REVIEW AND EXTENSION OF THE
2011-2018 Joint Department of Education and Board of Education Strategic Plan
Governor’s ESSA Task Force
May 14, 2016
Governor’s ESSA Task Force Briefing

• **Strategic Plan Progress**
  Source: Briefing to Senate and House Education Committees, 1/27/2016

• **ESSA Planning Considerations**
  Source: Documents from Council of Chief State School Officers, National Governors Association and Education First Consulting

• **Strategic Plan Review and Extension Process**
  Source: Monthly Updates to the Board of Education on Review and Extension of the Strategic Plan
Timeline, pre-Strategic Plan

- **55 by ‘25 goal**
- **Weighted Student Formula**
- **Appointed BOE**
- **Furloughs**
- **Labor conflict with HSTA**

Implementation of No Child Left Behind

- **Race to the Top grant**
- **Student poverty rising (34%, 2008-15)**

Separate DOE & BOE strategic plans

Hawaii State Assessment

- **Hawaii Content and Performance Standards II (since 1998)**
- **HCP Standards III**
- **Hawaii Common Core Standards**
Our Mission: All Students

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.
Our Vision

Hawaii’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Strategic Plan: Goals

GOAL #1
Student Success

All students demonstrate they are on a path toward success in college, career and citizenship.

GOAL #2
Staff Success

The Department has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

GOAL #3
Successful Systems of Support

The system and culture of the Department work to effectively organize financial, human, and community resources in support of student success.

bit.ly/DOEBOEstratplan
Roadmap for implementation

GOAL #1
• Common Core in Every Classroom
• Growth Model
• Common Core Standards in K-2, 11-12

GOAL #2
• Formative Instruction
• Data Teams
• K-12 in Every Complex
• Data Teams in Every School
• New Teacher Mentors

GOAL #3
• Training to Analyze and Use Data
• Academic Review Team (PDCA)
• System Resource Alignment
• Robust Internal/External Communication
• K-12 in Every Complex
• Data Teams in Every School
• New Teacher Mentors

ALL SYSTEMS GO

SY 2011-2012
• Formative Instruction
• Data Teams
• Training to Analyze and Use Data
• Academic Review Team (PDCA)
• IT Infrastructure Modernization
• Longitudinal Data Systems

ELI 2012
• Growth Model
• Common Core Standards in K-2, 11-12

SY 2012-2013
• Formative Instruction
• Data Teams
• New Teacher Mentors
• Training to Analyze and Use Data
• Academic Review Team (PDCA)
• Robust Internal/External Communication
• IT Infrastructure Modernization
• Longitudinal Data Systems

ELI 2013
• System Resource Alignment
• Robust Internal/External Communication
• IT Infrastructure Modernization
• Longitudinal Data Systems

SY 2013-2014
• Training to Analyze and Use Data
• Academic Review Team (PDCA)
• System Resource Alignment
• Robust Internal/External Communication
• IT Infrastructure Modernization
• Longitudinal Data Systems

SY 2014-2015
• New Teacher Mentors
• Training to Analyze and Use Data
• Academic Review Team (PDCA)
• System Resource Alignment
• Robust Internal/External Communication
• IT Infrastructure Modernization
• Longitudinal Data Systems
Implementation & Monitoring

**Schools:** School Academic and Financial Plans

**Complex Areas:** Complex Area Academic and Financial Plans

**State Offices:** Delivery Plans and stocktake reviews organized around Strategic Plan objectives

**Board of Education:** Review of Scorecards by Goal
Strategic Plan: Goal 1 Progress

- **Implementation of rigorous standards** in English Language Arts/Literacy and mathematics that prepare students for success in college and careers
- **Adoption of Common Core instructional materials** statewide (with a waiver process for schools to select alternatives)
- **Commitment to Hawaiian education** statewide
- **Multiple initiatives to promote college credit for students** while in high school
# Student Success: Readiness

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>2010-11</th>
<th>2014-15</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary students absent 15 or more days</td>
<td>17.8%*</td>
<td>10.9%</td>
<td>- 6.9 points</td>
</tr>
<tr>
<td>9th grade promotion rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83.0%</td>
<td>86.4%</td>
<td></td>
<td>+ 3.4 points</td>
</tr>
<tr>
<td>Dual Credit (Early College), # of 12th graders</td>
<td>607</td>
<td>789**</td>
<td>+ 2.2 points</td>
</tr>
<tr>
<td>Advanced Placement Exams Taken</td>
<td>5,813</td>
<td>8,270</td>
<td>+ 42.3%</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>50%</td>
<td>56%</td>
<td>+ 6 points</td>
</tr>
<tr>
<td>Fall after high school graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Remediation (Math)</td>
<td>36%</td>
<td>31%</td>
<td>- 5 points</td>
</tr>
<tr>
<td>Recent high school graduates enrolled in UH community colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Remediation (English)</td>
<td>33%</td>
<td>30%</td>
<td>- 3 points</td>
</tr>
<tr>
<td>Recent high school graduates enrolled in UH community colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 2012-13  **2013-14
Student Success: Readiness

