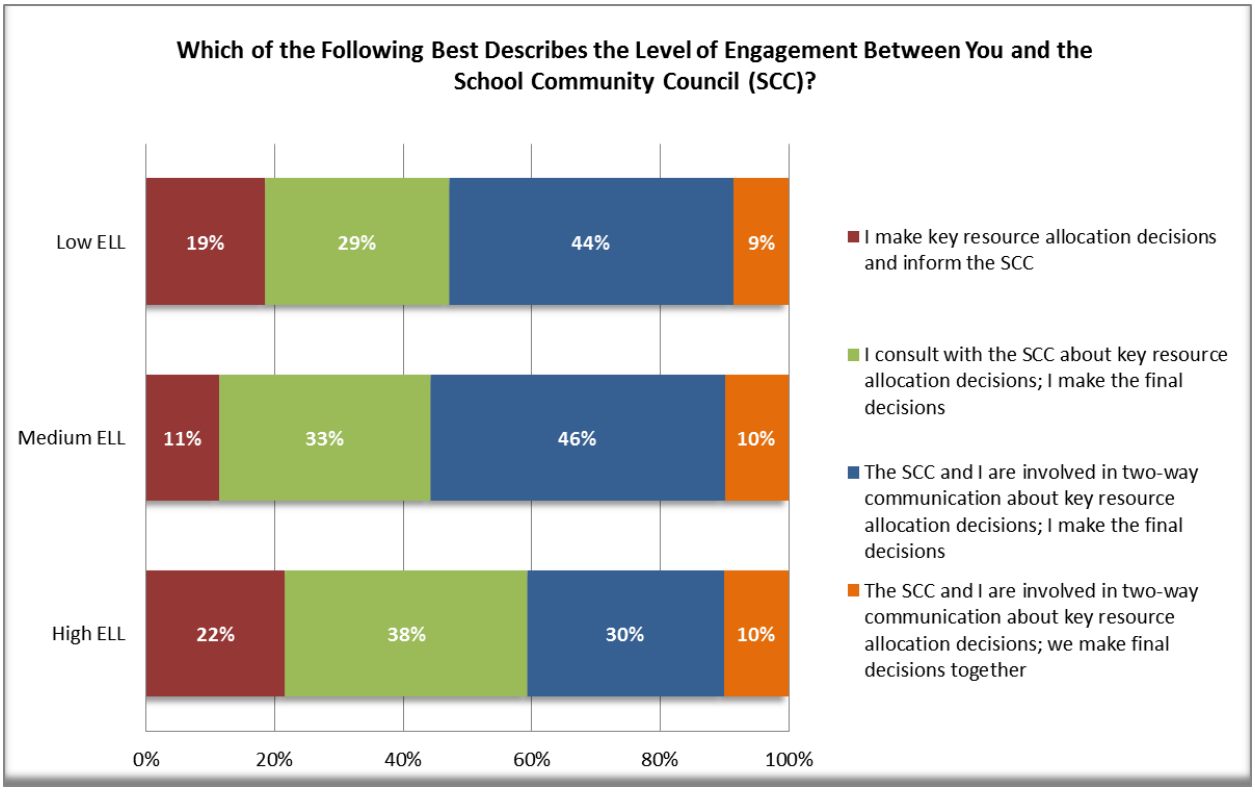
SCC Engagement, by High School Size



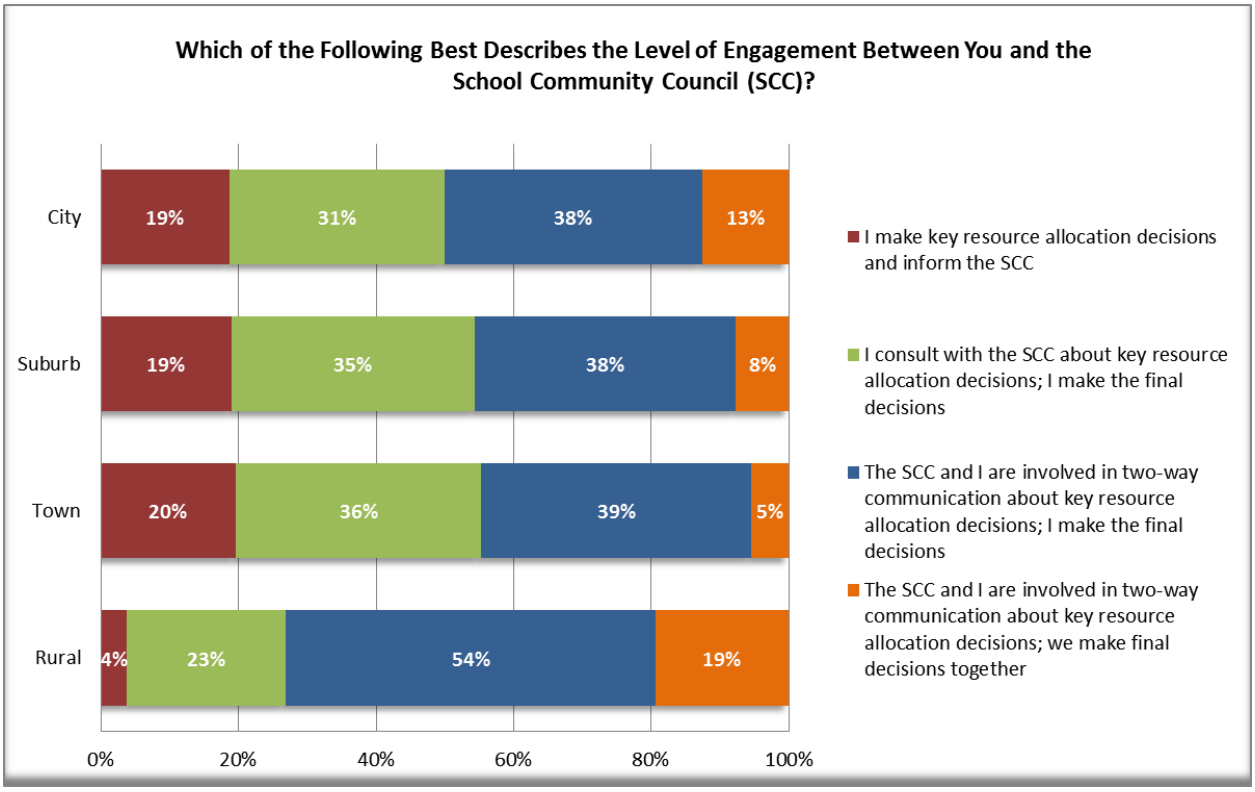
