Evaluation of Hawaii’s Weighted Student Formula
Technical Appendix

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American Institutes for Research
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Empowerment and Flexibility, by Geographic Isolation

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 implement innovative approaches at my school.

- Not Isolated: 29% Strongly Agree, 52% Agree, 17% Disagree, 14% Strongly Disagree
- Isolated: 14% Strongly Agree, 29% Agree, 57% Disagree, 16% Strongly Disagree

The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming.

- Not Isolated: 32% Strongly Agree, 51% Agree, 16% Disagree, 14% Strongly Disagree
- Isolated: 14% Strongly Agree, 43% Agree, 43% Disagree, 16% Strongly Disagree
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% Strongly Agree, 62% Agree, 25% Disagree, 2% Strongly Disagree
- Isolated: 29% Strongly Agree, 29% Agree, 29% Disagree, 14% Strongly Disagree

I have discretion over how the dollars in my school budget are spent.

- Not Isolated: 60% Strongly Agree, 6% Agree, 25% Disagree, 4% Strongly Disagree
- Isolated: 14% Strongly Agree, 57% Agree, 14% Disagree, 14% 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% Strongly Agree, 41% Agree, 12% Disagree, 2% Strongly Disagree
- Isolated: 29% Strongly Agree, 57% Agree, 14% Disagree, 14% Strongly Disagree

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: 62% Strongly Agree, 23% Agree, 5% Disagree, 5% Strongly Disagree
- Isolated: 57% Strongly Agree, 14% Agree, 29% Disagree, 14% Strongly Disagree
Empowerment and Flexibility, by Neighbor Island Status

1. The WSF funds allocated to my school provide me with sufficient flexibility to implement innovative approaches at my school.

2. The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming.

3. I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school.

4. I have discretion over how the dollars in my school budget are spent.
Empowerment and Flexibility of Mixed Schools

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.

Oahu: 45% Strongly Agree, 40% Agree, 13% Disagree, 13% Strongly Disagree
Neighbor Island: 41% Strongly Agree, 40% Agree, 14% Disagree, 5% Strongly Disagree

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.

Oahu: 10% Strongly Agree, 62% Agree, 24% Disagree, 4% Strongly Disagree
Neighbor Island: 7% Strongly Agree, 61% Agree, 21% Disagree, 10% 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 implement innovative approaches at my school. (Mixed)

Oahu: 29% Strongly Agree, 51% Agree, 18% Disagree, 12% Strongly Disagree
Neighbor Island: 31% Strongly Agree, 51% Agree, 17% Disagree, 10% Strongly Disagree

The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming. (Mixed)

Oahu: 29% Strongly Agree, 51% Agree, 18% Disagree, 12% Strongly Disagree
Neighbor Island: 31% Strongly Agree, 51% Agree, 17% Disagree, 10% Strongly Disagree
Please indicate the extent to which you agree with the following statements:

1. I have sufficient autonomy to implement an instructional program that meets the needs of the students in my school. (Mixed)
   - Strongly Agree: 9%
   - Agree: 61%
   - Disagree: 25%
   - Strongly Disagree: 4%

2. I have discretion over how the dollars in my school budget are spent. (Mixed)
   - Strongly Agree: 29%
   - Agree: 60%
   - Disagree: 11%

Please indicate the extent to which you agree with the following statements:

3. The WSF funds allocated to my school provide me with sufficient flexibility to operate my school efficiently. (Mixed)
   - Strongly Agree: 44%
   - Agree: 40%
   - Disagree: 13%

4. 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)
   - Strongly Agree: 9%
   - Agree: 62%
   - Disagree: 23%
   - Strongly Disagree: 6%
Empowerment and Flexibility, by Elementary School Size

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 implement innovative approaches at my school.

<table>
<thead>
<tr>
<th>School Size</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small ES</td>
<td>25%</td>
<td>54%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Medium ES</td>
<td>24%</td>
<td>57%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Large ES</td>
<td>46%</td>
<td>46%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming.

<table>
<thead>
<tr>
<th>School Size</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small ES</td>
<td>23%</td>
<td>56%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Medium ES</td>
<td>30%</td>
<td>54%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Large ES</td>
<td>48%</td>
<td>43%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>School Size</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small ES</td>
<td>10%</td>
<td>60%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Medium ES</td>
<td>11%</td>
<td>59%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Large ES</td>
<td>74%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have discretion over how the dollars in my school budget are spent.

<table>
<thead>
<tr>
<th>School Size</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small ES</td>
<td>23%</td>
<td>60%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Medium ES</td>
<td>30%</td>
<td>63%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Large ES</td>
<td>35%</td>
<td>59%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>
Empowerment and Flexibility, by Middle School Size

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 ES: Strongly Agree 33%, Agree 46%, Disagree 19%
- Medium ES: Strongly Agree 48%, Agree 39%, Disagree 11%
- Large ES: Strongly Agree 63%, Agree 30%, Disagree 11%

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 ES: Strongly Agree 10%, Agree 56%, Disagree 27%, Strongly Disagree 6%
- Medium ES: Strongly Agree 15%, Agree 43%, Disagree 35%, Strongly Disagree 7%
- Large ES: Strongly Agree 7%, Agree 72%, Disagree 11%, Strongly Disagree 11%

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 implement innovative approaches at my school.

- Small MS: Strongly Agree 27%, Agree 64%, Disagree 9%
- Medium MS: Strongly Agree 18%, Agree 64%, Disagree 18%
- Large MS: Strongly Agree 9%, Agree 27%, Disagree 18%

The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming.

- Small MS: Strongly Agree 45%, Agree 45%, Disagree 9%
- Medium MS: Strongly Agree 27%, Agree 64%, Disagree 9%
- Large MS: Strongly Agree 9%, Agree 18%, Disagree 18%
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: 82% Strongly Agree, 18% Disagree
- Medium MS: 55% Strongly Agree, 36% Disagree
- Large MS: 27% Strongly Agree, 73% Disagree

I have discretion over how the dollars in my school budget are spent.

- Small MS: 27% Strongly Agree, 73% Disagree
- Medium MS: 45% Strongly Agree, 45% Disagree
- Large MS: 36% Strongly Agree, 36% Disagree

The WSF funds allocated to my school provide me with sufficient flexibility to operate my school efficiently.

- Small MS: 55% Strongly Agree, 36% Disagree, 9% Disagree
- Medium MS: 45% Strongly Agree, 55% Disagree
- Large MS: 9% Strongly Agree, 45% Disagree, 27% Disagree

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: 64% Strongly Agree, 27% Disagree, 9% Disagree
- Medium MS: 9% Strongly Agree, 64% Disagree, 27% Disagree
- Large MS: 18% Strongly Agree, 73% Disagree, 9% Disagree
Empowerment and Flexibility, by High School Size

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 implement innovative approaches at my school.

- Small HS: 13% Strongly Agree, 63% Agree, 25% Disagree
- Medium HS: 13% Strongly Agree, 50% Agree, 25% Disagree
- Large HS: 50% Agree, 38% Disagree, 13% Strongly Disagree

The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming.

- Small HS: 13% Strongly Agree, 50% Agree, 38% Disagree
- Medium HS: 38% Agree, 38% Disagree, 25% Strongly Disagree
- Large HS: 38% Agree, 63% Disagree

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 HS: 63% Strongly Agree, 38% Agree, 13% Disagree
- Medium HS: 13% Strongly Agree, 50% Agree, 38% Disagree
- Large HS: 13% Strongly Agree, 75% Agree, 13% Disagree

I have discretion over how the dollars in my school budget are spent.

- Small HS: 25% Strongly Agree, 50% Agree, 25% Disagree
- Medium HS: 25% Strongly Agree, 75% Agree, 25% Disagree
- Large HS: 13% Strongly Agree, 88% Agree

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Empowerment and Flexibility, by FRPL Levels

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 HS: 75% Strongly Agree, 25% Agree
- Medium HS: 50% Strongly Agree, 38% Agree, 13% Disagree
- Large HS: 50% Strongly Agree, 38% Agree, 13% Disagree

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 HS: 88% Strongly Agree, 13% Agree
- Medium HS: 13% Strongly Agree, 75% Agree, 13% Disagree
- Large HS: 63% Strongly Agree, 38% Agree, 13% 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 implement innovative approaches at my school.

- Low FRPL: 29% Strongly Agree, 49% Agree, 20% Disagree
- Medium FRPL: 13% Strongly Agree, 59% Agree, 20% Disagree
- High FRPL: 39% Strongly Agree, 46% Agree, 14% Disagree

The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming.

- Low FRPL: 31% Strongly Agree, 50% Agree, 17% Disagree
- Medium FRPL: 30% Strongly Agree, 49% Agree, 19% Disagree
- High FRPL: 32% Strongly Agree, 54% Agree, 14% Disagree
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.

<table>
<thead>
<tr>
<th></th>
<th>Low FRPL</th>
<th>Medium FRPL</th>
<th>High FRPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14%</td>
<td>33%</td>
<td>36%</td>
</tr>
<tr>
<td>Agree</td>
<td>66%</td>
<td>63%</td>
<td>54%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16%</td>
<td>19%</td>
<td>9%</td>
</tr>
</tbody>
</table>

I have discretion over how the dollars in my school budget are spent.

<table>
<thead>
<tr>
<th></th>
<th>Low FRPL</th>
<th>Medium FRPL</th>
<th>High FRPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>64%</td>
<td>64%</td>
<td>54%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9%</td>
<td>19%</td>
<td>9%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Low FRPL</th>
<th>Medium FRPL</th>
<th>High FRPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>47%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>Agree</td>
<td>37%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14%</td>
<td>16%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Low FRPL</th>
<th>Medium FRPL</th>
<th>High FRPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Agree</td>
<td>59%</td>
<td>69%</td>
<td>59%</td>
</tr>
<tr>
<td>Disagree</td>
<td>27%</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Empowerment and Flexibility, by ELL Levels

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 implement innovative approaches at my school.

- **Low ELL**: 30% Strongly Agree, 44% Agree, 24% Disagree, 1% Strongly Disagree
- **Medium ELL**: 26% Strongly Agree, 59% Agree, 14% Disagree, 1% Strongly Disagree
- **High ELL**: 30% Strongly Agree, 51% Agree, 16% Disagree, 1% Strongly Disagree

The WSF funds allocated to my school provide me with sufficient flexibility to try new instructional programming.

- **Low ELL**: 34% Strongly Agree, 43% Agree, 23% Disagree, 1% Strongly Disagree
- **Medium ELL**: 31% Strongly Agree, 56% Agree, 11% Disagree, 1% Strongly Disagree
- **High ELL**: 28% Strongly Agree, 54% Agree, 16% Disagree, 1% Strongly Disagree

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 ELL**: 10% Strongly Agree, 63% Agree, 21% Disagree, 6% Strongly Disagree
- **Medium ELL**: 10% Strongly Agree, 63% Agree, 26% Disagree, 1% Strongly Disagree
- **High ELL**: 7% Strongly Agree, 58% Agree, 29% Disagree, 6% Strongly Disagree

I have discretion over how the dollars in my school budget are spent.

