2016 Principals Survey

Prepared for:

July 2016
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Appendices
Executive Summary

The following section presents key findings from an online survey distributed to 294 HIDOE public school---including public charter school---principals and school directors, June 24 to July 4, 2016. n=127 principals completed the survey by the cut-off date, for a response rate of 43%. Maximum sampling error based on a population of N=294 is +/-6.6%.

Common Core Standards, Smarter Balanced Assessment, Strive HI Accountability Index
Opinions about the HIDOE's implementation of the Common Core Standards and the Smarter Balanced Assessment are more favorable than they were last year, but can still improve. While 58% of principals feel the HIDOE has done a good job implementing the Common Core State Standards (up from 18%), less than one-half feel the HIDOE has done a good job implementing the Smarter Balanced Assessment (37% - up from 8%). Additionally, only 21% of principals feel that the Strive HI Accountability Index is fair (up from 14%).

Education Effectiveness System
Calls for the HIDOE to delay the implementation of the EES have tempered in 2016 (48% - down from 77%). However, one-half of principals still do not feel they have received the level of support needed to implement the EES (48%). Two in five also still feel that the EES should be permanently discontinued (44%).
Executive Summary

School Empowerment

Large gains in perceived empowerment were posted in 2016. Significantly greater proportions than last year agreed that they have sufficient control over curriculum decisions (52% - up from 22%), that schools are currently empowered to an appropriate degree (41% - up from 18%), that they are treated like partners by HIDOE (41% - up from 21%), and that the current HIDOE Academic Plan Template empowers them to be instructional leaders (41% - up from 31%). However, a large majority still also feel like the HIDOE want principals to function primarily as compliance managers (73%).

Principals would like more flexibility in determining who will or will not work in their school (97%) and greater control over their school’s share of system-wide resources. Large proportions of principals also feel they should have input on how statewide standards and policies are achieved (93%) and should have the ability to seek comparable services from different providers if they are not satisfied with the services provided by the HIDOE (82%).

Communication

Opinions about communications between the HIDOE leadership and those at the school level are generally unchanged from 2015. 40% of principals feel they can express any concern or critique about HIDOE policies and practices; a similar proportion feel the HIDOE leadership will listen (41%).
Executive Summary

ESSA

A majority of principals feel that we should change the direction we are heading, when it comes to public education. Findings from the research show that principals would encourage changes in the system through ESSA---in the Strive HI Accountability System, in the Smarter Balanced Assessment, and in the EES. But they would be more hesitant about changes in the Common Core.

Currently, less than one-half of principals feel they have a clear understanding of the specific changes that are possible through ESSA (43% vs. 52% who do not).

* * * * *

Overall, principals are feeding back perceived improvement relative to the implementation of the Common Core Standards and Smarter Balanced Assessment. There are also perceived gains in school empowerment. But principals also indicated that there is still room to improve in these areas and others.

Currently, many principals do not yet have a clear understanding of the specific changes that are possible through ESSA, but they do encourage change in most areas, with the exception of the Common Core.
Objectives and Methodology

• In 2015, the Education Institute of Hawaii (EIH) conducted its first annual Principals Survey. Ward Research was commissioned to conduct a similar survey in 2016. The 2016 Principals Survey had a dual purpose:
  – To track principal opinions on topics such as the Common Core, Smarter Balanced Assessment, Education Effectiveness System, and school empowerment;
  – To gather opinions and suggestions about the Every Student Succeeds Act, that will be used to help formulate the ESSA plan.

• An online survey was distributed to 294 HIDOE public school---including public charter school---principals and school directors. (Note that the 2015 survey did not include charter school principals.)

• The data collection period was from June 24 to July 4, 2016. Ward Research emailed a unique survey link to each of the principals. Prior to the distribution of the links, EIH sent an introductory email to principals, telling them about Ward Research’s role and asking for their participation. Email reminders from Ward Research and EIH were also sent.