SCC Engagement, by FRPL Level



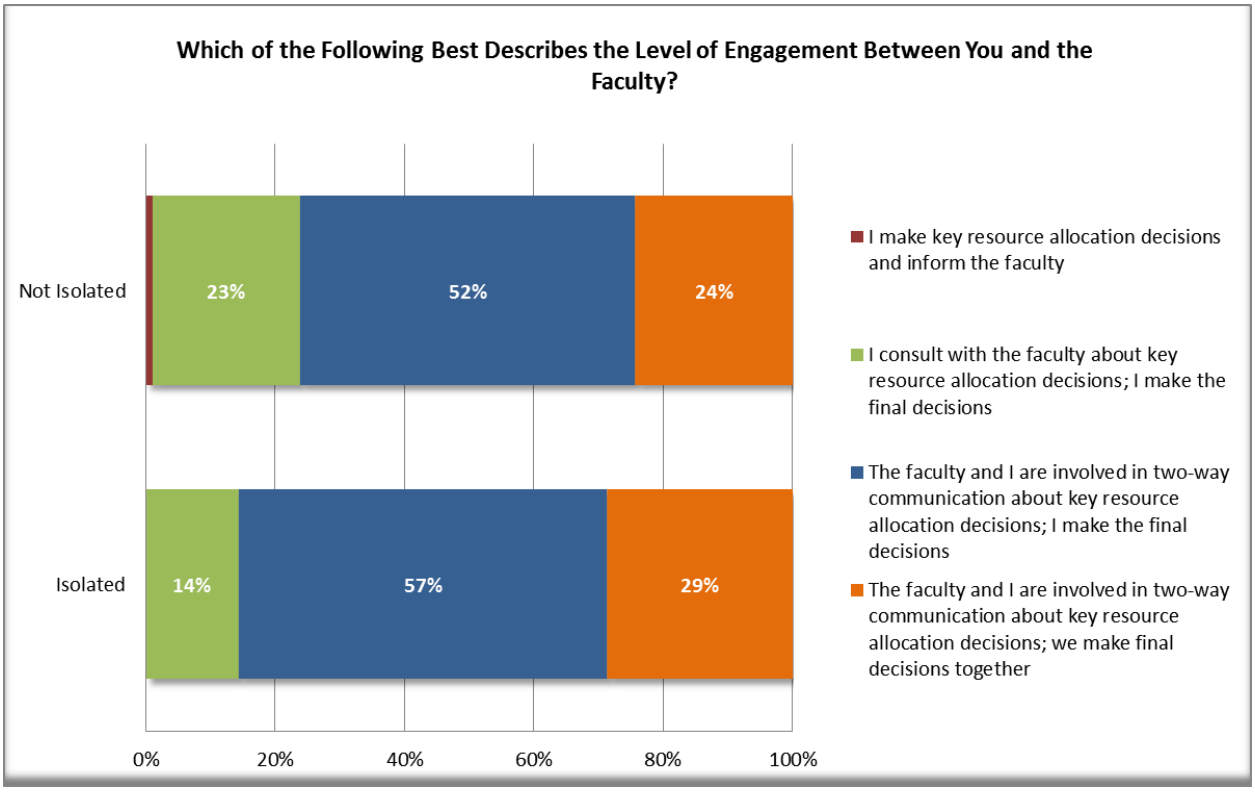
SCC Engagement, by ELL Level