- **Low ELL**: 34% Strongly Agree, 51% Agree, 13% Disagree, 1% Strongly Disagree
- **Medium ELL**: 21% Strongly Agree, 71% Agree, 7% Disagree, 1% Strongly Disagree
- **High ELL**: 30% Strongly Agree, 58% Agree, 12% Disagree, 1% Strongly Disagree
Empowerment and Flexibility, by Locale

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 ELL: 49% Strongly Agree, 31% Agree, 20% Disagree, 10% Strongly Disagree
- Medium ELL: 41% Strongly Agree, 46% Agree, 10% Disagree, 10% Strongly Disagree
- High ELL: 42% Strongly Agree, 43% Agree, 10% Disagree, 10% Strongly Disagree

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 ELL: 11% Strongly Agree, 49% Agree, 31% Disagree, 9% Strongly Disagree
- Medium ELL: 6% Strongly Agree, 71% Agree, 17% Disagree, 6% Strongly Disagree
- High ELL: 10% Strongly Agree, 65% Agree, 20% Disagree, 10% Strongly Disagree
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% Strongly Agree, 65% Agree, 23% Disagree, 2% Strongly Disagree
- Suburb: 13% Strongly Agree, 59% Agree, 24% Disagree, 4% Strongly Disagree
- Town: 8% Strongly Agree, 63% Agree, 27% Disagree, 1% Strongly Disagree
- Rural: 8% Strongly Agree, 58% Agree, 31% Disagree, 3% Strongly Disagree

I have discretion over how the dollars in my school budget are spent.

- City: 38% Strongly Agree, 52% Agree, 10% Disagree, 1% Strongly Disagree
- Suburb: 29% Strongly Agree, 61% Agree, 10% Disagree, 1% Strongly Disagree
- Town: 20% Strongly Agree, 64% Agree, 14% Disagree, 2% Strongly Disagree
- Rural: 31% Strongly Agree, 65% Agree, 14% Disagree, 3% 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% Strongly Agree, 38% Agree, 15% Disagree, 4% Strongly Disagree
- Suburb: 47% Strongly Agree, 43% Agree, 10% Disagree, 1% Strongly Disagree
- Town: 43% Strongly Agree, 39% Agree, 14% Disagree, 2% Strongly Disagree
- Rural: 38% Strongly Agree, 38% Agree, 19% Disagree, 5% Strongly Disagree

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% Strongly Agree, 65% Agree, 21% Disagree, 1% Strongly Disagree
- Suburb: 9% Strongly Agree, 62% Agree, 25% Disagree, 3% Strongly Disagree
- Town: 7% Strongly Agree, 64% Agree, 18% Disagree, 1% Strongly Disagree
- Rural: 8% Strongly Agree, 50% Agree, 31% Disagree, 1% 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:

### Extracurricular or after-school programming

- **Not Isolated**
  - A Great Deal of Control: 17%
  - Moderate Control: 41%
  - Minor Control: 33%
  - No Control: 9%

- **Isolated**
  - A Great Deal of Control: 29%
  - Moderate Control: 14%
  - Minor Control: 29%
  - No Control: 29%

### Extending the school day or year

- **Not Isolated**
  - A Great Deal of Control: 19%
  - Moderate Control: 35%
  - Minor Control: 44%
  - No Control: 4%

- **Isolated**
  - A Great Deal of Control: 43%
  - Moderate Control: 57%

---

How much control do you have over how resources are allocated to the following:

### Student assessment activities

- **Not Isolated**
  - A Great Deal of Control: 23%
  - Moderate Control: 59%
  - Minor Control: 16%

- **Isolated**
  - A Great Deal of Control: 29%
  - Moderate Control: 43%
  - Minor Control: 29%

### Use of data by administrators and teachers to inform instruction

- **Not Isolated**
  - A Great Deal of Control: 38%
  - Moderate Control: 52%
  - Minor Control: 9%

- **Isolated**
  - A Great Deal of Control: 29%
  - Moderate Control: 43%
  - Minor Control: 14%
  - No Control: 14%
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:

**Extracurricular or after-school programming**

- **Oahu**
  - A Great Deal of Control: 17%
  - Moderate Control: 46%
  - Minor Control: 29%
  - No Control: 8%

- **Neighbor Island**
  - A Great Deal of Control: 19%
  - Moderate Control: 29%
  - Minor Control: 40%
  - No Control: 13%

**Extending the school day or year**

- **Oahu**
  - A Great Deal of Control: 19%
  - Moderate Control: 34%
  - Minor Control: 45%
  - No Control: 0%

- **Neighbor Island**
  - A Great Deal of Control: 19%
  - Moderate Control: 37%
  - Minor Control: 43%
  - No Control: 0%
### How much control do you have over how resources are allocated to the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Oahu</th>
<th>Neighbor Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assessment activities</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Use of data by administrators and teachers to inform instruction</td>
<td>35%</td>
<td>41%</td>
</tr>
</tbody>
</table>

#### Classroom technology

<table>
<thead>
<tr>
<th>Oahu</th>
<th>Neighbor Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for students with additional needs</td>
<td></td>
</tr>
<tr>
<td>Partnerships with community stakeholders</td>
<td></td>
</tr>
<tr>
<td>Parent involvement</td>
<td></td>
</tr>
</tbody>
</table>

The chart shows the distribution of control levels across different categories and locations.
### Control Over the School’s Programmatic Components of Mixed Schools

#### How much control do you have over how resources are allocated to the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>A Great Deal of Control</th>
<th>Moderate Control</th>
<th>Minor Control</th>
<th>No Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular or after-school programming (Mixed)</td>
<td>17%</td>
<td>40%</td>
<td>33%</td>
<td>10%</td>
</tr>
<tr>
<td>Extending the school day or year (Mixed)</td>
<td>19%</td>
<td>35%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Student assessment activities (Mixed)</td>
<td>23%</td>
<td>57%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Use of data by administrators and teachers to inform instruction (Mixed)</td>
<td>37%</td>
<td>52%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Legend: 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 (Mixed)
- A Great Deal of Control: 15%
- Moderate Control: 56%
- Minor Control: 24%
- No Control: 4%

### Supports for students with additional needs (Mixed)
- A Great Deal of Control: 8%
- Moderate Control: 49%
- Minor Control: 37%
- No Control: 5%

### Partnerships with community stakeholders (Mixed)
- A Great Deal of Control: 23%
- Moderate Control: 53%
- Minor Control: 22%
- No Control: —

### Parent involvement (Mixed)
- A Great Deal of Control: 21%
- Moderate Control: 42%
- Minor Control: 30%
- No Control: 7%

### How much control do you have over how resources are allocated to the following:

### Selection of instructional materials, strategies, and approaches (Mixed)
- A Great Deal of Control: 22%
- Moderate Control: 55%
- Minor Control: 19%
- No Control: 4%

### Curriculum and course offerings (Mixed)
- A Great Deal of Control: 24%
- Moderate Control: 50%
- Minor Control: 23%
- No Control: —

### Professional development (Mixed)
- A Great Deal of Control: 22%
- Moderate Control: 50%
- Minor Control: 25%
- 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:

<table>
<thead>
<tr>
<th>Extracurricular or after-school programming</th>
<th>Small ES</th>
<th>Medium ES</th>
<th>Large ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>15%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>38%</td>
<td>37%</td>
<td>46%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>38%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>No Control</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extending the school day or year</th>
<th>Small ES</th>
<th>Medium ES</th>
<th>Large ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>21%</td>
<td>24%</td>
<td>7%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>38%</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>38%</td>
<td>46%</td>
<td>35%</td>
</tr>
<tr>
<td>No Control</td>
<td>42%</td>
<td>41%</td>
<td>41%</td>
</tr>
</tbody>
</table>
How much control do you have over how resources are allocated to the following:

Selection of instructional materials, strategies, and approaches

- Small ES: 23% A Great Deal of Control, 63% Moderate Control, 10% Minor Control, 4% No Control
- Medium ES: 30% A Great Deal of Control, 48% Moderate Control, 17% Minor Control, 4% No Control
- Large ES: 15% A Great Deal of Control, 59% Moderate Control, 24% Minor Control, 7% No Control

Curriculum and course offerings

- Small ES: 15% A Great Deal of Control, 58% Moderate Control, 25% Minor Control, 7% No Control
- Medium ES: 24% A Great Deal of Control, 52% Moderate Control, 20% Minor Control, 4% No Control
- Large ES: 26% A Great Deal of Control, 46% Moderate Control, 22% Minor Control, 7% No Control

Professional development

- Small ES: 25% A Great Deal of Control, 52% Moderate Control, 21% Minor Control, 7% No Control
- Medium ES: 20% A Great Deal of Control, 54% Moderate Control, 20% Minor Control, 7% No Control
- Large ES: 15% A Great Deal of Control, 61% Moderate Control, 24% Minor Control, 7% No Control

Types and numbers of support staff (learning coaches, paraprofessionals, vice principals, etc.)

- Small ES: 17% A Great Deal of Control, 44% Moderate Control, 35% Minor Control, 11% No Control
- Medium ES: 26% A Great Deal of Control, 50% Moderate Control, 22% Minor Control, 11% No Control
- Large ES: 24% A Great Deal of Control, 63% Moderate Control, 11% Minor Control, 7% No Control

Types and numbers of classroom teachers

- Small ES: 23% A Great Deal of Control, 54% Moderate Control, 19% Minor Control, 7% No Control
- Medium ES: 33% A Great Deal of Control, 46% Moderate Control, 20% Minor Control, 7% No Control
- Large ES: 24% A Great Deal of Control, 52% Moderate Control, 20% Minor Control, 7% 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:

**Extracurricular or after-school programming**
- Small MS: 18% A Great Deal, 36% Moderate, 27% Minor, 27% No Control
- Medium MS: 18% A Great Deal, 36% Moderate, 36% Minor, 9% No Control
- Large MS: 27% A Great Deal, 27% Moderate, 45% Minor, 18% No Control

**Extending the school day or year**
- Small MS: 18% A Great Deal, 36% Moderate, 45% Minor, 18% No Control
- Medium MS: 9% A Great Deal, 36% Moderate, 55% Minor, 9% No Control
- Large MS: 9% A Great Deal, 45% Moderate, 45% Minor, 9% No Control

How much control do you have over how resources are allocated to the following:

**Student assessment activities**
- Small MS: 9% A Great Deal, 55% Moderate, 27% Minor, 9% No Control
- Medium MS: 18% A Great Deal, 36% Moderate, 45% Minor, 9% No Control
- Large MS: 27% A Great Deal, 64% Moderate, 9% Minor, 9% No Control

**Use of data by administrators and teachers to inform instruction**
- Small MS: 9% A Great Deal, 82% Moderate, 9% Minor, 9% No Control
- Medium MS: 45% A Great Deal, 45% Moderate, 9% Minor, 9% No Control
- Large MS: 36% A Great Deal, 64% Moderate, 9% Minor, 9% 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:

- **Types and numbers of support staff (learning coaches, paraprofessionals, vice principals, etc.)**
  - Small MS: 27% A Great Deal of Control, 36% Moderate Control, 27% No Control
  - Medium MS: 18% A Great Deal of Control, 36% Moderate Control, 36% No Control
  - Large MS: 55% A Great Deal of Control, 36% Moderate Control, 9% No Control

