

Governor's Every Student Succeeds Act (ESSA) Team

May 14, 2016 / 8:00 AM– 3:00 PM

State Capital – 5th Floor – Governor's Conference Room

Attendance of Team Members: Catherine Caine, Darrel Galera, Keith Hayashi, Hubert Minn, Lauren Moriguchi, Steve Nakasato, Rep. Takashi Ohno, Alan Oshima, Catherine Payne, Amy Perruso, Stacey Roberts, Carol Shikada, Linda Chu Takayama, Stephen Terstegge, Susan Kitsu (for Sen. Michele Kidani)

Attendance of Support Team: Mike Tokioka, Karen Aka, Louise Wolcott, Carm Minami, Penny Tom, Ken Kang

OPENING MESSAGE - Darrel Galera, Chair, Governor's ESSA Team

Governor Ige is not able to attend because he is attending the commencement ceremonies of his children.

Special appreciation to all of the volunteers on the support team for their tireless efforts.

Review of Governor Ige's vision message and review of his expectations of the ESSA Team:

The Governor's vision message included a future focused economy driven by innovation and creativity. Of the need to empower students, empower teachers, empower principals, empower schools, and empower communities to thrive in a world that requires innovation and creativity. His expectations included - to challenge everything, and that there are no limits to what may be possible. His call to action for our team is "start with a blank sheet" ... it's not about money and resources ... it is about great leadership and schools that have a strong sense of community.

Governor is tasking our ESSA team to do an assessment of the current system. As you know, any assessment will require an understanding of the current theory of action, goals, action plan and programs, current implementation. We will need to collect and analyze evidence and results and arrive at findings. We will use our findings to determine needs and priorities to develop a blue print.

We will be working in a close and positive partnership with the Board of Education, the Superintendent, the DOE, our legislators, all agencies, and all stakeholders. We have been and will continue to be transparent in sharing what we are doing, our research and findings. The recent media report relating to speculation that our Superintendent - by not being a member of the ESSA Team represents something negative – that speculation is inaccurate. The Governor clearly understands and appreciates how important the Superintendent is in the work that needs to be done for ESSA. Our ESSA Team will continue to work closely with the Superintendent in a full and positive partnership for the students of Hawaii.

Absence

Please excuse me from the late afternoon session so that I can present to the Annual Convention of the Hawaii PTSA and answer questions on ESSA.

COGNITIVE FRAMEWORKS – Karen Aka, ESSA Team Facilitator

Facilitator Karen Aka offered three opened-ended cognitive frameworks to organize thinking:

1. Four arenas of change: Context, culture, competencies and conditions.
We can influence, but not control, the culture, conditions, competencies. We cannot generally influence context.
2. Understanding the difference between technical and adaptive challenges. This comes from Ron Heifitz's work. Technical challenges have a known solution and the expertise to address the challenge already exists. The adaptive challenges may have no known solution and the expertise doesn't exist. To address adaptive challenges we need to collaborate with diversity to generate new knowledge and come up with a next step. Our biggest problem in our current changing world is that we try to solve adaptive problems with technical solutions.
3. Informational vs. Transformation Learning – Robert Kegan defines learning in two ways - informational which is the content we all receive in our “buckets” and transformational which makes our buckets bigger.

Consider using these frameworks to organize your thinking as we conduct our work and move forward.

REVIEW OF ESSA TEAM MEETING OF APRIL 28 and MATERIALS FOR REVIEW

Comments / questions on reviewing “DOE Strategic Plan”:

- Questions about whether the plan is complete and whether data, results, and evidence is missing in the plan.
- Comments made about changes made in the DOE SQS Survey
- Discussion about whether there is a connection or disconnect between the plan and reality
- Would like to see more about Early Learning in the plan.
- Any effective plan has to have ends, ways, and means – and the plan must address all three.