• n=127 principals completed the survey by the cut-off date, for a response rate of 43%. Maximum sampling error based on a population of N=294 is +/-6.6%.
Objectives and Methodology

- As shown in the table below, fewer principals responded to the survey in 2016 than in 2015. The timing of the 2016 survey may have affected response rate (it was conducted during the summer, when school is not in session).

<table>
<thead>
<tr>
<th>Fielding Dates</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td># Principals who Completed the Survey</td>
<td>127</td>
<td>144</td>
</tr>
<tr>
<td>Fielding Dates</td>
<td>June 24 to July 4</td>
<td>February 28 to March 15</td>
</tr>
</tbody>
</table>

- The profile of principals who responded to the survey is consistent with the profile in 2015, and is representative of the actual population by school type, complex area, and school level.

- The survey instrument was developed by EIH with assistance from Ward Research. Ward Research programmed the survey and hosted it on a dedicated site that provides SSL 128-bit encryption to ensure secure data collection.

- Data processing was accomplished using SPSS for Windows.
## Profile of Principals

### Current Position

<table>
<thead>
<tr>
<th>Position</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Acting Principal</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### Years of Experience as School Principal

<table>
<thead>
<tr>
<th>Experience Length</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>12%</td>
<td>---</td>
</tr>
<tr>
<td>2 to less than 3 years</td>
<td>8</td>
<td>---</td>
</tr>
<tr>
<td>3 to less than 5 years</td>
<td>13</td>
<td>---</td>
</tr>
<tr>
<td>5 to less than 10 years</td>
<td>28</td>
<td>---</td>
</tr>
<tr>
<td>10 to less than 15 years</td>
<td>24</td>
<td>---</td>
</tr>
<tr>
<td>15 or more years</td>
<td>15</td>
<td>---</td>
</tr>
</tbody>
</table>

### School Level

<table>
<thead>
<tr>
<th>Level</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>Middle</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>High</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

### Public Charter School

<table>
<thead>
<tr>
<th>Status</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16%</td>
<td>---</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>---</td>
</tr>
</tbody>
</table>

### School Geographic Area

<table>
<thead>
<tr>
<th>Geographic Area</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii (Big Island)</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Kauai</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Maui, Molokai, Lanai</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Oahu</td>
<td>64</td>
<td>65</td>
</tr>
</tbody>
</table>

### School Complex Area

<table>
<thead>
<tr>
<th>Complex Area</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farrington – Kaiser – Kalani</td>
<td>9%</td>
<td>---</td>
</tr>
<tr>
<td>Kaimuki – McKinley – Roosevelt</td>
<td>11</td>
<td>---</td>
</tr>
<tr>
<td>Aiea – Moanalua – Radford</td>
<td>8</td>
<td>---</td>
</tr>
<tr>
<td>Leilehua – Mililani – Waialua</td>
<td>6</td>
<td>---</td>
</tr>
<tr>
<td>Campbell – Kapolei</td>
<td>4</td>
<td>---</td>
</tr>
<tr>
<td>Pearl City – Waipahu</td>
<td>6</td>
<td>---</td>
</tr>
<tr>
<td>Nanakuli – Waianae</td>
<td>1</td>
<td>---</td>
</tr>
<tr>
<td>Castle – Kahuku</td>
<td>8</td>
<td>---</td>
</tr>
<tr>
<td>Kailua – Kalaheo</td>
<td>7</td>
<td>---</td>
</tr>
<tr>
<td>Hilo – Waiakea</td>
<td>7</td>
<td>---</td>
</tr>
<tr>
<td>Kau – Keaau – Pahoa</td>
<td>4</td>
<td>---</td>
</tr>
<tr>
<td>Honokaa – Kealakehe – Kohala – Konawaena</td>
<td>9</td>
<td>---</td>
</tr>
<tr>
<td>Maui – Baldwin – Kekaulike</td>
<td>5</td>
<td>---</td>
</tr>
<tr>
<td>Hana – Lahainaluna – Lanai – Molokai</td>
<td>5</td>
<td>---</td>
</tr>
<tr>
<td>Kauai – Kapaa – Waimea</td>
<td>4</td>
<td>---</td>
</tr>
<tr>
<td>Prefer Not to Answer</td>
<td>7</td>
<td>---</td>
</tr>
</tbody>
</table>