- **Types and numbers of classroom teachers**
  - Small MS: 36% A Great Deal of Control, 36% Moderate Control, 27% No Control
  - Medium MS: 18% A Great Deal of Control, 64% Moderate Control, 9% No Control
  - Large MS: 55% A Great Deal of Control, 45% Moderate Control, 9% No Control

- **Extracurricular or after-school programming**
  - Small HS: 25% A Great Deal of Control, 63% Moderate Control, 13% No Control
  - Medium HS: 25% A Great Deal of Control, 13% Moderate Control, 63% No Control
  - Large HS: 88% A Great Deal of Control, 13% Moderate Control, 13% No Control

- **Extending the school day or year**
  - Small HS: 63% A Great Deal of Control, 38% Moderate Control, 38% No Control
  - Medium HS: 13% A Great Deal of Control, 13% Moderate Control, 75% No Control
  - Large HS: 38% A Great Deal of Control, 38% Moderate Control, 25% No Control

Legend:
- 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:

#### Extracurricular or after-school programming

- **Low FRPL**: 23% A Great Deal, 37% Moderate, 33% Minor, 7% No Control
- **Medium FRPL**: 19% A Great Deal, 40% Moderate, 33% Minor, 9% No Control
- **High FRPL**: 10% A Great Deal, 43% Moderate, 33% Minor, 13% No Control

#### Extending the school day or year

- **Low FRPL**: 4% A Great Deal, 14% Moderate, 33% Minor, 49% No Control
- **Medium FRPL**: 23% A Great Deal, 33% Moderate, 44% No Control
- **High FRPL**: 19% A Great Deal, 39% Moderate, 41% No Control

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American Institutes for Research
Evaluation of Hawaii’s Weighted Student Formula Technical Appendix — 30
How much control do you have over how resources are allocated to the following:

### Classroom technology
- **Low FRPL**
  - A Great Deal of Control: 24%
  - Moderate Control: 47%
  - Minor Control: 24%
  - No Control: 4%
- **Medium FRPL**
  - A Great Deal of Control: 4%
  - Moderate Control: 69%
  - Minor Control: 21%
  - No Control: 6%
- **High FRPL**
  - A Great Deal of Control: 17%
  - Moderate Control: 54%
  - Minor Control: 28%

### Supports for students with additional needs
- **Low FRPL**
  - A Great Deal of Control: 10%
  - Moderate Control: 47%
  - Minor Control: 39%
  - No Control: 4%
- **Medium FRPL**
  - A Great Deal of Control: 12%
  - Moderate Control: 53%
  - Minor Control: 40%
  - No Control: 4%
- **High FRPL**
  - A Great Deal of Control: 21%
  - Moderate Control: 48%
  - Minor Control: 33%
  - No Control: 7%

### Partnerships with community stakeholders
- **Low FRPL**
  - A Great Deal of Control: 21%
  - Moderate Control: 63%
  - Minor Control: 13%
  - No Control: 4%
- **Medium FRPL**
  - A Great Deal of Control: 20%
  - Moderate Control: 56%
  - Minor Control: 24%
  - No Control: 4%
- **High FRPL**
  - A Great Deal of Control: 28%
  - Moderate Control: 41%
  - Minor Control: 29%

### Parent involvement
- **Low FRPL**
  - A Great Deal of Control: 20%
  - Moderate Control: 56%
  - Minor Control: 20%
  - No Control: 4%
- **Medium FRPL**
  - A Great Deal of Control: 19%
  - Moderate Control: 39%
  - Minor Control: 36%
  - No Control: 7%
- **High FRPL**
  - A Great Deal of Control: 23%
  - Moderate Control: 32%
  - Minor Control: 35%
  - No Control: 10%

---

### How much control do you have over how resources are allocated to the following:

#### Selection of instructional materials, strategies, and approaches
- **Low FRPL**
  - A Great Deal of Control: 23%
  - Moderate Control: 54%
  - Minor Control: 17%
  - No Control: 6%
- **Medium FRPL**
  - A Great Deal of Control: 19%
  - Moderate Control: 53%
  - Minor Control: 24%
  - No Control: 4%
- **High FRPL**
  - A Great Deal of Control: 26%
  - Moderate Control: 58%
  - Minor Control: 14%

#### Curriculum and course offerings
- **Low FRPL**
  - A Great Deal of Control: 27%
  - Moderate Control: 41%
  - Minor Control: 27%
  - No Control: 4%
- **Medium FRPL**
  - A Great Deal of Control: 19%
  - Moderate Control: 56%
  - Minor Control: 26%
  - No Control: 4%
- **High FRPL**
  - A Great Deal of Control: 26%
  - Moderate Control: 52%
  - Minor Control: 17%
  - No Control: 4%

#### Professional development
- **Low FRPL**
  - A Great Deal of Control: 24%
  - Moderate Control: 44%
  - Minor Control: 27%
  - No Control: 4%
- **Medium FRPL**
  - A Great Deal of Control: 17%
  - Moderate Control: 50%
  - Minor Control: 30%
  - No Control: 4%
- **High FRPL**
  - A Great Deal of Control: 26%
  - Moderate Control: 55%
  - Minor Control: 17%
Control Over the School’s Programmatic Components, by ELL Level

How much control do you have over how resources are allocated to the following:

- Extracurricular or after-school programming
- Extending the school day or year

**Low ELL**
- Low FRPL: 23% A Great Deal of Control, 36% Moderate Control, 31% Minor Control, 10% No Control
- Medium FRPL: 16% A Great Deal of Control, 44% Moderate Control, 29% Minor Control, 11% No Control
- High FRPL: 13% A Great Deal of Control, 41% Moderate Control, 39% Minor Control, 7% No Control

**Medium ELL**
- Low FRPL: 4% A Great Deal of Control, 14% Moderate Control, 34% Minor Control, 47% No Control
- Medium FRPL: 24% A Great Deal of Control, 34% Moderate Control, 40% Minor Control, 4% No Control
- High FRPL: 17% A Great Deal of Control, 36% Moderate Control, 46% Minor Control, 7% No Control

**High ELL**
- Low FRPL: 26% A Great Deal of Control, 51% Moderate Control, 17% Minor Control, 6% No Control
- Medium FRPL: 21% A Great Deal of Control, 59% Moderate Control, 16% Minor Control, 4% No Control
- High FRPL: 38% A Great Deal of Control, 41% Moderate Control, 22% Minor Control, 7% 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:

<table>
<thead>
<tr>
<th>Locale</th>
<th>Extracurricular or after-school programming</th>
<th>Extending the school day or year</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>Suburb</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Town</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Rural</td>
<td>23%</td>
<td>12%</td>
</tr>
</tbody>
</table>

How much control do you have over how resources are allocated to the following:

<table>
<thead>
<tr>
<th>Locale</th>
<th>Student assessment activities</th>
<th>Use of data by administrators and teachers to inform instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>Suburb</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>Town</td>
<td>18%</td>
<td>34%</td>
</tr>
<tr>
<td>Rural</td>
<td>19%</td>
<td>50%</td>
</tr>
</tbody>
</table>
### How much control do you have over how resources are allocated to the following:

#### Classroom technology

<table>
<thead>
<tr>
<th></th>
<th>City</th>
<th>Suburb</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>10%</td>
<td>22%</td>
<td>9%</td>
<td>19%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>52%</td>
<td>52%</td>
<td>68%</td>
<td>54%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>38%</td>
<td>20%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>No Control</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Supports for students with additional needs

<table>
<thead>
<tr>
<th></th>
<th>City</th>
<th>Suburb</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>54%</td>
<td>46%</td>
<td>54%</td>
<td>35%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>38%</td>
<td>34%</td>
<td>43%</td>
<td>35%</td>
</tr>
<tr>
<td>No Control</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>15%</td>
</tr>
</tbody>
</table>

#### Partnerships with community stakeholders

<table>
<thead>
<tr>
<th></th>
<th>City</th>
<th>Suburb</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>17%</td>
<td>22%</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>52%</td>
<td>57%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>31%</td>
<td>20%</td>
<td>21%</td>
<td>12%</td>
</tr>
<tr>
<td>No Control</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
</tbody>
</table>

#### Parent involvement

<table>
<thead>
<tr>
<th></th>
<th>City</th>
<th>Suburb</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>17%</td>
<td>16%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>33%</td>
<td>33%</td>
<td>43%</td>
<td>27%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>No Control</td>
<td>48%</td>
<td>23%</td>
<td>23%</td>
<td>35%</td>
</tr>
</tbody>
</table>

---

### How much control do you have over how resources are allocated to the following:

#### Selection of instructional materials, strategies, and approaches

<table>
<thead>
<tr>
<th></th>
<th>City</th>
<th>Suburb</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>21%</td>
<td>24%</td>
<td>18%</td>
<td>31%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>58%</td>
<td>54%</td>
<td>55%</td>
<td>50%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>15%</td>
<td>20%</td>
<td>21%</td>
<td>15%</td>
</tr>
<tr>
<td>No Control</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

#### Curriculum and course offerings

<table>
<thead>
<tr>
<th></th>
<th>City</th>
<th>Suburb</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>13%</td>
<td>28%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>58%</td>
<td>53%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>25%</td>
<td>16%</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td>No Control</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

#### Professional development

<table>
<thead>
<tr>
<th></th>
<th>City</th>
<th>Suburb</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal of Control</td>
<td>15%</td>
<td>27%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Moderate Control</td>
<td>58%</td>
<td>52%</td>
<td>45%</td>
<td>38%</td>
</tr>
<tr>
<td>Minor Control</td>
<td>25%</td>
<td>20%</td>
<td>25%</td>
<td>38%</td>
</tr>
<tr>
<td>No Control</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Resource and Programmatic Equity, by Geographic Isolation

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.)