Comments / questions on reviewing “Making The Most of ESSA” by Education First

- Question about by 55 by 25 “North Star”
- Encouraged by advice to look at other kinds of testing
- Encouraged by advice to conduct financial audit of system
- Discussion of roles for groups involved in the ESSA process
- Need for clarity and trust
- Parents need to feel that they have a role
- Get to low hanging fruit such as having BOE meetings in the evening

Informational Briefings

BOE/DOE STRATEGIC PLAN – Tammi Oyadomari Chun, DOE Assistant Superintendent of Strategic Reform, Innovation, and Performance

Asst. Supt. Chun provided a comprehensive review of the DOE Strategic Plan (see powerpoint slide presentation) including: Strategic Plan Progress, ESSA Planning Considerations, and Strategic Plan Review and Extension Process. Many insights shared. Examples: the percentage of economically disadvantaged students has increased by 34% since 2008, performance difference between High Needs and Non High Needs students, and transitions for SY 2016-17 (example – teacher evaluation and high school assessment –ACT).

Continuation of Discussion of BOE/DOE Strategic Plan

- How will DOE monitor writing of ESSA plan?
- Need analysis of problems.
- Need to align with Governor’s vision.
- Request for Asst. Supt. Tammi Chun to return to future ESSA Team meeting

EARLY LEARNING – Lauren Moriguchi, State Director of Early Learning

- Brain Research is significant. Experiences shape the architecture of the brain. Not hard-wired but through experiences. 92% by age of 5 years old. The earlier we invest in kids the more benefits.
- Encourage schools to use Title I funds to invest in early childhood education with a plan for family engagement
- Full-service community schools
- Programs that are on K-6 campuses – at no cost to parents; using state funds. - currently serving 10% or 3675 students
- We can save a lot of money we put into other programs such as special education if we invest in early learning. Employers will get excited -- change the conversation. There is so much research in it, birth through age 5.

SPECIAL EDUCATION – Leaders of the Special Education Advisory Council (SEAC) Ivalee Sinclair, Martha Guinan, and Susan Rocco

Shared the role of the SPED Advisory Council. They provide information to the DOE and also look at due process, policies and procedures. Presentation today is on their role and priorities for year. Priorities for the new school year include:

- First priority is Professional Development – there’s lack of resources and support, teacher workload causes the teachers to be overwhelmed. Average teacher stays 5.5 years.
- Second priority is Inclusion - needs to be in the entire community --classrooms, playground. Example - co-teaching. Effective implementation requires training, time to plan, and also support of administration.
- Third priority in to implement the recommendations from the WestEd evaluation. Redesign how SPED is delivered; provide training, improve relationships with family.

EDUCATION STANDARDS IN HAWAII, A HISTORICAL PERSPECTIVE -

Karen Aka

Education Reform in Hawaii started in the late 80's, early 90'. The Hawaii Business Roundtable hired Berman Weiler to make recommendations on how to improve the public school system. The Berman report recommended initiatives like early childhood education and School Community-Based Management (SCBM). SCBM was intended to empower schools. State Superintendent Charles Toguchi also created a plan: Project Kea Hou, which was meant to move services, resources and decision making closer to the schools.

In 1991, the Legislature created the Hawaii State Commission on Content and Performance Standards to answer the question "what should students, know, be able to do and care about" by the time they graduate from high school. This work was conducted before other states and professional content organizations had developed standards. The Commission produced the "Blue Book" that had 1,544 content standards but no performance standards. Commission also adopted the General Learner Outcomes (GLOs) from Aurora, Colorado. Because the Blue Book created challenges to teaching the standards, the Legislature passed another law in 1994 to have HCPS reviewed every 4 years. This produced the "Rainbow Books."

Currently we have the Common Core State Standards with the Smarter Balanced Assessment to measure student proficiency of those standards.

Standards provide all students the opportunity to work at their own ability level and not be judged on the bell curve. Educators decide what should be taught in the classroom and not textbook publishers

Begin discussion on planning of Governor's Education Summit tentatively set for Saturday, July 9, 2016

Next Steps

- Planning for the Governor's Education Summit
- Review survey report, *Resident Opinions on Public Education*, conducted by Ward Research
- Preparation for briefings on school accountability, ELL, teacher support, and other areas

Meeting adjourned at 3:00 PM