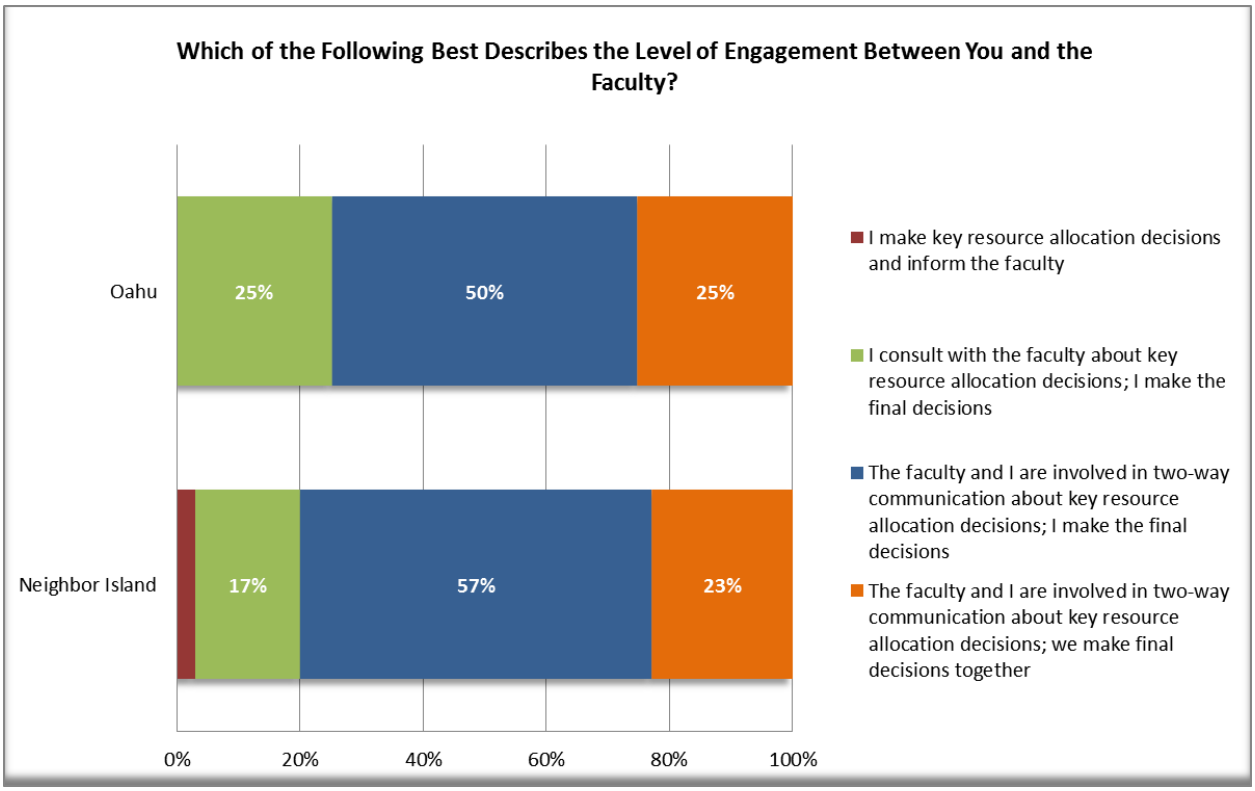
SCC Engagement, by Locale



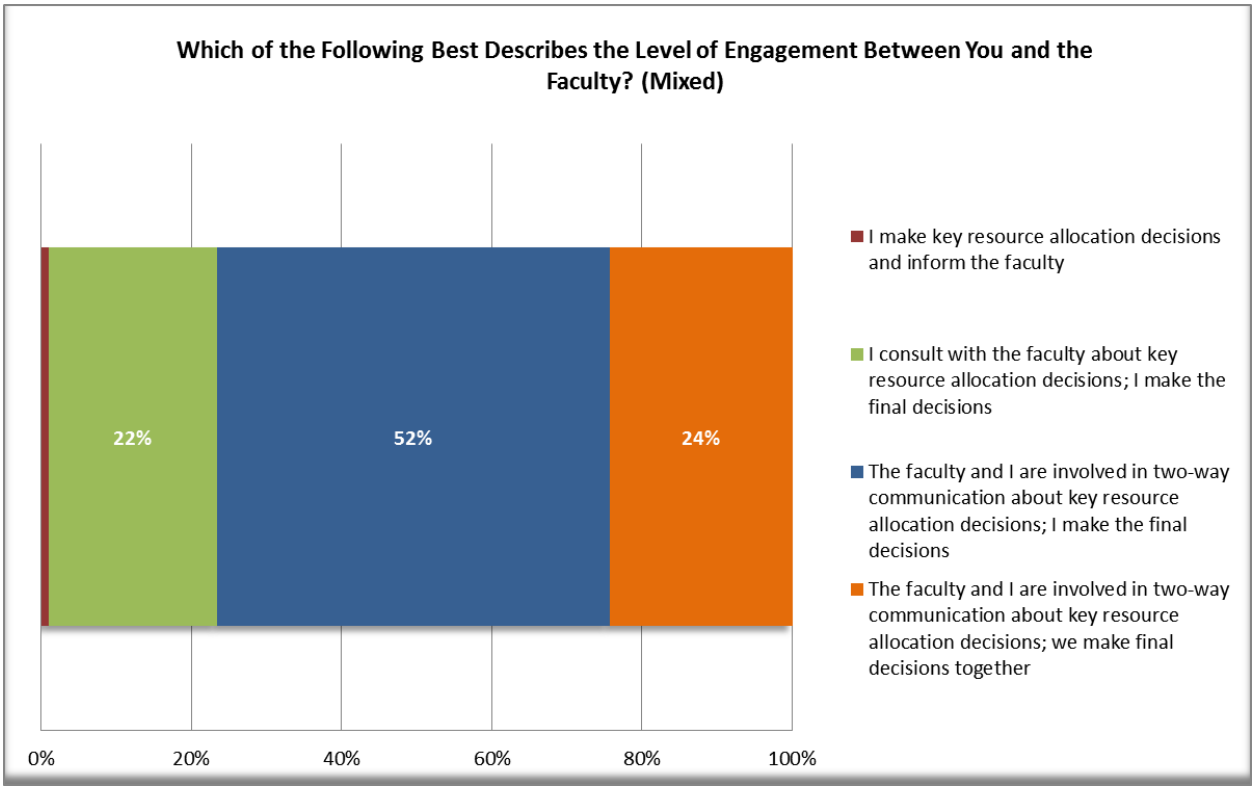
Faculty Engagement, by