- City:
  - A Great Deal of Control: 21%
  - Moderate Control: 44%
  - Minor Control: 33%

- Suburb:
  - A Great Deal of Control: 30%
  - Moderate Control: 47%
  - Minor Control: 20%

- Town:
  - A Great Deal of Control: 18%
  - Moderate Control: 57%
  - Minor Control: 18%
  - No Control: 7%

- Rural:
  - A Great Deal of Control: 31%
  - Moderate Control: 35%
  - Minor Control: 27%
  - No Control: 8%

Types and numbers of classroom teachers

- City:
  - A Great Deal of Control: 25%
  - Moderate Control: 50%
  - Minor Control: 21%

- Suburb:
  - A Great Deal of Control: 33%
  - Moderate Control: 46%
  - Minor Control: 16%
  - No Control: 5%

- Town:
  - A Great Deal of Control: 27%
  - Moderate Control: 54%
  - Minor Control: 18%

- Rural:
  - A Great Deal of Control: 23%
  - Moderate Control: 58%
  - Minor Control: 19%

Please indicate the extent to which you agree with the following statements:

1. The amount of funds my school receives through the WSF and other sources is sufficient for school operations.

   - Not Isolated:
     - Strongly Agree: 48%
     - Agree: 42%
     - Disagree: 9%

   - Isolated:
     - Strongly Agree: 14%
     - Agree: 43%
     - Disagree: 43%

2. The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years.

   - Not Isolated:
     - Strongly Agree: 24%
     - Agree: 55%
     - Disagree: 20%

   - Isolated:
     - Strongly Agree: 14%
     - Agree: 43%
     - Disagree: 43%

3. The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards III.

   - Not Isolated:
     - Strongly Agree: 42%
     - Agree: 47%
     - Disagree: 10%

   - Isolated:
     - Strongly Agree: 43%
     - Agree: 43%
     - Disagree: 14%
### Please indicate the extent to which you agree with the following statements:

**I believe WSF funds are equitably allocated to schools in Hawaii.**

<table>
<thead>
<tr>
<th></th>
<th>Not Isolated</th>
<th>Isolated</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>51%</td>
<td>43%</td>
</tr>
<tr>
<td>Agree</td>
<td>37%</td>
<td>57%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7%</td>
<td>9%</td>
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</table>

**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.**

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<tr>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>39%</td>
<td>71%</td>
</tr>
<tr>
<td>Agree</td>
<td>50%</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9%</td>
<td>29%</td>
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</table>

### 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.**

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<th>Not Isolated</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Agree</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13%</td>
<td>11%</td>
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</table>

**The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.**

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<thead>
<tr>
<th></th>
<th>Not Isolated</th>
<th>Isolated</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Agree</td>
<td>30%</td>
<td>57%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11%</td>
<td>9%</td>
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</table>

**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.**

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<tr>
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<th>Not Isolated</th>
<th>Isolated</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>8%</td>
<td>43%</td>
</tr>
<tr>
<td>Agree</td>
<td>55%</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31%</td>
<td>29%</td>
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</tbody>
</table>

**Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.**

<table>
<thead>
<tr>
<th></th>
<th>Not Isolated</th>
<th>Isolated</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22%</td>
<td>57%</td>
</tr>
<tr>
<td>Agree</td>
<td>64%</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Resource and Programmatic Equity, by Neighbor Island Status

Please indicate the extent to which you agree with the following statements:

The amount of funds my school receives through the WSF and other sources is sufficient for school operations.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oahu</td>
<td>51%</td>
<td>37%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Neighbor Island</td>
<td>37%</td>
<td>51%</td>
<td>10%</td>
<td></td>
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</tbody>
</table>

The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oahu</td>
<td>24%</td>
<td>58%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Neighbor Island</td>
<td>23%</td>
<td>50%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards III.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oahu</td>
<td>42%</td>
<td>46%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Neighbor Island</td>
<td>41%</td>
<td>49%</td>
<td>7%</td>
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</tbody>
</table>

Please indicate the extent to which you agree with the following statements:

I believe WSF funds are equitably allocated to schools in Hawaii.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oahu</td>
<td>46%</td>
<td>42%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Neighbor Island</td>
<td>57%</td>
<td>27%</td>
<td>13%</td>
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</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oahu</td>
<td>35%</td>
<td>53%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Neighbor Island</td>
<td>41%</td>
<td>47%</td>
<td>11%</td>
<td></td>
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</tbody>
</table>
Resource and Programmatic Equity of Mixed Schools

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.

- Oahu: 44% Strongly Agree, 40% Agree, 15% Disagree
- Neighbor Island: 36% Strongly Agree, 50% Agree, 11% Disagree

The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.

- Oahu: 51% Strongly Agree, 35% Agree, 12% Disagree
- Neighbor Island: 63% Strongly Agree, 23% Agree, 13% Disagree

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.

- Oahu: 9% Strongly Agree, 56% Agree, 30% Disagree
- Neighbor Island: 53% Strongly Agree, 33% Agree, 9% Disagree

Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.

- Oahu: 22% Strongly Agree, 63% Agree, 14% Disagree
- Neighbor Island: 20% Strongly Agree, 67% Agree, 11% Disagree

The amount of funds my school receives through the WSF and other sources is sufficient for school operations. (Mixed)

- 46% Strongly Agree, 42% Agree, 11% Disagree

The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years. (Mixed)

- 23% Strongly Agree, 55% Agree, 21% Disagree

The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards III. (Mixed)

- 42% Strongly Agree, 47% Agree, 10% Disagree
Please indicate the extent to which you agree with the following statements:

1. I believe WSF funds are equitably allocated to schools in Hawaii. (Mixed)
   - Strongly Agree: 4%
   - Agree: 50%
   - Disagree: 37%
   - Strongly Disagree: 9%

2. 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)
   - Strongly Agree: 37%
   - Agree: 51%
   - Disagree: 10%
   - Strongly Disagree: 10%

Please indicate the extent to which you agree with the following statements:

1. The projected WSF allocation for next school year (2013-14) is appropriate to meet the needs of students at my school. (Mixed)
   - Strongly Agree: 41%
   - Agree: 44%
   - Disagree: 14%
   - Strongly Disagree: 14%

2. The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school. (Mixed)
   - Strongly Agree: 55%
   - Agree: 31%
   - Disagree: 12%
   - Strongly Disagree: 12%

3. 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)
   - Strongly Agree: 8%
   - Agree: 55%
   - Disagree: 31%
   - Strongly Disagree: 6%

4. Schools in Hawaii that serve greater percentages of students with additional needs receive more resources. (Mixed)
   - Strongly Agree: 22%
   - Agree: 64%
   - Disagree: 13%
   - Strongly Disagree: 4%
Resource and Programmatic Equity, by Elementary School Size

Please indicate the extent to which you agree with the following statements:

The amount of funds my school receives through the WSF and other sources is sufficient for school operations.

- Small ES: 38% Strongly Agree, 46% Agree, 17% Disagree, 9% Strongly Disagree
- Medium ES: 46% Strongly Agree, 48% Agree, 15% Disagree, 11% Strongly Disagree
- Large ES: 72% Strongly Agree, 26% Agree, 11% Disagree, 12% Strongly Disagree

The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years.

- Small ES: 19% Strongly Agree, 54% Agree, 27% Disagree, 11% Strongly Disagree
- Medium ES: 24% Strongly Agree, 59% Agree, 15% Disagree, 12% Strongly Disagree
- Large ES: 24% Strongly Agree, 65% Agree, 11% Disagree, 14% Strongly Disagree

The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards I.

- Small ES: 40% Strongly Agree, 46% Agree, 13% Disagree, 11% Strongly Disagree
- Medium ES: 35% Strongly Agree, 54% Agree, 9% Disagree, 11% Strongly Disagree
- Large ES: 57% Strongly Agree, 37% Agree, 7% Disagree, 9% Strongly Disagree

Please indicate the extent to which you agree with the following statements:

I believe WSF funds are equitably allocated to schools in Hawaii.

- Small ES: 46% Strongly Agree, 40% Agree, 13% Disagree, 9% Strongly Disagree
- Medium ES: 39% Strongly Agree, 50% Agree, 9% Disagree, 11% Strongly Disagree
- Large ES: 67% Strongly Agree, 26% Agree, 9% Disagree, 8% Strongly Disagree

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 ES: 38% Strongly Agree, 54% Agree, 8% Disagree, 10% Strongly Disagree
- Medium ES: 35% Strongly Agree, 52% Agree, 11% Disagree, 12% Strongly Disagree
- Large ES: 46% Strongly Agree, 46% Agree, 9% Disagree, 9% 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 ES: 31% Strongly Agree, 48% Agree, 19% Disagree, 7% Strongly Disagree
- Medium ES: 37% Strongly Agree, 54% Agree, 7% Disagree, 9% Strongly Disagree
- Large ES: 54% Strongly Agree, 33% Agree, 13% Disagree, 9% Strongly Disagree

The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.

- Small ES: 48% Strongly Agree, 35% Agree, 15% Disagree, 9% Strongly Disagree
- Medium ES: 48% Strongly Agree, 41% Agree, 9% Disagree, 2% Strongly Disagree
- Large ES: 70% Strongly Agree, 20% Agree, 9% Disagree, 1% Strongly Disagree

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 ES: 60% Strongly Agree, 35% Agree, 13% Disagree, 7% Strongly Disagree
- Medium ES: 11% Strongly Agree, 57% Agree, 26% Disagree, 7% Strongly Disagree
- Large ES: 9% Strongly Agree, 57% Agree, 28% Disagree, 7% Strongly Disagree

Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.

- Small ES: 23% Strongly Agree, 60% Agree, 13% Disagree, 7% Strongly Disagree
- Medium ES: 24% Strongly Agree, 67% Agree, 7% Disagree, 2% Strongly Disagree
- Large ES: 22% Strongly Agree, 59% Agree, 20% Disagree, 7% Strongly Disagree

Resource and Programmatic Equity, by Middle School Size

Please indicate the extent to which you agree with the following statements:

The amount of funds my school receives through the WSF and other sources is sufficient for school operations.

- Small MS: 36% Strongly Agree, 64% Agree, 9% Disagree, 9% Strongly Disagree
- Medium MS: 55% Strongly Agree, 45% Agree, 9% Disagree, 9% Strongly Disagree
- Large MS: 9% Strongly Agree, 55% Agree, 9% Disagree, 9% Strongly Disagree

The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years.

- Small MS: 36% Strongly Agree, 45% Agree, 13% Disagree, 18% Strongly Disagree
- Medium MS: 27% Strongly Agree, 55% Agree, 13% Disagree, 18% Strongly Disagree
- Large MS: 9% Strongly Agree, 36% Agree, 13% Disagree, 18% Strongly Disagree

The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards III.

- Small MS: 55% Strongly Agree, 36% Agree, 9% Disagree, 9% Strongly Disagree
- Medium MS: 45% Strongly Agree, 45% Agree, 9% Disagree, 9% Strongly Disagree
- Large MS: 45% Strongly Agree, 45% Agree, 9% Disagree, 9% Strongly Disagree
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: 64% Strongly Agree, 27% Agree, 9% Disagree, 9% Strongly Disagree
- Medium MS: 9% Strongly Agree, 36% Agree, 45% Disagree, 9% Strongly Disagree
- Large MS: 27% Strongly Agree, 55% Agree, 18% Disagree, 9% Strongly Disagree

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: 9% Strongly Agree, 64% Agree, 27% Disagree, 18% Strongly Disagree
- Medium MS: 9% Strongly Agree, 9% Agree, 82% Disagree, 9% Strongly Disagree
- Large MS: 9% Strongly Agree, 45% Agree, 27% Disagree, 18% 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: 55% Strongly Agree, 45% Agree, 9% Disagree, 18% Strongly Disagree
- Medium MS: 45% Strongly Agree, 55% Agree, 9% Disagree, 18% Strongly Disagree
- Large MS: 9% Strongly Agree, 64% Agree, 9% Disagree, 18% Strongly Disagree

The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.

- Small MS: 55% Strongly Agree, 45% Agree, 9% Disagree, 18% Strongly Disagree
- Medium MS: 45% Strongly Agree, 55% Agree, 9% Disagree, 18% Strongly Disagree
- Large MS: 9% Strongly Agree, 64% Agree, 9% Disagree, 18% Strongly Disagree

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: 9% Strongly Agree, 64% Agree, 27% Disagree, 9% Strongly Disagree
- Medium MS: 9% Strongly Agree, 36% Agree, 55% Disagree, 9% Strongly Disagree
- Large MS: 18% Strongly Agree, 27% Agree, 45% Disagree, 9% Strongly Disagree

Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.