Percent of Hawaii students scoring “proficient” on National Assessment of Educational Progress, 2005-2015

**GRADE 4**

**MATHEMATICS**
- 2005: 27%
- 2007: 33%
- 2009: 37%
- 2011: 40%
- 2013: 46%
- 2015: 38%

**READING**
- 2005: 23%
- 2007: 26%
- 2009: 26%
- 2011: 27%
- 2013: 30%
- 2015: 29%

**GRADE 8**

**MATHEMATICS**
- 2005: 18%
- 2007: 21%
- 2009: 25%
- 2011: 30%
- 2013: 32%
- 2015: 30%

**READING**
- 2005: 18%
- 2007: 20%
- 2009: 22%
- 2011: 26%
- 2013: 28%
- 2015: 26%
Student Success: Readiness

Percentage point increases in proficiency, 2005-2015, National Assessment of Educational Progress

MATHEMATICS

Grade 4 | Grade 8
---|---
4 | 11
3 | 12

READING

Grade 4 | Grade 8
---|---
5 | 6
3 | 8

“Hawaii managed to fuel a remarkably sustained, and remarkably low-key, improvement in NAEP performance.”

U.S. Chamber of Commerce Foundation, Dec. 2015 report
## Student Success: Discipline

<table>
<thead>
<tr>
<th>INCIDENTS</th>
<th>2010-11</th>
<th>2013-14</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUNTS</td>
<td># STUDENTS</td>
<td>% OF ENROLLMENT</td>
</tr>
<tr>
<td>Violence</td>
<td>4,731</td>
<td>3,936</td>
<td>2.21%</td>
</tr>
<tr>
<td>Property</td>
<td>880</td>
<td>819</td>
<td>.46%</td>
</tr>
<tr>
<td>Illicit Substances</td>
<td>1,348</td>
<td>1,228</td>
<td>.69%</td>
</tr>
<tr>
<td>Attendance</td>
<td>579</td>
<td>497</td>
<td>.28%</td>
</tr>
<tr>
<td>Order</td>
<td>4,820</td>
<td>3,756</td>
<td>2.11%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12,358</td>
<td>8,441</td>
<td>4.74%</td>
</tr>
</tbody>
</table>
Strategic Plan: Goal 2 Progress

- **21 additional paid hours** per year for teacher training and professional development since 2013
- Beginning teachers statewide receive **induction and mentoring support** for first two years
- **Annual evaluations and feedback for improvement** for teachers and leaders
- **Collaboration with HSTA** on improvements to teacher evaluation through Joint Committee and professional development opportunities
Staff Success

Percent of principals who agreed with statement: “I have the resources needed to implement strategies associated with the Common Core.”

- 2013: 49%
- 2014: 57%
- 2015: 73%

Percent of principals who agreed with statement: “I have the resources needed to implement strategies associated with the Educator Evaluation System.”

- 2013: 32%
- 2014: 55%
- 2015: 72%

Source: Educational Leadership Survey, annually conducted during the summer.
Staff Success

I have successfully adjusted my teaching to reflect the relevant Common Core State Standards. *(Spring 2015)*

To what extent do you think your colleagues are implementing the Common Core fully in their classrooms? *(Fall 2015)*

Source: Joint HSTA/DOE Committee Survey of Teachers on Educator Effectiveness System (Ward Research); Hope Street Group Teacher Fellows Fall 2015 data collection.
Staff Success

Percent of new teacher hires continuing to teach in DOE after five years.