Geographic Isolation



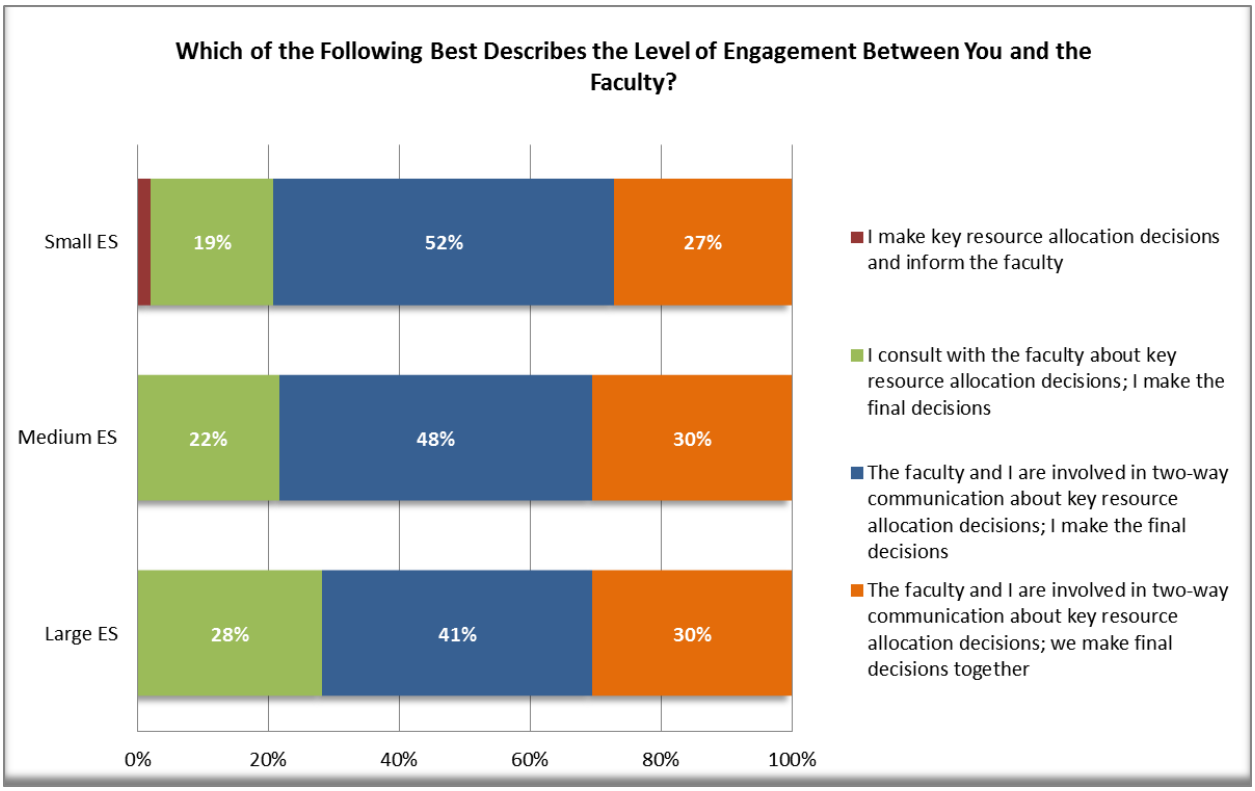
Faculty Engagement, by Neighbor Island Status