- Small MS: 18% Strongly Agree, 73% Agree, 18% Disagree, 9% Strongly Disagree
- Medium MS: 18% Strongly Agree, 64% Agree, 18% Disagree, 9% Strongly Disagree
- Large MS: 18% Strongly Agree, 73% Agree, 18% Disagree, 9% Strongly Disagree
Resource and Programmatic Equity, by High School Size

**Please indicate the extent to which you agree with the following statements:**

1. The amount of funds my school receives through the WSF and other sources is sufficient for school operations.
   - Small HS: 25% Strongly Agree, 13% Agree, 63% Disagree
   - Medium HS: 13% Strongly Agree, 88% Agree, 7% Disagree
   - Large HS: 50% Strongly Agree, 38% Agree, 13% Disagree

2. The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years.
   - Small HS: 25% Strongly Agree, 25% Agree, 50% Disagree
   - Medium HS: 25% Strongly Agree, 63% Agree, 13% Disagree
   - Large HS: 25% Strongly Agree, 75% Agree, 13% Disagree

3. The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards III.
   - Small HS: 25% Strongly Agree, 38% Agree, 38% Disagree
   - Medium HS: 63% Strongly Agree, 38% Agree, 13% Disagree
   - Large HS: 38% Strongly Agree, 63% Agree, 13% Disagree

**Please indicate the extent to which you agree with the following statements:**

1. I believe WSF funds are equitably allocated to schools in Hawaii.
   - Small HS: 13% Strongly Agree, 13% Agree, 50% Disagree, 25% Strongly Disagree
   - Medium HS: 63% Strongly Agree, 38% Agree, 13% Disagree
   - Large HS: 75% Strongly Agree, 25% Agree, 13% Disagree

2. 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 HS: 13% Strongly Agree, 63% Agree, 25% Disagree
   - Medium HS: 38% Strongly Agree, 63% Agree
   - Large HS: 38% Strongly Agree, 63% Agree
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.

The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.

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.

Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.

### Resource and Programmatic Equity, by FRPL Levels

Please indicate the extent to which you agree with the following statements:

The amount of funds my school receives through the WSF and other sources is sufficient for school operations.

The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years.

The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards III.
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: 53% Strongly Agree, 31% Agree, 11% Disagree
- Medium FRPL: 54% Strongly Agree, 36% Agree, 7% Disagree
- High FRPL: 42% Strongly Agree, 45% Agree, 9% Disagree

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: 31% Strongly Agree, 57% Agree, 7% Disagree
- Medium FRPL: 40% Strongly Agree, 49% Agree, 11% Disagree
- High FRPL: 41% Strongly Agree, 48% Agree, 10% 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: 46% Strongly Agree, 39% Agree, 14% Disagree
- Medium FRPL: 43% Strongly Agree, 37% Agree, 19% Disagree
- High FRPL: 35% Strongly Agree, 55% Agree, 9% Disagree

The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.

- Low FRPL: 57% Strongly Agree, 29% Agree, 11% Disagree
- Medium FRPL: 54% Strongly Agree, 27% Agree, 17% Disagree
- High FRPL: 54% Strongly Agree, 36% Agree, 9% Disagree

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: 9% Strongly Agree, 56% Agree, 31% Disagree
- Medium FRPL: 10% Strongly Agree, 50% Agree, 33% Disagree
- High FRPL: 5% Strongly Agree, 59% Agree, 29% Disagree

Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.

- Low FRPL: 19% Strongly Agree, 67% Agree, 11% Disagree
- Medium FRPL: 20% Strongly Agree, 64% Agree, 16% Disagree
- High FRPL: 26% Strongly Agree, 61% Agree, 12% Disagree
Resource and Programmatic Equity for Student Needs, by ELL Level

Please indicate the extent to which you agree with the following statements:

The amount of funds my school receives through the WSF and other sources is sufficient for school operations.

- Low ELL: 44% Strongly Agree, 40% Agree, 16% Disagree, 10% Strongly Disagree
- Medium ELL: 49% Strongly Agree, 44% Agree, 6% Disagree, 10% Strongly Disagree
- High ELL: 46% Strongly Agree, 42% Agree, 10% Disagree, 12% Strongly Disagree

The amount of funds my school receives through the WSF and other sources will be sufficient for students at my school to meet the Common Core State Standards in future years.

- Low ELL: 23% Strongly Agree, 49% Agree, 29% Disagree, 10% Strongly Disagree
- Medium ELL: 27% Strongly Agree, 54% Agree, 17% Disagree, 12% Strongly Disagree
- High ELL: 20% Strongly Agree, 62% Agree, 16% Disagree, 12% Strongly Disagree

The amount of funds my school receives through the WSF and other sources is sufficient for students at my school to meet the Hawaii Content and Performance Standards III.

- Low ELL: 41% Strongly Agree, 46% Agree, 13% Disagree, 10% Strongly Disagree
- Medium ELL: 49% Strongly Agree, 40% Agree, 10% Disagree, 11% Strongly Disagree
- High ELL: 36% Strongly Agree, 55% Agree, 7% Disagree, 12% Strongly Disagree

Please indicate the extent to which you agree with the following statements:

I believe WSF funds are equitably allocated to schools in Hawaii.

- Low ELL: 51% Strongly Agree, 31% Agree, 14% Disagree, 14% Strongly Disagree
- Medium ELL: 49% Strongly Agree, 40% Agree, 7% Disagree, 14% Strongly Disagree
- High ELL: 49% Strongly Agree, 41% Agree, 6% Disagree, 14% Strongly Disagree

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 ELL: 33% Strongly Agree, 56% Agree, 7% Disagree, 14% Strongly Disagree
- Medium ELL: 44% Strongly Agree, 47% Agree, 9% Disagree, 10% Strongly Disagree
- High ELL: 35% Strongly Agree, 51% Agree, 13% Disagree, 11% Strongly Disagree
Resource and Programmatic Equity, by Locale

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 ELL: 40% Strongly Agree, 41% Agree, 19% Disagree
- Medium ELL: 46% Strongly Agree, 40% Agree, 11% Disagree
- High ELL: 38% Strongly Agree, 49% Agree, 12% Disagree

The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.

- Low ELL: 49% Strongly Agree, 34% Agree, 16% Disagree
- Medium ELL: 60% Strongly Agree, 27% Agree, 10% Disagree
- High ELL: 57% Strongly Agree, 30% Agree, 12% Disagree

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 ELL: 7% Strongly Agree, 54% Agree, 33% Disagree
- Medium ELL: 6% Strongly Agree, 60% Agree, 30% Disagree
- High ELL: 12% Strongly Agree, 51% Agree, 7% Disagree

Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.

- Low ELL: 19% Strongly Agree, 69% Agree, 9% Disagree
- Medium ELL: 21% Strongly Agree, 64% Agree, 14% Disagree
- High ELL: 25% Strongly Agree, 59% Agree, 16% Disagree
Please indicate the extent to which you agree with the following statements:

1. I believe WSF funds are equitably allocated to schools in Hawaii.
   - City: 8% Strongly Agree, 48% Agree, 38% Disagree, 6% Strongly Disagree
   - Suburb: 47% Strongly Agree, 44% Agree, 6% Disagree
   - Town: 59% Strongly Agree, 25% Agree, 13% Disagree
   - Rural: 42% Strongly Agree, 42% Agree, 15% Disagree

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% Strongly Agree, 65% Agree, 9% Disagree
- Suburb: 39% Strongly Agree, 48% Agree, 9% Disagree
- Town: 39% Strongly Agree, 43% Agree, 18% Disagree
- Rural: 42% Strongly Agree, 54% Agree, 15% Disagree

Please indicate the extent to which you agree with the following statements:

2. The projected WSF allocation for next school year (2013-14) is appropriate to meet the needs of students at my school.
   - City: 35% Strongly Agree, 50% Agree, 13% Disagree
   - Suburb: 48% Strongly Agree, 35% Agree, 16% Disagree
   - Town: 39% Strongly Agree, 43% Agree, 14% Disagree
   - Rural: 35% Strongly Agree, 58% Agree, 8% Disagree

3. The WSF allocation for this school year (2012-13) is appropriate to meet the needs of students at my school.
   - City: 46% Strongly Agree, 40% Agree, 10% Disagree
   - Suburb: 54% Strongly Agree, 33% Agree, 11% Disagree
   - Town: 54% Strongly Agree, 33% Agree, 11% Disagree
   - Rural: 50% Strongly Agree, 35% Agree, 15% Disagree

4. 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% Strongly Agree, 54% Agree, 38% Disagree
   - Suburb: 11% Strongly Agree, 58% Agree, 27% Disagree
   - Town: 9% Strongly Agree, 46% Agree, 30% Disagree
   - Rural: 11% Strongly Agree, 65% Agree, 15% Disagree

5. Schools in Hawaii that serve greater percentages of students with additional needs receive more resources.
   - City: 21% Strongly Agree, 63% Agree, 15% Disagree
   - Suburb: 23% Strongly Agree, 63% Agree, 14% Disagree
   - Town: 20% Strongly Agree, 66% Agree, 11% Disagree
   - Rural: 23% Strongly Agree, 65% Agree, 12% Disagree
Transparency, by Geographic Isolation

Please indicate the extent to which you agree with the following statements:

I know who I can ask for information about how my WSF allocations were calculated for my school this year.

<table>
<thead>
<tr>
<th></th>
<th>Not Isolated</th>
<th>Agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32%</td>
<td>53%</td>
<td>15%</td>
</tr>
<tr>
<td>Isolated</td>
<td>14%</td>
<td>71%</td>
<td>14%</td>
</tr>
</tbody>
</table>

I know where to independently obtain details about how WSF allocations were calculated for my school this year.

<table>
<thead>
<tr>
<th></th>
<th>Not Isolated</th>
<th>Agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21%</td>
<td>47%</td>
<td>31%</td>
</tr>
<tr>
<td>Isolated</td>
<td>71%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.

<table>
<thead>
<tr>
<th></th>
<th>Not Isolated</th>
<th>Agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25%</td>
<td>59%</td>
<td>14%</td>
</tr>
<tr>
<td>Isolated</td>
<td>29%</td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>

I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.

<table>
<thead>
<tr>
<th></th>
<th>Not Isolated</th>
<th>Agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26%</td>
<td>64%</td>
<td>9%</td>
</tr>
<tr>
<td>Isolated</td>
<td>29%</td>
<td>57%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Transparency, by Neighbor Island Status

Please indicate the extent to which you agree with the following statements:

I know who I can ask for information about how my WSF allocations were calculated for my school this year.

<table>
<thead>
<tr>
<th></th>
<th>Oahu</th>
<th>Neighbor Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>Neither</td>
<td>52%</td>
<td>59%</td>
</tr>
<tr>
<td>No</td>
<td>17%</td>
<td>11%</td>
</tr>
</tbody>
</table>

I know where to independently obtain details about how WSF allocations were calculated for my school this year.

<table>
<thead>
<tr>
<th></th>
<th>Oahu</th>
<th>Neighbor Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23%</td>
<td>14%</td>
</tr>
<tr>
<td>Neither</td>
<td>45%</td>
<td>51%</td>
</tr>
<tr>
<td>No</td>
<td>31%</td>
<td>30%</td>
</tr>
</tbody>
</table>

I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.