**Base=** 127
Principals have more confidence in the quality of education provided by their own schools than by HIDOE schools as a whole. 78% agree that most of the students in their schools are receiving an excellent education, compared to 57% who feel the same about HIDOE schools.

These results are very similar to the 2015 survey results.
Common Core Standards, Smarter Balanced Assessment, Strive HI Accountability Index

• Principals feel that HIDOE has done a better job implementing the Common Core State standards over the Smarter Balanced Assessment. 58% agree that the HIDOE has done a good job implementing the Common Core State standards, compared to 37% who agree that the HIDOE has done a good job implementing the Smarter Balanced Assessment.

• The proportion of principals who agreed with the two statements above increased significantly from last year (up 40 percentage points for the Common Core and 29 points for the Smarter Balanced Assessment). It should be noted that, despite the increase, a majority of principals still do not feel the HIDOE has done a good job implementing the Smarter Balanced Assessment (58%).

• Principals do not feel the HIDOE Strive HI Accountability Index to rate schools is fair. Comparable to the 2015 survey results, only 21% agreed that it is fair and incorporates the right indicators and weights of those indicators.
The HIDOE Leadership has done a good job implementing the Common Core State standards

- **2016**: Strongly Agree: 3%, Agree: 55%, Disagree: 30%, Strongly Disagree: 6%, No Opinion: 6%
- **2015**: Strongly Agree: 1%, Agree: 17%, Disagree: 52%, Strongly Disagree: 21%, No Opinion: 9%

The HIDOE Leadership has done a good job implementing the Smarter Balanced Assessment

- **2016**: Strongly Agree: 3%, Agree: 34%, Disagree: 46%, Strongly Disagree: 12%, No Opinion: 5%
- **2015**: Strongly Agree: 17%, Agree: 42%, Disagree: 42%, Strongly Disagree: 8%, No Opinion: 8%

The HIDOE Strive HI Accountability Index to rate schools is fair and incorporates the right indicators and weights of those indicators

- **2016**: Strongly Agree: 21%, Agree: 43%, Disagree: 29%, Strongly Disagree: 7%, No Opinion: 7%
- **2015**: Strongly Agree: 2%, Agree: 12%, Disagree: 42%, Strongly Disagree: 38%, No Opinion: 6%

(2016: n=127; 2015: n=144)
Education Effectiveness System (EES)

• Opinions about the EES are split:
  – 48% of principals feel the HIDOE should delay the implementation of the EES; 40% disagree
  – 48% feel they have received the level of support reasonable to implement the EES; 39% disagree
  – 44% feel HIDOE should permanently discontinue the EES; 46% disagree

• Note that the proportion of principals who feel the HIDOE should delay the implementation of the EES decreased significantly from 2015 (48% - down from 77%).

Subsamples
• Opinions differ based on years of experience.
  – Principals with less than 10 years of experience are more likely to agree that they have received the level of support reasonable to implement the EES (55% vs. 38% at least 10 years).
  – Principals with at least 10 years of experience are more likely to agree that the HIDOE should delay the implementation of the EES (62% vs. 41% less than 10 years) or permanently discontinue it (56% vs. 37% less than 10 years).

