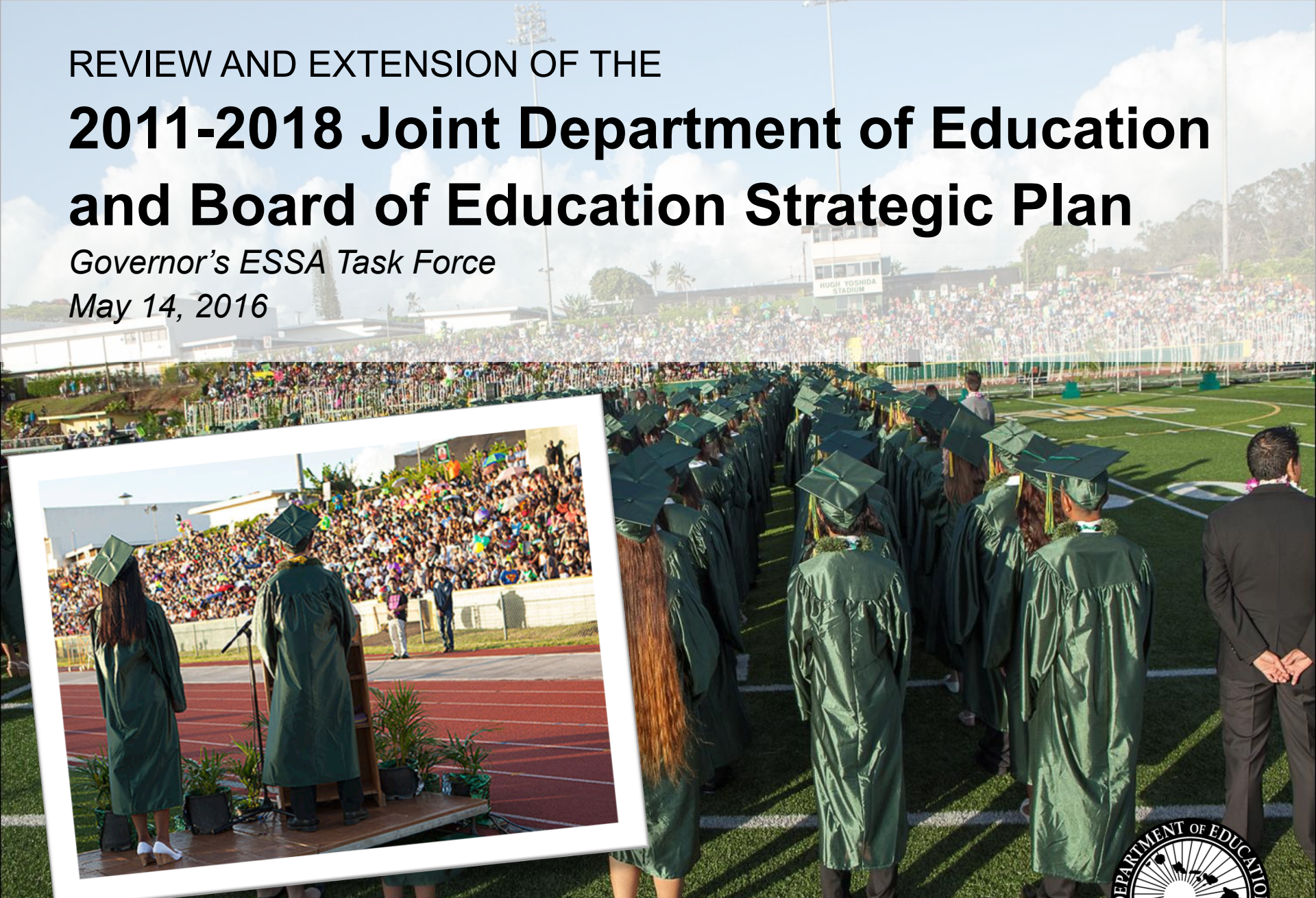


REVIEW AND EXTENSION OF THE

2011-2018 Joint Department of Education and Board of Education Strategic Plan

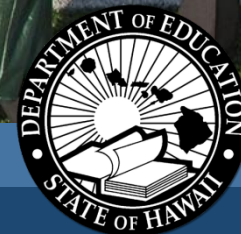
Governor's ESSA Task Force

May 14, 2016



HAWAII STATE DEPARTMENT OF EDUCATION

HawaiiPublicSchools.org



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

Act 51 (2004) – Reinventing Education Act

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)

2002 > 2003 > 2004 > 2005 > 2006 > 2007 > 2008 > 2009 > 2010 > 2011 > 2012

Separate DOE & BOE strategic plans

Hawaii State Assessment

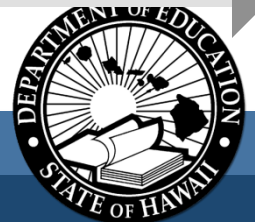
Hawaii Content and Performance Standards II (since 1998)

HCP Standards III

Hawaii Common Core Standards

HAWAII STATE DEPARTMENT OF EDUCATION

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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