<table>
<thead>
<tr>
<th></th>
<th>Oahu</th>
<th>Neighbor Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29%</td>
<td>17%</td>
</tr>
<tr>
<td>Neither</td>
<td>55%</td>
<td>67%</td>
</tr>
<tr>
<td>No</td>
<td>14%</td>
<td>13%</td>
</tr>
</tbody>
</table>

I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.

<table>
<thead>
<tr>
<th></th>
<th>Oahu</th>
<th>Neighbor Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Neither</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>No</td>
<td>9%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Transparency of Mixed Schools

Please indicate the extent to which you agree with the following statements:

I know who I can ask for information about how my WSF allocations were calculated for my school this year. (Mixed)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31%</td>
<td>15%</td>
</tr>
<tr>
<td>Neither</td>
<td>54%</td>
<td>31%</td>
</tr>
</tbody>
</table>

I know where to independently obtain details about how WSF allocations were calculated for my school this year. (Mixed)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20%</td>
<td>31%</td>
</tr>
<tr>
<td>Neither</td>
<td>47%</td>
<td>21%</td>
</tr>
</tbody>
</table>

I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year. (Mixed)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25%</td>
<td>14%</td>
</tr>
<tr>
<td>Neither</td>
<td>59%</td>
<td>42%</td>
</tr>
</tbody>
</table>

I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools. (Mixed)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26%</td>
<td>10%</td>
</tr>
<tr>
<td>Neither</td>
<td>64%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Transparency, by Elementary School Size

Please indicate the extent to which you agree with the following statements:

- I know who I can ask for information about how my WSF allocations were calculated for my school this year.
- I know where to independently obtain details about how WSF allocations were calculated for my school this year.
- I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.
- I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.

<table>
<thead>
<tr>
<th></th>
<th>Small ES</th>
<th>Medium ES</th>
<th>Large ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know who</td>
<td>29%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>I can explain</td>
<td>17%</td>
<td>28%</td>
<td>13%</td>
</tr>
<tr>
<td>I understand how</td>
<td>27%</td>
<td>33%</td>
<td>13%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>54%</td>
<td>52%</td>
<td>61%</td>
</tr>
<tr>
<td>Agree</td>
<td>17%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>29%</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
</tr>
</tbody>
</table>

0% 20% 40% 60% 80% 100%
Transparency, by Middle School Size

Please indicate the extent to which you agree with the following statements:

I know who I can ask for information about how my WSF allocations were calculated for my school this year.
- Small MS: 36%, 63%, 36%, 27%
- Medium MS: 36%, 55%, 36%, 9%
- Large MS: 36%, 45%, 55%, 18%

I know where to independently obtain details about how WSF allocations were calculated for my school this year.
- Small MS: 27%, 36%, 36%, 36%
- Medium MS: 18%, 36%, 36%, 45%
- Large MS: 27%, 45%, 45%, 45%

I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.
- Small MS: 9%, 73%, 73%, 18%
- Medium MS: 18%, 55%, 55%, 27%
- Large MS: 55%, 45%, 45%, 45%

I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.
- Small MS: 18%, 73%, 73%, 9%
- Medium MS: 18%, 64%, 64%, 18%
- Large MS: 55%, 36%, 36%, 9%

Transparency, by High School Size

Please indicate the extent to which you agree with the following statements:

I know who I can ask for information about how my WSF allocations were calculated for my school this year.
- Small HS: 25%, 63%, 63%, 13%
- Medium HS: 38%, 63%, 63%, 13%
- Large HS: 50%, 38%, 38%, 13%

I know where to independently obtain details about how WSF allocations were calculated for my school this year.
- Small HS: 13%, 50%, 50%, 38%
- Medium HS: 13%, 75%, 75%, 25%
- Large HS: 38%, 25%, 25%, 38%

I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.
- Small HS: 25%, 50%, 50%, 13%
- Medium HS: 13%, 75%, 75%, 13%
- Large HS: 38%, 38%, 38%, 13%

I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.
- Small HS: 13%, 50%, 50%, 13%
- Medium HS: 13%, 88%, 88%, 13%
- Large HS: 38%, 63%, 63%, 13%
### Transparency, by FRPL Level

<table>
<thead>
<tr>
<th>Statement</th>
<th>Low FRPL</th>
<th>Medium FRPL</th>
<th>High FRPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know who I can ask for information about how my WSF allocations were calculated for my school this year.</td>
<td>31%</td>
<td>54%</td>
<td>14%</td>
</tr>
<tr>
<td>I know where to independently obtain details about how WSF allocations were calculated for my school this year.</td>
<td>23%</td>
<td>54%</td>
<td>21%</td>
</tr>
<tr>
<td>I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.</td>
<td>30%</td>
<td>59%</td>
<td>10%</td>
</tr>
<tr>
<td>I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.</td>
<td>30%</td>
<td>59%</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Transparency, by ELL Level

<table>
<thead>
<tr>
<th>Statement</th>
<th>Low ELL</th>
<th>Medium ELL</th>
<th>High ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know who I can ask for information about how my WSF allocations were calculated for my school this year.</td>
<td>30%</td>
<td>56%</td>
<td>14%</td>
</tr>
<tr>
<td>I know where to independently obtain details about how WSF allocations were calculated for my school this year.</td>
<td>20%</td>
<td>53%</td>
<td>24%</td>
</tr>
<tr>
<td>I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.</td>
<td>31%</td>
<td>51%</td>
<td>14%</td>
</tr>
<tr>
<td>I understand how Hawaii’s Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.</td>
<td>30%</td>
<td>57%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Transparency, by Locale

Please indicate the extent to which you agree with the following statements:

- I know who I can ask for information about how my WSF allocations were calculated for my school this year.
  - City: 33%, Suburb: 34%, Town: 29%, Rural: 23%
  - Strongly Agree: 17%, Agree: 50%, Disagree: 16%, Strongly Disagree: 13%

- I know where to independently obtain details about how WSF allocations were calculated for my school this year.
  - City: 21%, Suburb: 28%, Town: 11%, Rural: 15%
  - Strongly Agree: 29%, Agree: 43%, Disagree: 19%, Strongly Disagree: 7%

- I can explain to my School Community Council (SCC) how WSF funds were calculated for my school this year.
  - City: 29%, Suburb: 34%, Town: 14%, Rural: 15%
  - Strongly Agree: 16%, Agree: 45%, Disagree: 27%, Strongly Disagree: 10%

- I understand Hawaii's Weighted Student Formula (WSF) is applied to determine the allocation of funds to schools.
  - City: 27%, Suburb: 27%, Town: 27%, Rural: 19%
  - Strongly Agree: 8%, Agree: 65%, Disagree: 11%, Strongly Disagree: 5%

Accountability, by Geographic Isolation

The following groups are held accountable for student performance:

- State Board of Education
  - Not Isolated: 39%, Isolated: 43%
  - Strongly Agree: 52%, Agree: 29%, Disagree: 29%, Strongly Disagree: 8%

- Superintendent
  - Not Isolated: 48%, Isolated: 43%
  - Strongly Agree: 50%, Agree: 43%, Disagree: 14%

- SCC
  - Not Isolated: 23%, Isolated: 43%
  - Strongly Agree: 66%, Agree: 29%, Disagree: 29%

- Complex Area Superintendent
  - Not Isolated: 59%, Isolated: 57%
  - Strongly Agree: 40%, Agree: 43%, Disagree: 29%
Accountability, by Neighbor Island Status
The following groups are held accountable for student performance:

### Non-Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th></th>
<th>Oahu</th>
<th>Neighbor Island</th>
<th>SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent</td>
<td>29%</td>
<td>53%</td>
<td>6%</td>
</tr>
<tr>
<td>Neighbor Island</td>
<td>24%</td>
<td>53%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Accountability of Mixed Schools

The following groups are held accountable for student performance:

### Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th></th>
<th>State Board of Education (Mixed)</th>
<th>Superintendent (Mixed)</th>
<th>SCC (Mixed)</th>
<th>Complex Area Superintendent (Mixed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>39%</td>
<td>47%</td>
<td>59%</td>
<td>24%</td>
</tr>
<tr>
<td>Agree</td>
<td>51%</td>
<td>49%</td>
<td>40%</td>
<td>65%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accountability, by Elementary School Size

The following groups are held accountable for student performance:

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent (Mixed)</td>
<td>27%</td>
<td>53%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>SCC (Mixed)</td>
<td>5%</td>
<td>26%</td>
<td>55%</td>
<td>14%</td>
</tr>
<tr>
<td>Teachers (Mixed)</td>
<td>27%</td>
<td>59%</td>
<td>13%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board of Education Small ES</td>
<td>40%</td>
<td>56%</td>
<td>11%</td>
<td>40%</td>
</tr>
<tr>
<td>Medium ES</td>
<td>50%</td>
<td>37%</td>
<td>11%</td>
<td>50%</td>
</tr>
<tr>
<td>Large ES</td>
<td>37%</td>
<td>54%</td>
<td>9%</td>
<td>37%</td>
</tr>
<tr>
<td>Superintendent Medium ES Small ES</td>
<td>42%</td>
<td>58%</td>
<td>9%</td>
<td>42%</td>
</tr>
<tr>
<td>Large ES</td>
<td>52%</td>
<td>43%</td>
<td>4%</td>
<td>52%</td>
</tr>
<tr>
<td>Superintendent Medium ES Medium ES</td>
<td>61%</td>
<td>35%</td>
<td>4%</td>
<td>61%</td>
</tr>
<tr>
<td>Large ES</td>
<td>52%</td>
<td>43%</td>
<td>4%</td>
<td>52%</td>
</tr>
<tr>
<td>SCC Medium ES Small ES</td>
<td>21%</td>
<td>67%</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>Large ES</td>
<td>28%</td>
<td>59%</td>
<td>11%</td>
<td>28%</td>
</tr>
<tr>
<td>Complex Area Superintendent Medium ES</td>
<td>56%</td>
<td>44%</td>
<td>28%</td>
<td>56%</td>
</tr>
<tr>
<td>Large ES</td>
<td>70%</td>
<td>28%</td>
<td>28%</td>
<td>70%</td>
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</tbody>
</table>

Strongly Agree | Agree | Disagree | Strongly Disagree
## Accountability, by Middle School Size

### Non-Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Small ES</th>
<th>Medium ES</th>
<th>Large ES</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent</td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium ES</td>
<td>25%</td>
<td>56%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large ES</td>
<td>24%</td>
<td>54%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCC</td>
<td>4%</td>
<td>31%</td>
<td>48%</td>
<td>17%</td>
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<tr>
<td>Medium ES</td>
<td>11%</td>
<td>59%</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large ES</td>
<td>7%</td>
<td>54%</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>31%</td>
<td>60%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium ES</td>
<td>24%</td>
<td>59%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large ES</td>
<td>37%</td>
<td>52%</td>
<td>11%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Small MS</th>
<th>Medium MS</th>
<th>Large MS</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board of Education</td>
<td></td>
<td></td>
<td></td>
<td>73%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium MS</td>
<td>27%</td>
<td>55%</td>
<td>9%</td>
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<tr>
<td>Large MS</td>
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<td>64%</td>
<td>9%</td>
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<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>27%</td>
<td>73%</td>
<td>9%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Medium MS</td>
<td>27%</td>
<td>55%</td>
<td>9%</td>
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</tr>
<tr>
<td>Large MS</td>
<td>36%</td>
<td>55%</td>
<td>9%</td>
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<td></td>
</tr>
<tr>
<td>SCC</td>
<td>27%</td>
<td>73%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium MS</td>
<td>27%</td>
<td>64%</td>
<td>9%</td>
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<tr>
<td>Large MS</td>
<td>18%</td>
<td>82%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent</td>
<td></td>
<td></td>
<td></td>
<td>55%</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium MS</td>
<td>45%</td>
<td>55%</td>
<td>45%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Large MS</td>
<td>45%</td>
<td>55%</td>
<td>45%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Accountability, by High School Size