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48%</td>
<td>55%</td>
<td>56%</td>
<td>60%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**Impact:** improvement in retention resulted in 75 more teachers retained from 2011 cohort than five years prior.
Strategic Plan: Goal 3 Progress

- **Measuring schools’ progress** using multiple measures including student growth: Strive HI
- **Broadband access** for every school
- **Reduced backlog** of Repair and Maintenance
- **Innovative pilots:** Community Eligibility Program (free meals schoolwide), Hawaii Keiki (health), Future Ready (technology-enhanced learning), Zones of School of Innovation
Successful Systems of Support

Repair & Maintenance backlog is going down.
Successful Systems of Support
Increased internet bandwidth capacity
Positive momentum

PEOPLE’S PULSE SURVEY

Percent of respondents naming the following as their FIRST issue of concern.*

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td>(47%)</td>
<td>(19%)</td>
</tr>
<tr>
<td>Education</td>
<td>(27%)</td>
<td>(17%)</td>
</tr>
<tr>
<td>Gov’t Reform</td>
<td>(5%)</td>
<td>(7%)</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>(4%)</td>
<td>(85)</td>
</tr>
<tr>
<td>Housing</td>
<td>(1%)</td>
<td>(17%)</td>
</tr>
<tr>
<td>Cost of Living</td>
<td>(8%)</td>
<td></td>
</tr>
</tbody>
</table>

NATIONAL RECOGNITION

U.S. Chamber of Commerce Foundation, Dec. 2015 report:

"Washington, D.C., and Hawaii provide a disparate but complementary pair of models for how to improve K-12 education."

— U.S. News & World Report

“A Tale of 2 States: Lessons to Be Learned,” 12/14/15

* Source: Omnitrak survey conducted every winter.
Strategic Plan: Challenges

So that all students can meet their aspirations for college, career and citizenship:

- **Overall performance** to meet goals – achievement levels, college and career readiness levels, graduation rates
- **Equity**: Achievement gap – meeting needs and supporting learning of our high needs students (English Learners, Special Education, low income)
- **Adequacy of resources** for classroom as well as supports for schools
- Recruitment, development and retention of **effective teachers** for all students statewide
- Communicating with and engaging **stakeholders** – internal and external
Performance difference between “High Needs” and “Non-High Needs”

Performance differential for high-needs students: Low income, special education, English Language Learners: Percent of students proficient (HSA) or met achievement standard (SBA)

**Mathematics**

- **2012-13:**
  - High Needs: 50%
  - Not High Needs: 77%
- **2013-14:**
  - High Needs: 48%
  - Not High Needs: 76%
- **2014-15:**
  - High Needs: 31%
  - Not High Needs: 59%

**ELA/Literacy**

- **2012-13:**
  - High Needs: 62%
  - Not High Needs: 89%
- **2013-14:**
  - High Needs: 59%
  - Not High Needs: 87%
- **2014-15:**
  - High Needs: 37%
  - Not High Needs: 68%
Students’ needs are growing

HIGH-NEEDS GROUPS

About 13% of our students fall into more than one group:

- **52%**
  Economic disadvantage: **92,808**
  
  *Up 34% since 2008*

- **10%**
  Special Education (SPED) and Section 504: **17,373**

- **8%**
  English Language Learners (ELL): **13,883**

179,038 students (Dec. 2015 enrollment count)
Operating Budget FY 2015-16

- General Fund: 81% ($1.56 billion)
- Federal: 14% ($258 million)
- Special: 5%
- Trust: 1%

*Includes Revolving and Interdepartmental funds*
State revenues vs. DOE operating budget

Since 2008...

- +9% HIDOE Operating Budget
- +20% Consumer Price Index
- +37% State Revenues

% Change since FY08 for General Fund Actual & Projected Revenue

% Change since FY08 for EDN 100 to 500 General Fund Appropriations

78% of this increase due to Collective Bargaining increases

* Source: January 7, 2016 Council on Revenues Report for Tax and Non-Tax Revenues
** HIDOE appropriation does not include fringe benefits or debt services budget
Executive General Fund Request, FY 2016-17

Operating Budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Budget (in millions)</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY08</td>
<td>$1,402</td>
<td></td>
</tr>
<tr>
<td>FY09</td>
<td>$1,395</td>
<td></td>
</tr>
<tr>
<td>FY10</td>
<td>$1,396</td>
<td></td>
</tr>
<tr>
<td>FY11</td>
<td>$1,253</td>
<td></td>
</tr>
<tr>
<td>FY12</td>
<td>$1,366</td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>$1,348</td>
<td></td>
</tr>
<tr>
<td>FY14</td>
<td>$1,400</td>
<td></td>
</tr>
<tr>
<td>FY15</td>
<td>$1,403</td>
<td></td>
</tr>
<tr>
<td>FY16</td>
<td>$1,431</td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>$1,405</td>
<td></td>
</tr>
</tbody>
</table>

- FY16-17 Supplemental Req: $46
- FB15-17 CB (pay raises): $100
- Appropriation to EDNs: $1,402 to $1,405
- IF Support Matched CPI: 0.0% to 19.7%
- DOE Enrollment: 171,712 to 172,096
Timeline, since 2012

- **BOE & DOE Strategic Plan**
- **Review and Extension of Plan**
- **2012**
- **2013**
- **2014**
- **2015**
- **2016**
- **2017**
- **2018**
- **2019**
- **2020**

- **Race to the Top grant**
- **ESSA Planning**
- **ESSA Implementation**

- **ESEA Waiver — Strive HI**
ESSA: Who is responsible for which work?