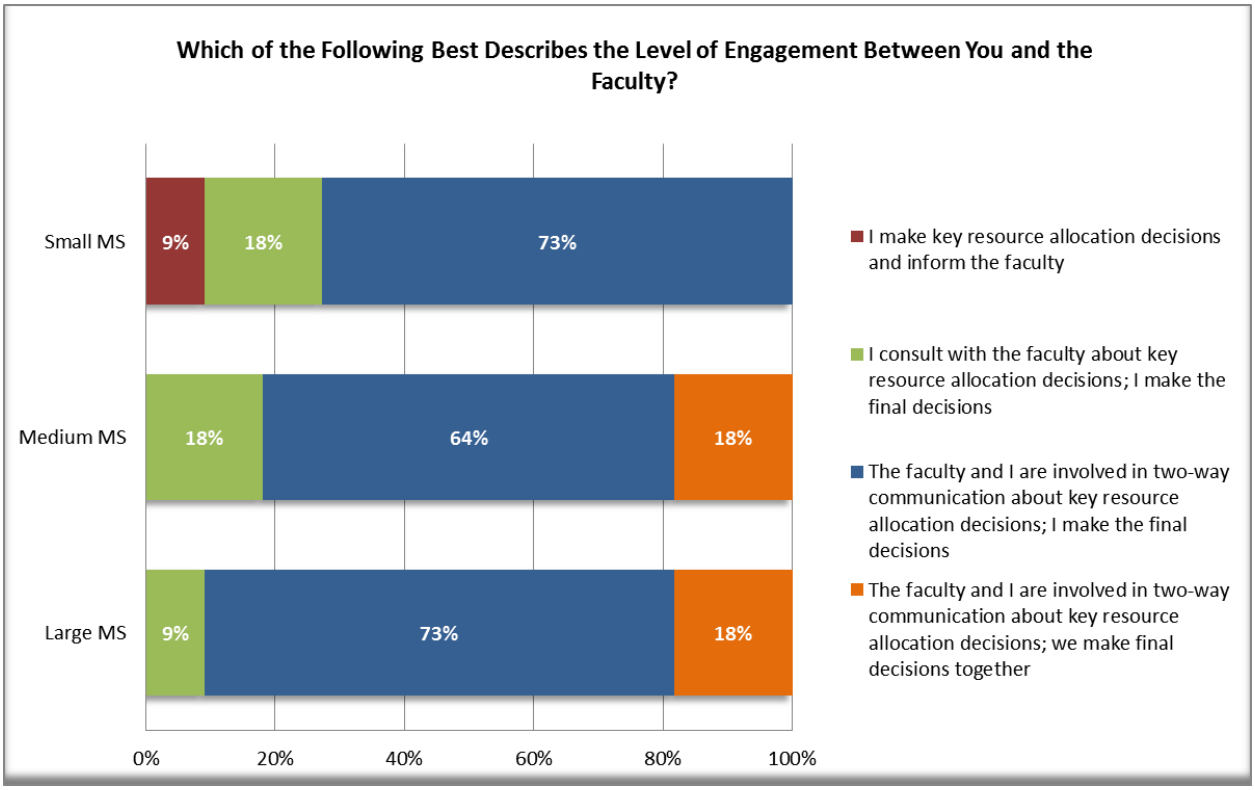
Faculty Engagement of Mixed Schools



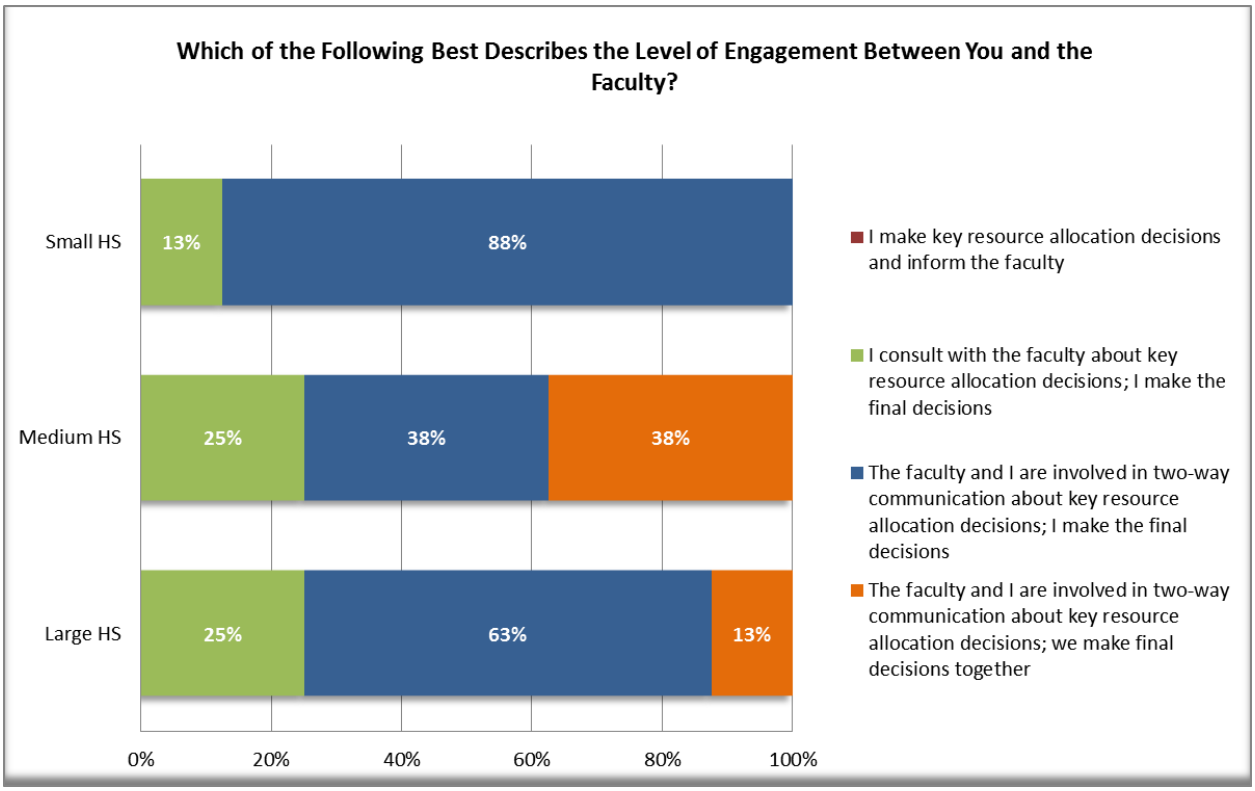