The following groups are held accountable for student performance:

### Non-Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Small MS</th>
<th>Medium MS</th>
<th>Large MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent</td>
<td>27%</td>
<td>45%</td>
<td>27%</td>
</tr>
<tr>
<td>Medium MS</td>
<td>36%</td>
<td>55%</td>
<td>9%</td>
</tr>
<tr>
<td>Large MS</td>
<td>36%</td>
<td>36%</td>
<td>18%</td>
</tr>
<tr>
<td>SCC</td>
<td>9%</td>
<td>18%</td>
<td>64%</td>
</tr>
<tr>
<td>Medium MS</td>
<td>9%</td>
<td>64%</td>
<td>9%</td>
</tr>
<tr>
<td>Large MS</td>
<td>18%</td>
<td>73%</td>
<td>9%</td>
</tr>
<tr>
<td>Small MS</td>
<td>18%</td>
<td>82%</td>
<td>9%</td>
</tr>
<tr>
<td>Teachers</td>
<td>27%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Medium MS</td>
<td>27%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Large MS</td>
<td>18%</td>
<td>64%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Accountability, by High School Size

I am held accountable for student performance by the following groups:

### Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Small HS</th>
<th>Medium HS</th>
<th>Large HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board of Education</td>
<td>38%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>Medium HS</td>
<td>50%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>Large HS</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>38%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>Medium HS</td>
<td>50%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>Large HS</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>SCC</td>
<td>38%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>Medium HS</td>
<td>38%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>Large HS</td>
<td>63%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Complex Area Superintendent</td>
<td>38%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>Medium HS</td>
<td>38%</td>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>Large HS</td>
<td>38%</td>
<td>63%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Strongly Agree  | Agree  | Disagree | Strongly Disagree
Accountability, by FRPL Level
Accountability, by ELL Level

Non-Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Low FRPL</th>
<th>Medium FRPL</th>
<th>High FRPL</th>
<th>Low FRPL</th>
<th>Medium FRPL</th>
<th>High FRPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent</td>
<td>21%</td>
<td>53%</td>
<td>23%</td>
<td>31%</td>
<td>56%</td>
<td>11%</td>
</tr>
<tr>
<td>SCC</td>
<td>6%</td>
<td>30%</td>
<td>11%</td>
<td>7%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>Teachers</td>
<td>23%</td>
<td>63%</td>
<td>14%</td>
<td>29%</td>
<td>48%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Principal Accountability for Student Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Low ELL</th>
<th>Medium ELL</th>
<th>High ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board of Education</td>
<td>30%</td>
<td>57%</td>
<td>11%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>40%</td>
<td>53%</td>
<td>6%</td>
</tr>
<tr>
<td>SCC</td>
<td>26%</td>
<td>60%</td>
<td>13%</td>
</tr>
<tr>
<td>Complex Area Superintendent</td>
<td>19%</td>
<td>68%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Accountability, by Locale

The following groups are held accountable for student performance:

### Non-Principal Accountability for Student Performance

- **Low ELL**: Complex Area Superintendent - 31% Strongly Agree, 50% Agree, 17% Disagree, 2% Strongly Disagree; Medium ELL - 26% Strongly Agree, 51% Agree, 20% Disagree, 1% Strongly Disagree; High ELL - 25% Strongly Agree, 57% Agree, 16% Disagree, 1% Strongly Disagree; SCC - Low ELL - 6% Strongly Agree, 57% Agree, 11% Disagree, 1% Strongly Disagree; Medium ELL - 4% Strongly Agree, 54% Agree, 11% Disagree, 1% Strongly Disagree; High ELL - 6% Strongly Agree, 54% Agree, 19% Disagree, 1% Strongly Disagree; Teachers - Low ELL - 34% Strongly Agree, 53% Agree, 13% Disagree, 2% Strongly Disagree; Medium ELL - 24% Strongly Agree, 57% Agree, 19% Disagree, 1% Strongly Disagree; High ELL - 23% Strongly Agree, 67% Agree, 9% Disagree, 1% Strongly Disagree.

### Principal Accountability for Student Performance

- **State Board of Education**: City - 33% Strongly Agree, 56% Agree, 6% Disagree, 4% Strongly Disagree; Suburb - 43% Strongly Agree, 53% Agree, 4% Disagree, 1% Strongly Disagree; Town - 36% Strongly Agree, 46% Agree, 18% Disagree, 2% Strongly Disagree; Rural - 46% Strongly Agree, 46% Agree, 8% Disagree, 1% Strongly Disagree.
- **Superintendent**: City - 40% Strongly Agree, 56% Agree, 4% Disagree, 1% Strongly Disagree; Suburb - 53% Strongly Agree, 46% Agree, 7% Disagree, 1% Strongly Disagree; Town - 45% Strongly Agree, 48% Agree, 50% Disagree, 1% Strongly Disagree; Rural - 50% Strongly Agree, 50% Agree, 1% Disagree, 1% Strongly Disagree.
- **SCC**: City - 15% Strongly Agree, 75% Agree, 8% Disagree, 1% Strongly Disagree; Suburb - 25% Strongly Agree, 66% Agree, 5% Disagree, 1% Strongly Disagree; Town - 27% Strongly Agree, 59% Agree, 14% Disagree, 1% Strongly Disagree; Rural - 31% Strongly Agree, 50% Agree, 15% Disagree, 1% Strongly Disagree.
- **Complex Area Superintendent**: City - 56% Strongly Agree, 40% Agree, 37% Disagree, 1% Strongly Disagree; Suburb - 63% Strongly Agree, 37% Agree, 8% Disagree, 1% Strongly Disagree; Town - 54% Strongly Agree, 45% Agree, 15% Disagree, 1% Strongly Disagree; Rural - 62% Strongly Agree, 38% Agree, 15% Disagree, 1% Strongly Disagree.

Legend: 
- Green: Strongly Agree
- Yellow: Agree
- Red: Disagree
- Pink: Strongly Disagree
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**

**How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?**

- **Oahu**
  - 1-2 Days: 6%
  - 3-4 Days: 9%
  - 5-6 Days: 22%
  - More than 6 Days: 63%

- **Neighbor Island**
  - 1-2 Days: 4%
  - 3-4 Days: 4%
  - 5-6 Days: 26%
  - More than 6 Days: 66%

**How many SCC meetings do you hold...**

- In a typical year (Mixed)
  - 0-4 meetings: 13%
  - 5-9 meetings: 47%
  - 10-14 meetings: 41%

- In a typical year to develop and review your Academic and Financial Plan (Mixed)
  - 0-4 meetings: 84%
  - 5-9 meetings: 14%
Frequency and Advance Notice of SCC Meetings, by Elementary School Size

How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?

- 1-2 Days (Mixed): 5%
- 3-4 Days (Mixed): 7%
- 5-6 Days (Mixed): 23%
- More than 6 Days (Mixed): 64%

How many SCC meetings do you hold...

In a typical year:
- Small ES: 9% (0-4 meetings), 49% (5-9 meetings), 43% (10-14 meetings)
- Medium ES: 17% (0-4 meetings), 46% (5-9 meetings), 37% (10-14 meetings)
- Large ES: 22% (0-4 meetings), 57% (5-9 meetings), 22% (10-14 meetings)

In a typical year to develop and review your Academic and Financial Plan:
- Small ES: 88% (0-4 meetings), 13% (5-9 meetings)
- Medium ES: 85% (0-4 meetings), 9% (5-9 meetings), 7% (10-14 meetings)
- Large ES: 80% (0-4 meetings), 20% (5-9 meetings)
Frequency and Advance Notice of SCC Meetings, by Middle School Size

How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?

<table>
<thead>
<tr>
<th></th>
<th>1-2 Days</th>
<th>3-4 Days</th>
<th>5-6 Days</th>
<th>More than 6 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small ES</td>
<td>6%</td>
<td>13%</td>
<td>23%</td>
<td>58%</td>
</tr>
<tr>
<td>Medium ES</td>
<td>4%</td>
<td>0%</td>
<td>26%</td>
<td>70%</td>
</tr>
<tr>
<td>Large ES</td>
<td>7%</td>
<td>4%</td>
<td>17%</td>
<td>72%</td>
</tr>
</tbody>
</table>

How many SCC meetings do you hold...

- **In a typical year**
  - Small MS: 60% (0-4 meetings), 40% (5-9 meetings), 0% (10-14 meetings)
  - Medium MS: 20% (0-4 meetings), 40% (5-9 meetings), 40% (10-14 meetings)
  - Large MS: 6% (0-4 meetings), 44% (5-9 meetings), 50% (10-14 meetings)

- **In a typical year to develop and review your Academic and Financial Plan**
  - Small MS: 100% (0-4 meetings)
  - Medium MS: 90% (0-4 meetings), 10% (10-14 meetings)
  - Large MS: 89% (0-4 meetings), 11% (10-14 meetings)
How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?

- Small MS:
  - 1-2 Days: 0%
  - 3-4 Days: 9%
  - 5-6 Days: 0%
  - More than 6 Days: 95%

- Medium MS:
  - 1-2 Days: 0%
  - 3-4 Days: 9%
  - 5-6 Days: 45%
  - More than 6 Days: 45%

- Large MS:
  - 1-2 Days: 9%
  - 3-4 Days: 18%
  - 5-6 Days: 18%
  - More than 6 Days: 55%

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

How many SCC meetings do you hold...

- In a typical year:
  - Small HS: 9% 49% 43%
  - Medium HS: 17% 46% 37%
  - Large HS: 22% 57% 22%

- In a typical year to develop and review your Academic and Financial Plan:
  - Small HS: 88% 13% 9%
  - Medium HS: 85% 9% 7%
  - Large HS: 80% 20%
Frequency and Advance Notice of SCC Meetings, by FRPL Level

How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?

- Small HS
  - 1-2 Days: 0%
  - 3-4 Days: 13%
  - 5-6 Days: 13%
  - More than 6 Days: 75%

- Medium HS
  - 1-2 Days: 13%
  - 3-4 Days: 0%
  - 5-6 Days: 13%
  - More than 6 Days: 75%

- Large HS
  - 1-2 Days: 0%
  - 3-4 Days: 25%
  - 5-6 Days: 13%
  - More than 6 Days: 63%
Frequency and Advance Notice of SCC Meetings, by ELL Level

How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?

- **Low FRPL**
  - 1-2 Days: 1%
  - 3-4 Days: 10%
  - 5-6 Days: 20%
  - More than 6 Days: 69%

- **Medium FRPL**
  - 1-2 Days: 6%
  - 3-4 Days: 6%
  - 5-6 Days: 30%
  - More than 6 Days: 59%

- **High FRPL**
  - 1-2 Days: 9%
  - 3-4 Days: 6%
  - 5-6 Days: 20%
  - More than 6 Days: 65%

How many SCC meetings do you hold...