<table>
<thead>
<tr>
<th>Articulate State Vision &amp; Priorities (BOE/DOE Strategic Plan)</th>
<th>BOE</th>
<th>DOE</th>
<th>Governor’s ESSA Task Force* and other stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Provide input; Participate in consultation</td>
</tr>
<tr>
<td>Identify Opportunities for ESSA to Support State Priorities</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Determine Strategies</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Plan for Implementation</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

* Methodology provided by Council of Chief State School Officers
But while ESSA puts states and school districts in charge by setting up new opportunities, it also requires states to balance many decisions.

More flexibility: SEA leaders can...
- Design their own school ratings and decide how to determine the lowest-performing 5 percent of Title I schools
- Innovate with assessment options, such as using computer-adaptive assessments, interim assessments that roll up to a single score or performance assessments
- Choose the ACT or SAT instead of a separate state high school assessment
- Decide how to evaluate teachers

States have increased flexibility...

...but within certain requirements

Many requirements: SEA leaders must...
- Report results for more student subgroups
- Continue to have 95% state test participation
- Identify the lowest-performing schools, approve locally-developed improvement plans and monitor their progress
- Report data on the distribution of effective teachers
- Consult a prescribed list of stakeholders when developing their plans
States have just a year to set a strong vision, engage stakeholders and design ESSA plans for implementation beginning in school year 2017–18.

### 2016

**MARCH/APRIL 2016:** USDE Negotiated Rulemaking Committee Session—primary topics included assessments and “supplement not supplant.”

**JULY/AUGUST 2016:** Final notice of rules is published; 60 days for public comment period.*

**OCTOBER 2016:** Final regulations are published and go into effect.

### 2017

**AUGUST 2016:** NCLB waivers expire.

**WINTER 2017:** States submit plans to USDE for approval.

**AUGUST 2017:** Full implementation of ESSA

*Estimated dates. See a more detailed timeline from ASCD [here](#) and USED's more [detailed ESSA transition guidance](#).
To make the most of ESSA, we recommend defining or re-asserting your state’s “North Star” vision and priorities as a first step.

- **Avoid the compliance mentality.** Lead from your big vision for improving teaching and learning—make that your *North Star*—rather than starting with what ESSA requires or allows.

- **Don’t innovate for innovation’s sake;** take advantage of new flexibilities only when they help your state make progress against your vision.

- **Keep the focus on decisions that improve students’ lives**, not those that make the work of adults easier.

- **Engage stakeholders meaningfully, but don’t try to get everyone to agree on everything.**
From Early Childhood to Workforce

- Preschool Development Grants for governors
- Early childhood education transitions to K-12
- Early childhood educator development
- Early Education & English language learners

- State education goals aligned with workforce development plan and state career and technical education initiatives
- Career and guidance counseling programs
- Industry-recognized credentials
- State plan alignment with Workforce Innovation and Opportunity Act
70% of Hawaii’s jobs will require some postsecondary education or more by 2020, but only 42.6% have a two-year degree or higher; (Georgetown University Center on Education and the Workforce)

“American workers with a college degree are paid 74 percent more than those with only a high school diploma, on average.” (New York Times Article, “A Simple Equation: More Education = More Income”, Sept 10, 2014)

“Nearly 4 out of every 5 jobs destroyed by the recession were held by workers with a high school diploma or less.” (Georgetown University Center on Education and the Workforce).
Timeline: Strategic Plan leads ESSA

**Clarity of Expectations, Scope, Objectives**
- Clarify expectations, scope, objectives
- Secure resources

**Draft of Key Concepts**
- Reflect on progress
- Analyze gaps
- Identify lessons learned & relevant research
- Engage stakeholders

**Review/Refine Draft**
- Select key performance indicators
- Align key concepts within planning and policy (ESSA, BOE policy, biennium budget, legislation)