• Principals of Oahu schools are also more likely than Neighbor Island principals to agree that the HIDOE should permanently discontinue the implementation of EES (51% vs. 32%, respectively).
The HIDOE should delay the implementation of the Education Effectiveness System (EES)*

- **2016**: 17% Strongly Agree, 31% Agree, 31% Disagree, 9% Strongly Disagree, 10% No Opinion
- **2015**: 38% Strongly Agree, 39% Agree, 8% Disagree, 6% Strongly Disagree, 9% No Opinion

I have received the level of support reasonable to implement the Education Effectiveness System (EES) properly**

- **2016**: 10% Strongly Agree, 38% Agree, 31% Disagree, 8% Strongly Disagree, 13% No Opinion
- **2015**: 6% Strongly Agree, 43% Agree, 31% Disagree, 15% Strongly Disagree, 6% No Opinion

The HIDOE should permanently discontinue the Education Effectiveness System (EES) as the method of teacher evaluation

- **2016**: 21% Strongly Agree, 23% Agree, 35% Disagree, 11% Strongly Disagree, 10% No Opinion
- **2015**: 22% Strongly Agree, 27% Agree, 35% Disagree, 7% Strongly Disagree, 9% No Opinion

*(2016: n=127; 2015: n=144)*

*In 2015, the statement was: The HIDOE should delay the full implementation of the Education Effectiveness System

**In 2015, the statement was: I have received the level of training and support reasonable needed to implement the Education Effectiveness System (EES) properly
Memorandum of Understanding

• Principals were told:

The HIDOE provides for a “system of support” in the performance evaluations of principals. According to the most recent Memorandum of Understanding (MOU) between the HIDOE and HGEA Unit 06, “system of support” includes providing time for the CAS to observe and monitor the principal’s performance, providing time to the principal for reflective practice, providing access to a robust and reliable technology system that provides timely data, and a collaborative review with the CAS of the principal’s daily, weekly, monthly, and yearly workload to assure that responsibilities are realistic.

• Most principals indicated that the HIDOE has done a better job providing principals with a system of support as defined by the most recent MOU, but can still do better. 34% agree that the HIDOE currently provides them with a system of support as defined by the most recent MOU (up from 19% in 2015), but 51% disagreed.

The HIDOE currently provides me with a system of support as defined by the most recent MOU

2016: 2% Strongly Agree, 32% Agree, 37% Disagree, 14% Strongly Disagree, 14% No Opinion
2015: 2% Strongly Agree, 17% Agree, 39% Disagree, 32% Strongly Disagree, 10% No Opinion

(2016: n=127; 2015: n=144)

*In 2015, the statement was: The HIDOE currently provides a system of support for you as defined by the most recent MOU.
Communication

• As compared to a year ago, there is improved communication between the HIDOE leadership and those at the school level, according to 36% of principals; 48% disagreed. This result is comparable to the 2015 survey results.

• Also comparable to the 2015 survey results: 40% of principals feel they can express any concern or critique about HIDOE policies and practices. The same proportion feel that the HIDOE leadership actually listen to those concerns or critiques (41%).

Subsamples

• Middle/High school principals are more likely than elementary school principals to agree that communication between the HIDOE and those at the school level has improved (58% vs. 31%, respectively).

• Neighbor Island principals feel more confident about being able to express their concerns or critiques about HIDOE than do Oahu school principals (50% vs. 34%).
### Communication

<table>
<thead>
<tr>
<th>Statement</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can express any concern or critique about HIDOE policies and practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>without fear of reprisal, retaliation, or of being unfairly evaluated on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my performance evaluation</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Agree</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>19%</td>
<td>10%</td>
</tr>
</tbody>
</table>

As compared to a year ago, there is improved communication between HIDOE Leadership and those of us at the school level

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Agree</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Disagree</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9%</td>
<td>22%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>16%</td>
<td>15%</td>
</tr>
</tbody>
</table>

The HIDOE Leadership listens to my concerns and critiques about HIDOE policies and practices

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Agree</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td>Disagree</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9%</td>
<td>22%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>21%</td>
<td>15%</td>
</tr>
</tbody>
</table>

(2016: n=127; 2015: n=144)
Weighted Student Formula

• Principals were told that:
  Governor Ige has expressed support for more “school empowerment” and has said that he supports increasing the percentage of HIDOE funding allocated by Weighted Student Formula (WSF) to 75%.