- **In a typical year**
  - **Low ELL**
    - 0-4 meetings: 10%
    - 5-9 meetings: 44%
    - 10-14 meetings: 46%
  - **Medium ELL**
    - 0-4 meetings: 16%
    - 5-9 meetings: 49%
    - 10-14 meetings: 36%
  - **High ELL**
    - 0-4 meetings: 12%
    - 5-9 meetings: 47%
    - 10-14 meetings: 41%

- **In a typical year to develop and review your Academic and Financial Plan**
  - **Low ELL**
    - 0-4 meetings: 76%
    - 5-9 meetings: 20%
    - 10-14 meetings: 4%
  - **Medium ELL**
    - 0-4 meetings: 84%
    - 5-9 meetings: 16%
    - 10-14 meetings: 0%
  - **High ELL**
    - 0-4 meetings: 93%
    - 5-9 meetings: 7%
    - 10-14 meetings: 0%
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?

- **Low ELL**
  - 1-2 Days: 0%
  - 3-4 Days: 6%
  - 5-6 Days: 26%
  - More than 6 Days: 69%

- **Medium ELL**
  - 1-2 Days: 6%
  - 3-4 Days: 7%
  - 5-6 Days: 21%
  - More than 6 Days: 66%

- **High ELL**
  - 1-2 Days: 10%
  - 3-4 Days: 9%
  - 5-6 Days: 23%
  - More than 6 Days: 58%

How many SCC meetings do you hold...

- **In a typical year**
  - City: 11% 43% 47%
  - Suburb: 16% 49% 34%
  - Town: 11% 50% 39%
  - Rural: 8% 38% 54%

- **In a typical year to develop and review your Academic and Financial Plan**
  - City: 83% 15%
  - Suburb: 85% 14%
  - Town: 82% 14%
  - Rural: 88% 12%
How Many Days Prior to SCC Meetings is Public Notice of SCC Meetings Posted in the School Office and on the School Website?

<table>
<thead>
<tr>
<th>Area</th>
<th>1-2 Days</th>
<th>3-4 Days</th>
<th>5-6 Days</th>
<th>More than 6 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>6%</td>
<td>13%</td>
<td>21%</td>
<td>60%</td>
</tr>
<tr>
<td>Suburb</td>
<td>6%</td>
<td>8%</td>
<td>23%</td>
<td>63%</td>
</tr>
<tr>
<td>Town</td>
<td>2%</td>
<td>5%</td>
<td>30%</td>
<td>63%</td>
</tr>
<tr>
<td>Rural</td>
<td>0%</td>
<td>8%</td>
<td>15%</td>
<td>77%</td>
</tr>
</tbody>
</table>
SCC Engagement, by Geographic Isolation

Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

- Not Isolated:
  - I make key resource allocation decisions and inform the SCC: 18%
  - I consult with the SCC about key resource allocation decisions; I make the final decisions: 34%
  - The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 39%
  - The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 10%

- Isolated:
  - I make key resource allocation decisions and inform the SCC: 14%
  - I consult with the SCC about key resource allocation decisions; I make the final decisions: 86%

SCC Engagement, by Neighboring Island Status

Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

- Oahu:
  - I make key resource allocation decisions and inform the SCC: 19%
  - I consult with the SCC about key resource allocation decisions; I make the final decisions: 34%
  - The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 39%
  - The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 9%

- Neighbor Island:
  - I make key resource allocation decisions and inform the SCC: 14%
  - I consult with the SCC about key resource allocation decisions; I make the final decisions: 31%
  - The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 43%
  - The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 11%
### SCC Engagement of Mixed Schools

#### Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)? (Mixed)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>I make key resource allocation decisions and inform the SCC</td>
</tr>
<tr>
<td>33%</td>
<td>I consult with the SCC about key resource allocation decisions; I make the final decisions</td>
</tr>
<tr>
<td>40%</td>
<td>The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions</td>
</tr>
<tr>
<td>10%</td>
<td>The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together</td>
</tr>
</tbody>
</table>

### SCC Engagement, by Elementary School Size

#### Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

**Small ES**
- 21%: I make key resource allocation decisions and inform the SCC
- 29%: I consult with the SCC about key resource allocation decisions; I make the final decisions
- 46%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
- 4%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

**Medium ES**
- 9%: I make key resource allocation decisions and inform the SCC
- 35%: I consult with the SCC about key resource allocation decisions; I make the final decisions
- 41%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions

**Large ES**
- 26%: I make key resource allocation decisions and inform the SCC
- 30%: I consult with the SCC about key resource allocation decisions; I make the final decisions
- 33%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together
- 11%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together
SCC Engagement, by Middle School Size

Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

- **Small MS**
  - 9% I make key resource allocation decisions and inform the SCC
  - 36% I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 55% The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions

- **Medium MS**
  - 36% The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together
  - 18% 45%

- **Large MS**
  - 18% 36%
  - 18% 27%

SCC Engagement, by High School Size

Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

- **Small HS**
  - 13% I make key resource allocation decisions and inform the SCC
  - 38% I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 50% The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions

- **Medium HS**
  - 13% The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together
  - 50% 25%
  - 13%

- **Large HS**
  - 13% 63%
  - 25%
SCC Engagement, by FRPL Level

Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

- **Low FRPL**
  - 13%: I make key resource allocation decisions and inform the SCC
  - 34%: I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 37%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 16%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- **Medium FRPL**
  - 21%: I make key resource allocation decisions and inform the SCC
  - 29%: I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 41%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 9%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- **High FRPL**
  - 17%: I make key resource allocation decisions and inform the SCC
  - 36%: I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 42%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 4%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

SCC Engagement, by ELL Level

Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

- **Low ELL**
  - 19%: I make key resource allocation decisions and inform the SCC
  - 29%: I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 44%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 9%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- **Medium ELL**
  - 11%: I make key resource allocation decisions and inform the SCC
  - 33%: I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 46%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 10%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- **High ELL**
  - 22%: I make key resource allocation decisions and inform the SCC
  - 38%: I consult with the SCC about key resource allocation decisions; I make the final decisions
  - 30%: The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 10%: The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together
SCC Engagement, by Locale

Which of the Following Best Describes the Level of Engagement Between You and the School Community Council (SCC)?

- City: 19% make key resource allocation decisions and inform the SCC, 31% consult with the SCC about key resource allocation decisions; I make the final decisions, 38% The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions, 13% The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
- Suburb: 19% make key resource allocation decisions and inform the SCC, 35% consult with the SCC about key resource allocation decisions; I make the final decisions, 38% The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions, 8% The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
- Town: 20% make key resource allocation decisions and inform the SCC, 36% consult with the SCC about key resource allocation decisions; I make the final decisions, 39% The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions, 5% The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
- Rural: 4% make key resource allocation decisions and inform the SCC, 23% consult with the SCC about key resource allocation decisions; I make the final decisions, 54% The SCC and I are involved in two-way communication about key resource allocation decisions; I make the final decisions, 19% The SCC and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.

Faculty Engagement, by Geographic Isolation

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- Not Isolated: 23% make key resource allocation decisions and inform the faculty, 52% consult with the faculty about key resource allocation decisions; I make the final decisions, 24% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions.
- Isolated: 14% make key resource allocation decisions and inform the faculty, 57% consult with the faculty about key resource allocation decisions; I make the final decisions, 29% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
Faculty Engagement, by Neighbor Island Status

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- Oahu:
  - I make key resource allocation decisions and inform the faculty: 25%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 50%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 25%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 17%

- Neighbor Island:
  - I make key resource allocation decisions and inform the faculty: 57%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 23%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 57%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 22%

Faculty Engagement of Mixed Schools

Which of the Following Best Describes the Level of Engagement Between You and the Faculty? (Mixed)

- I make key resource allocation decisions and inform the faculty: 24%
- I consult with the faculty about key resource allocation decisions; I make the final decisions: 52%
- The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 57%
- The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 22%
Faculty Engagement, by Elementary School Size

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- Small ES: 19% I make key resource allocation decisions and inform the faculty, 52% I consult with the faculty about key resource allocation decisions; I make the final decisions, 27% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions.
- Medium ES: 22% I make key resource allocation decisions and inform the faculty, 48% I consult with the faculty about key resource allocation decisions; I make the final decisions, 30% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
- Large ES: 28% I make key resource allocation decisions and inform the faculty, 41% I consult with the faculty about key resource allocation decisions; I make the final decisions, 30% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.

Faculty Engagement, by Middle School Size

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- Small MS: 9% I make key resource allocation decisions and inform the faculty, 18% I consult with the faculty about key resource allocation decisions; I make the final decisions, 73% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
- Medium MS: 18% I make key resource allocation decisions and inform the faculty, 64% I consult with the faculty about key resource allocation decisions; I make the final decisions, 18% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
- Large MS: 9% I make key resource allocation decisions and inform the faculty, 73% I consult with the faculty about key resource allocation decisions; I make the final decisions, 18% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together.
Faculty Engagement, by High School Size

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- Small HS
  - 13% I make key resource allocation decisions and inform the faculty
  - 88% I consult with the faculty about key resource allocation decisions; I make the final decisions
  - 25% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 38% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- Medium HS
  - 25% I make key resource allocation decisions and inform the faculty
  - 38% I consult with the faculty about key resource allocation decisions; I make the final decisions
  - 29% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 38% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- Large HS
  - 25% I make key resource allocation decisions and inform the faculty
  - 63% I consult with the faculty about key resource allocation decisions; I make the final decisions
  - 38% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 13% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

Faculty Engagement, by FRPL Level

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- Low FRPL
  - 13% I make key resource allocation decisions and inform the faculty
  - 34% I consult with the faculty about key resource allocation decisions; I make the final decisions
  - 37% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 16% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- Medium FRPL
  - 21% I make key resource allocation decisions and inform the faculty
  - 29% I consult with the faculty about key resource allocation decisions; I make the final decisions
  - 41% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 9% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together

- High FRPL
  - 17% I make key resource allocation decisions and inform the faculty
  - 36% I consult with the faculty about key resource allocation decisions; I make the final decisions
  - 42% The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions
  - 4% The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together
Faculty Engagement, by ELL Level

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- Low ELL
  - I make key resource allocation decisions and inform the faculty: 23%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 46%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 30%

- Medium ELL
  - I make key resource allocation decisions and inform the faculty: 29%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 53%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 19%

- High ELL
  - I make key resource allocation decisions and inform the faculty: 16%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 58%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 25%

Faculty Engagement, by Locale

Which of the Following Best Describes the Level of Engagement Between You and the Faculty?

- City
  - I make key resource allocation decisions and inform the faculty: 15%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 56%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; I make the final decisions: 29%

- Suburb
  - I make key resource allocation decisions and inform the faculty: 29%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 46%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 25%

- Town
  - I make key resource allocation decisions and inform the faculty: 4%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 27%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 55%

- Rural
  - I make key resource allocation decisions and inform the faculty: 8%
  - I consult with the faculty about key resource allocation decisions; I make the final decisions: 58%
  - The faculty and I are involved in two-way communication about key resource allocation decisions; we make final decisions together: 35%