Faculty Engagement, by Elementary School Size



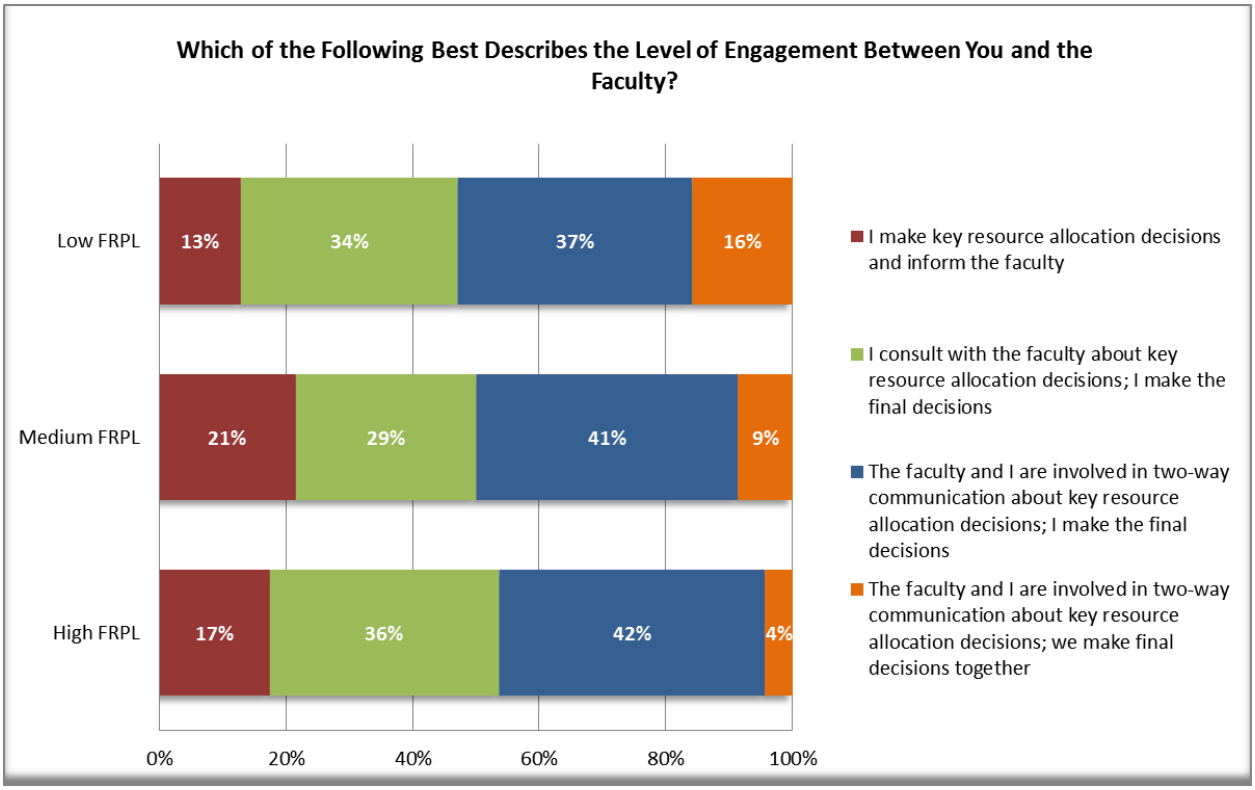
Faculty Engagement, by Middle School Size