• The proportion of principals who shared Governor Ige’s opinion about the WSF decreased significantly from 84% to 65% in 2016.

The share of HIDOE funding covered by WSF should be increased to 75% or higher

(2016: n=127; 2015: n=144)
A large majority of principals, especially those on Oahu (83% vs. 57% Neighbor Island), still feel like the HIDOE wants principals to function primarily as compliance managers (73% agree vs. 16% disagree). This result is comparable to 2015, when 81% of principals agreed that the HIDOE wants principals to function primarily as compliance managers.

But gains were made from 2015, based on responses. In 2016, significantly greater proportions of principals agreed that:

- Their school community currently has sufficient control over the curriculum decisions that directly affect their students (52% - up from 22% in 2015)
- The current HIDOE Academic Plan Template and process significantly empowers principals to be instructional leaders (41% - up from 31% in 2015)
- HIDOE schools as a whole are currently empowered to an appropriate degree (41% - up from 18% in 2015)
- The HIDOE leadership treat principals and other members of their school community like partners (41% - up from 21% in 2015)

There is still room for improvement. As should be noted, less than one-half of principals agreed with 3 of the 4 statements above.
School Empowerment

Sometimes, I feel like the HIDOE Leadership want principals to function primarily as compliance managers*

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>35%</td>
<td>38%</td>
<td>16%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>30%</td>
<td>51%</td>
<td>8%</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

My school community currently has sufficient control over the curriculum decisions that directly affect our students

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>9%</td>
<td>43%</td>
<td>32%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>2015</td>
<td>21%</td>
<td>46%</td>
<td>25%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

The current HIDOE Academic Plan Template and process significantly empowers me to be a school instructional leader

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>6%</td>
<td>35%</td>
<td>38%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>2015</td>
<td>1%</td>
<td>30%</td>
<td>40%</td>
<td>17%</td>
<td>12%</td>
</tr>
</tbody>
</table>

The HIDOE Leadership treat me and other members of my school community like partners

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>4%</td>
<td>37%</td>
<td>44%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>2015</td>
<td>3%</td>
<td>18%</td>
<td>39%</td>
<td>16%</td>
<td>24%</td>
</tr>
</tbody>
</table>

HIDOE schools as a whole are currently “empowered” to an appropriate degree

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>6%</td>
<td>35%</td>
<td>42%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>2015</td>
<td>1%</td>
<td>17%</td>
<td>53%</td>
<td>17%</td>
<td>12%</td>
</tr>
</tbody>
</table>

(2016: n=127; 2015: n=144)

*In 2015, the statement was: The HIDOE Leadership want principals to function primarily as compliance managers
School Empowerment

- Principals reportedly would like more flexibility in determining who will and will not work in their school (97% strongly agree/agree), as well as greater control over their school’s share of system-wide resources (80%).

- Large proportions of principals also feel that:
  - School-level personnel should be able to have input on how statewide standards and policies are achieved (92%)
  - A principal who is not satisfied with the support services provided by the HIDOE should have the funds needed, and the ability, to seek comparable services from a different provider (82%)
  - As principal, they would like greater control over their school’s share of system-wide resources (80%)
  - The students at their school would benefit if their school community has more control over the educational decisions that affect their students (76%)
### School Empowerment

<table>
<thead>
<tr>
<th>Statement</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like more flexibility in determining who will or will not work in my school</td>
<td>77%</td>
<td>67%</td>
</tr>
<tr>
<td>School-level personnel should be able to have input on how statewide standards and policies are achieved</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>A principal who is not satisfied with support services provided by the HIDOE should have the funds needed, and the ability to seek comparable services from a different provider</td>
<td>37%</td>
<td>28%</td>
</tr>
<tr>
<td>As principal, I would like greater control over my school's share of system-wide resources</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>The students at my school would benefit if my school community has more control over the educational decisions that affect our students</td>
<td>23%</td>
<td>28%</td>
</tr>
</tbody>
</table>