**Complete Draft**
(to BOE on 12/6/2016)

**Timeline:**
- **JAN**
- **FEB**
- **MAR**
- **APR**
- **MAY**
- **JUN**
- **JUL**
- **AUG**
- **SEP**
- **OCT**
- **NOV**

**Draft of Key Concepts**

- Learn and share about ESSA requirements and opportunities
- Identify lessons learned, research
- Make decisions about transition opportunities to benefit schools and students
- Further develop vision of student success

**ESSA Draft**

- Vet and validate proposed components of state plan for ESSA resources, requirements
- Adjust as federal guidelines and regulations and state plan templates are released
- Implement changes in policy, planning, and practice

**Target:** Positive impact for students via full implementation in 2017-18 school year
ESSA Transitions for 2016-17 School Year

• **Assessment Streamlining**: Potential for further streamlining of required assessments- grade 11 assessments (Smarter Balanced and ACT) under discussion

• **Strive HI School Accountability**: 2015-16 School Performance Reports will include data on accountability measures but *no* calculation of School Performance Index and *no* school classifications, approved by BOE on 3/6/2016

• **“Highly Qualified Teacher”** designations: Continue with current HQT requirements for 2016-17 school year since staffing decisions have been made for next year. Implement changes in advance of Spring 2017 transfer period

• **Teacher Evaluation**: Based on feedback from Joint Committee and other groups, DOE proposing changes in teacher evaluation for 2016-17 school year, subject to BOE action (5/17/2016) and HSTA agreement
## Strategic Plan Scope of Review & Extension

<table>
<thead>
<tr>
<th>WHAT IT IS</th>
<th>WHAT IT IS NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Staying the course</strong> on the vision, mission, and goals through 2020</td>
<td>• Overhaul of Strategic Plan with new vision, mission, and goals</td>
</tr>
<tr>
<td>• <strong>A review of the Strategic Plan</strong>, taking into account progress, lessons</td>
<td>• Comprehensive in describing every opportunity, need, and school-level action</td>
</tr>
<tr>
<td>learned and new opportunities to adjust our focus</td>
<td></td>
</tr>
<tr>
<td>• BOE and DOE’s commitment for <strong>all students</strong> to focus BOE and DOE</td>
<td></td>
</tr>
<tr>
<td>priorities, support, reporting, and oversight</td>
<td></td>
</tr>
<tr>
<td>• Opportunity to <strong>take advantage of federal ESSA</strong> flexibility</td>
<td></td>
</tr>
<tr>
<td>• Early opportunity to identify issues for <strong>future strategic planning</strong></td>
<td></td>
</tr>
</tbody>
</table>
Guiding Principles of Strategic Plan Review

• Give voice to student aspirations
• Engage variety of stakeholders
• Focus on what applies to every student at every school
• Provide data to inform decisions
• Implementation to allow for complex area and school-level flexibility
## Stakeholder Engagement Update

<table>
<thead>
<tr>
<th>BROAD</th>
<th>TARGETED</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BOE Community Meetings</td>
<td>Focus groups in conjunction with key partners such as Hawaii State Teacher Fellows, HE’E, Hawaii Charter School Network, Parents for Public Schools, Center for Tomorrow’s Leaders, and Hawaii State Student Council.</td>
<td>• Governor</td>
</tr>
<tr>
<td>• Online feedback opportunities</td>
<td>• Teachers, Principals, Educational Officers, and Complex Area Superintendents</td>
<td>• BOE members</td>
</tr>
<tr>
<td>• Incorporation of feedback through key partners’ planning processes</td>
<td>• Students, Parents, and Caregivers</td>
<td>• Legislative Education Chairs</td>
</tr>
<tr>
<td></td>
<td>• Charter Schools</td>
<td>• Union leaders: HSTA, HGEA, UPW</td>
</tr>
<tr>
<td></td>
<td>• Business community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cultural and ethnic community associations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community partners</td>
<td></td>
</tr>
</tbody>
</table>

### ADVISORY

Hawaii P-20 Council: comprised of business, philanthropy, unions, governor’s representatives, University of Hawaii, private schools, early childhood, and legislative leaders.

**Approximately 60 focus groups completed to date**
Online Feedback Through May 31

HIQualityEd.tumblr.com

Join the conversation

WHAT DOES STUDENT SUCCESS LOOK LIKE, AND HOW CAN WE SUPPORT THAT?
Tumblr blog / #HIQualityEd

What does high quality education and student success look like to you?

HIQualityEd.tumblr.com