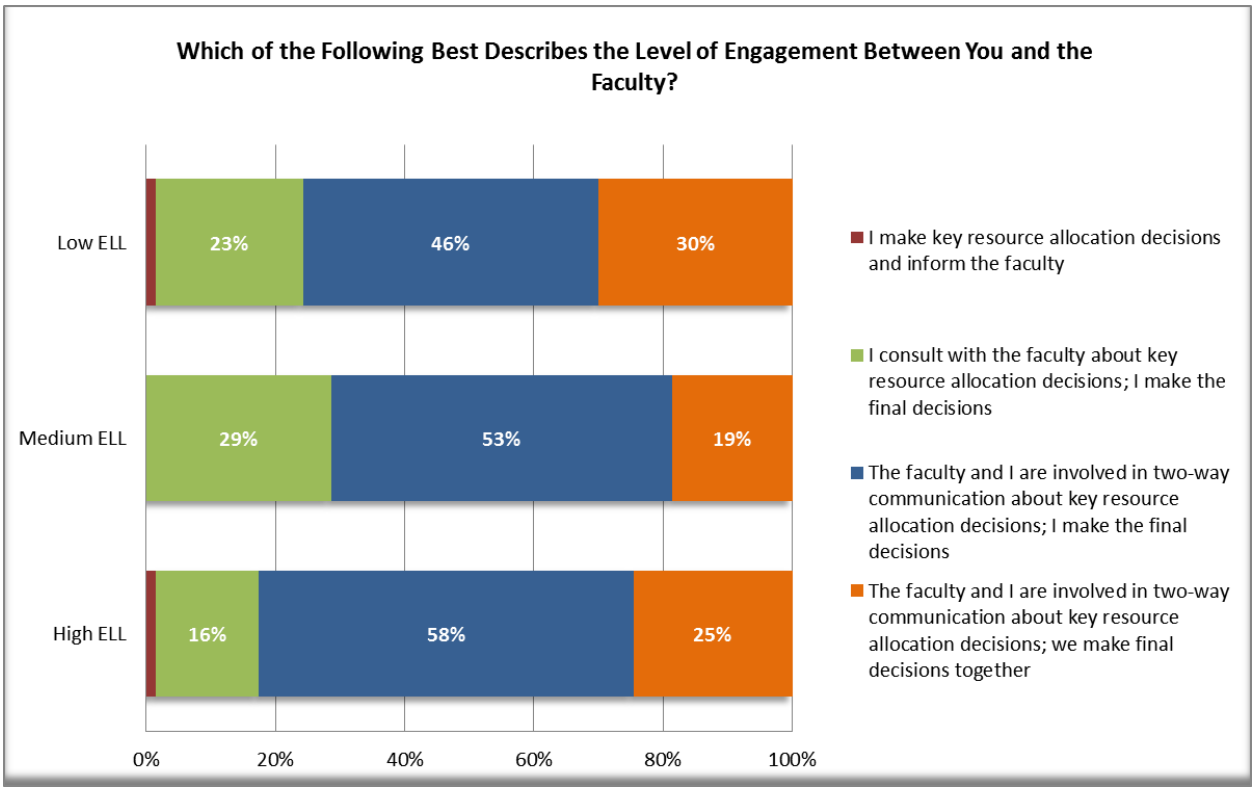
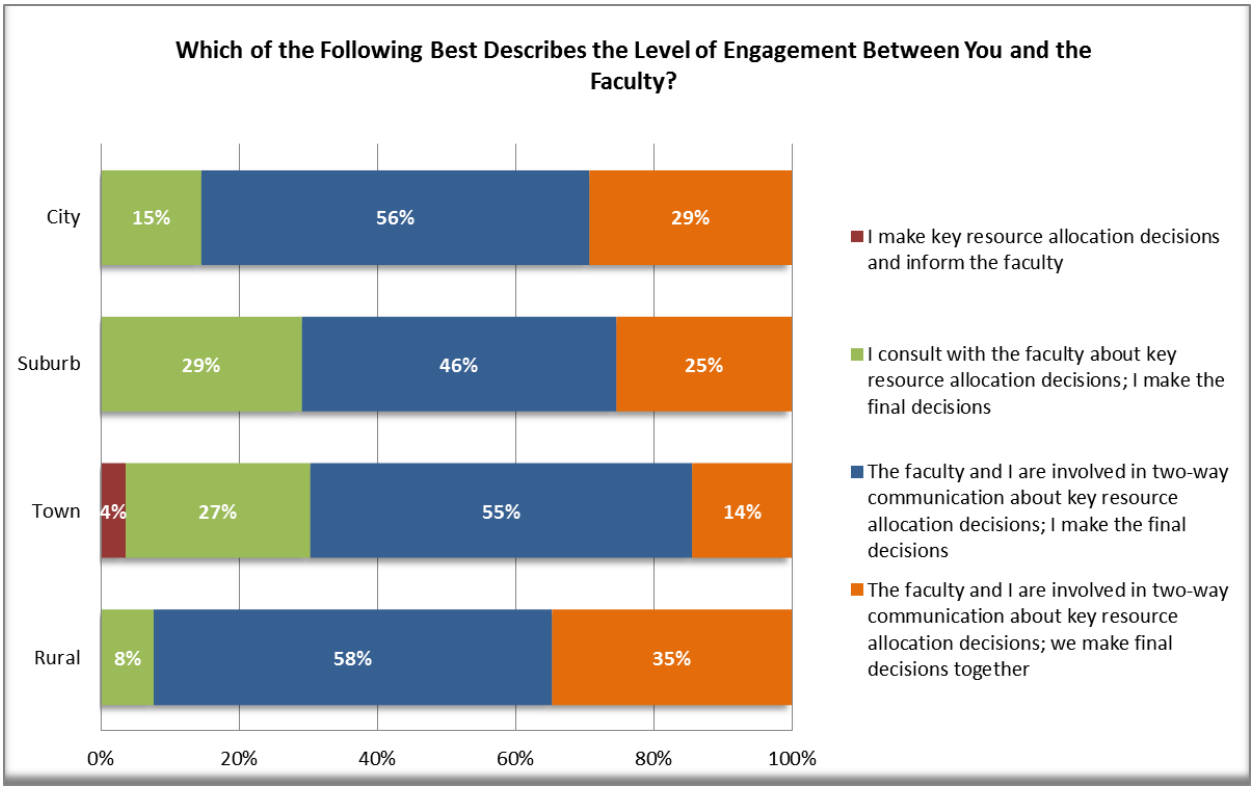
Faculty Engagement, by High School Size



Faculty Engagement, by FRPL Level



Faculty Engagement, by ELL Level



Faculty Engagement, by Locale