(2016: n=127; 2015: n=144)

*In 2015, the statement was: As principal, I would like greater control over my school's fair share of system-wide resources*
Principals were asked:

Congress has just passed a new law that provides greater flexibility for each state to set its own direction for public education. For Hawaii, should we continue in the same direction we have been headed in the past 5 years under Race to the Top and state flex waivers, or should we change the direction we are heading?

Majority of principals feel that Hawaii should change the direction we are heading (60%) instead of continuing in the same direction (19%).

(Base=127)
A similar question* was asked in a resident survey conducted for EIH in 2015 (“Resident Opinions on Public Education”). As shown in the chart below, principal opinions align with resident opinions.

*The resident survey asked: Congress has just passed a new law that provides greater flexibility for each state to set its own direction for public education. For Hawaii, should we continue in the same direction we have been headed in the past 5 years under Race to the Top or should we change the direction we are heading?
• Less than one-half of principals agreed that they have a clear understanding of the specific changes that are possible through ESSA (43%); a majority disagreed (52%, including 13% who strongly disagreed).

• Larger proportions of middle/high school principals than elementary school principals reported having a clear understanding of the changes that are possible through ESSA (55% vs. 36%).

![Pie chart showing responses to the statement: I have a clear understanding of the specific changes that are possible for schools through ESSA.]

- I have a clear understanding of the specific changes that are possible for schools through ESSA

  - Agree, 39%
  - Strongly Agree, 4%
  - No Opinion, 5%
  - Strongly Disagree, 13%
  - Disagree, 39%

(Base=127)
Principals were told that:

According to ESSA, states need to incorporate at least four indicators into their accountability systems (HIDOE presently uses StriveHI). The ESSA menu includes three academic indicators: 1) proficiency on state tests, 2) English-language proficiency, 3) plus some other academic factor that can be broken out by subgroup, which could be growth on state tests. States are required to add at least one (1) additional indicator of a very different kind.

From a list of possible accountability indicators, principals would most support adding WASC accreditation results (28%) and student engagement (25%).

Of the following possible indicators that could be added, which one (1) would you support the most?

- Results of WASC accreditation: 28%
- Student engagement: 25%
- School climate/safety: 13%
- Measure of school culture: 11%
- Post-secondary readiness: 7%
- Access to and completion of advanced coursework: 5%
- Educator engagement: 3%
- Other: 3%
- No Opinion: 5%

(Base=127)
• Principals were told that:

  According to ESSA, up to seven states can apply to try out local tests for a limited time, with the permission of the U.S. Department of Education.

• There is no majority opinion on whether the HIDOE should apply to be one of the seven states to try out local tests: 43% of principals feel the HIDOE should apply, 36% feel otherwise, and 20% have no opinion.

The HIDOE should apply to be one of the seven states to try out local tests

- Strongly Agree, 15%
- Agree, 28%
- No Opinion, 20%
- Disagree, 28%
- Strongly Disagree, 8%

(Base=127)
Principals were told that:

According to ESSA, states will no longer have to do teacher evaluations through student outcomes, as they did under NCLB waivers. As a result, the Hawaii State Board of Education reached an agreement with the HSTA to de-link the use of test scores from a teacher’s evaluation.

The use of test scores should also be de-linked from a principal’s evaluation, according to 4 in 5 principals (82%).

The use of test scores should be de-linked from use in a principal’s evaluation

- Strongly Agree, 47%
- Agree, 35%
- No Opinion, 5%
- Disagree, 10%
- Strongly Disagree, 3%

(Base=127)
Every Student Succeeds Act (ESSA)

• There is strong support for the HIDOE to consider changes in the Strive HI Accountability System and the EES through ESSA (89% and 82%, respectively).

• There is less support for the HIDOE to consider changes in the Common Core or to explore standards other than the Common Core (43% and 43%, respectively).
  – Principals with at least 10 years experience are more open than those with less than 10 years experience to exploring standards other than the Common Core (54% vs. 36%).

• Opinions are divided on whether the HIDOE should explore testing in Grade 9 instead of Grade 11: 39% agree that it should be explored, 29% disagree, and 31% have no opinion. Middle/High school teachers, especially, are split on the issue (36% agree vs. 36% disagree).
Every Student Succeeds Act (ESSA)

The HIDOE should...

- Consider changes in the Strive HI Accountability System
  - Strongly Agree: 40%
  - Agree: 49%
  - Disagree: 11%
  - Strongly Disagree: 3%
  - No Opinion: 8%
- Reduce the amount of time required for students to take the annual state test or the Smarter Balanced Assessment
  - Strongly Agree: 54%
  - Agree: 31%
  - Disagree: 9%
  - Strongly Disagree: 3%
  - No Opinion: 9%
- Consider changes in the state SBAC testing
  - Strongly Agree: 41%
  - Agree: 43%
  - Disagree: 10%
  - Strongly Disagree: 2%
  - No Opinion: 5%
- Consider changes in the Education Effectiveness System (EES)
  - Strongly Agree: 37%
  - Agree: 45%
  - Disagree: 12%
  - Strongly Disagree: 2%
  - No Opinion: 5%
- Begin to look into the use of authentic, portfolio, or competency assessments in place of SBAC or PARCC tests
  - Strongly Agree: 30%
  - Agree: 44%
  - Disagree: 13%
  - Strongly Disagree: 3%
  - No Opinion: 10%
- Consider changes in having a single state curriculum
  - Strongly Agree: 37%
  - Agree: 25%
  - Disagree: 23%
  - Strongly Disagree: 8%
  - No Opinion: 7%
- Explore standards other than the Common Core
  - Strongly Agree: 15%
  - Agree: 28%
  - Disagree: 37%
  - Strongly Disagree: 10%
  - No Opinion: 9%
- Consider changes in the Common Core Standards
  - Strongly Agree: 11%
  - Agree: 32%
  - Disagree: 44%
  - Strongly Disagree: 6%
  - No Opinion: 6%
- Explore testing in Grade 9 instead of the current decision to test in Grade 11
  - Strongly Agree: 11%
  - Agree: 28%
  - Disagree: 20%
  - Strongly Disagree: 9%
  - No Opinion: 31%

(Base=127)
Every Student Succeeds Act (ESSA)

- In terms of the timeliness and quality of a “blueprint for public education” or an “ESSA plan,” time for feedback and development is more important to more principals than completing a new plan before December 2016 (65% vs. 26%).

What is of higher priority to you?

- A timely process that completes a new plan before December 2016 so that schools can be clearly informed for what will happen in SY 2017-18: 26%
- A process that allows more time for feedback and development, that might extend beyond December 2016, which means the possibility of an interim plan for SY 2017-18: 65%
- No Opinion: 9%

(Base=127)
Principals were also asked a series of open-end question about ESSA. Due to the variety of responses, only one of the questions (shown below) was coded for tabulation. Verbatim responses to all of the open-end questions are in the Appendix.

What other ways can we measure learning other than by the use of test scores?

- Student portfolios (projects, presentations, exhibitions) 47%
- Project-based learning/assessments, internships, vocational preparation 21%
- Test scores 10%
- Student disposition/engagement, GLO 8%
- WASC results/Accreditation/Site assessments 8%
- GPA/Report cards 5%
- Other 17%
- Don't know/Not sure 3%

(Base=87; 40 did not reply to this question)
Appendices