HAWAII STATE DEPARTMENT OF EDUCATION

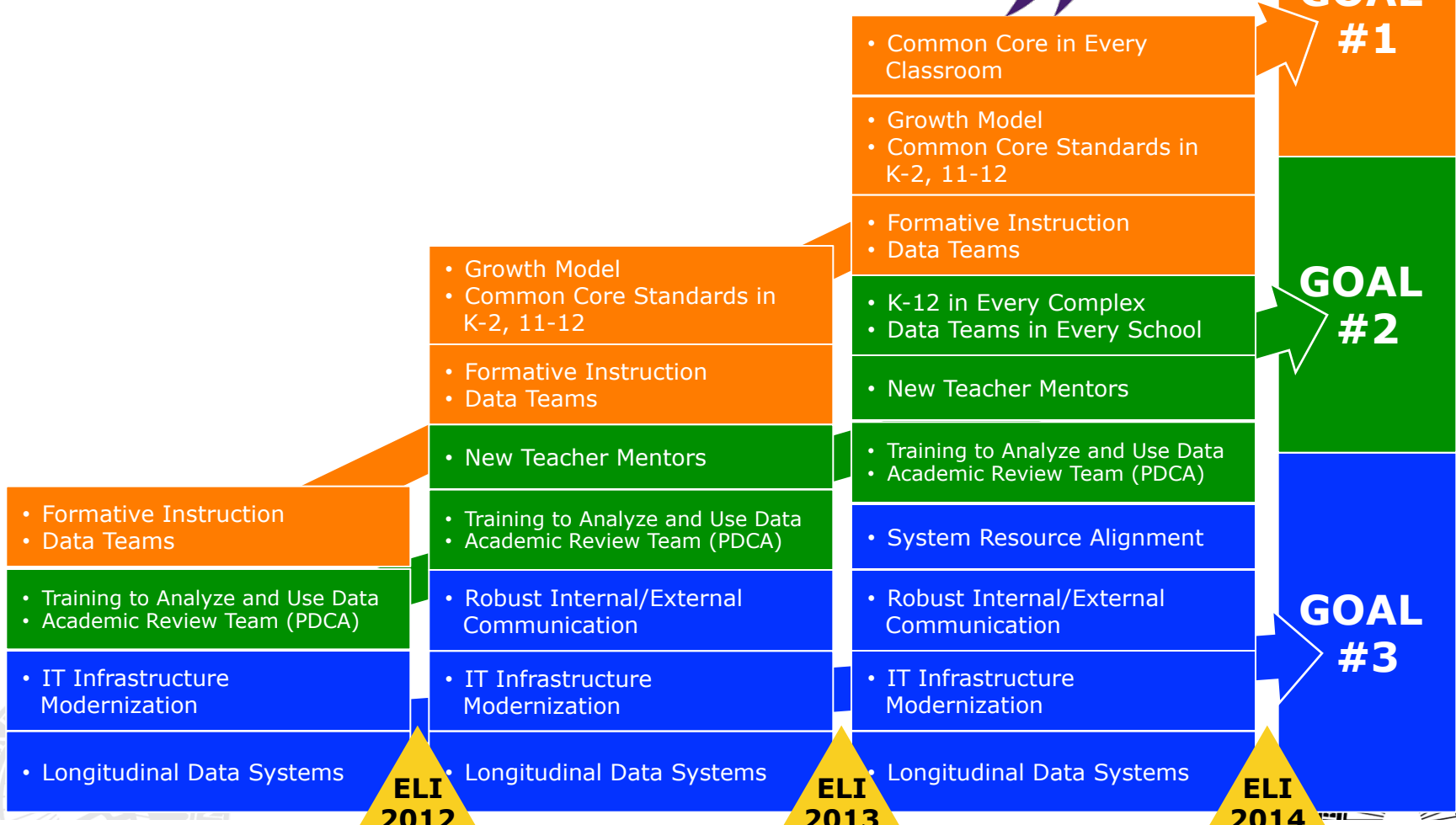
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Roadmap for implementation



ALL SYSTEMS GO



GOAL #1

GOAL #2

GOAL #3

ATTAINMENT

TIME

SY 2011-2012

SY 2012-2013

SY 2013-2014

SY 2014-2015

ELI 2012

ELI 2013

ELI 2014

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

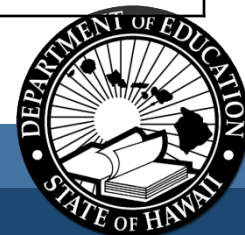
- **Implementation of rigorous standards** in English Language Arts/Literacy and mathematics that prepare students for success in college and careers
- **Adoption of Common Core instructional materials** statewide (with a waiver process for schools to select alternatives)
- **Commitment to Hawaiian education**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



Student Success: Readiness

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

* 2012-13 **2013-14



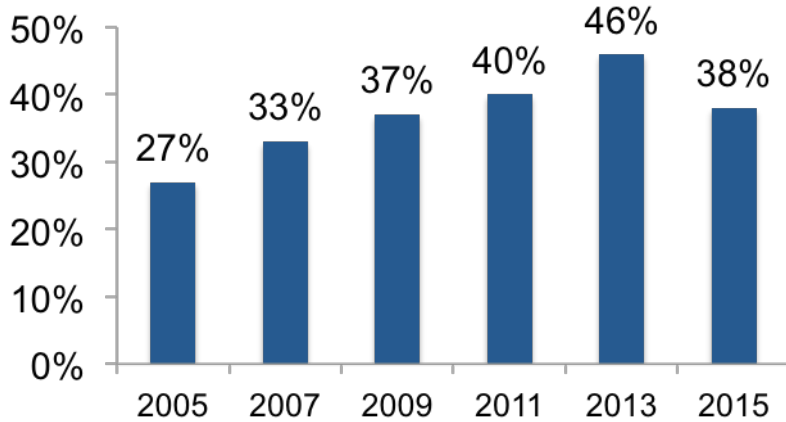
Student Success: Readiness

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

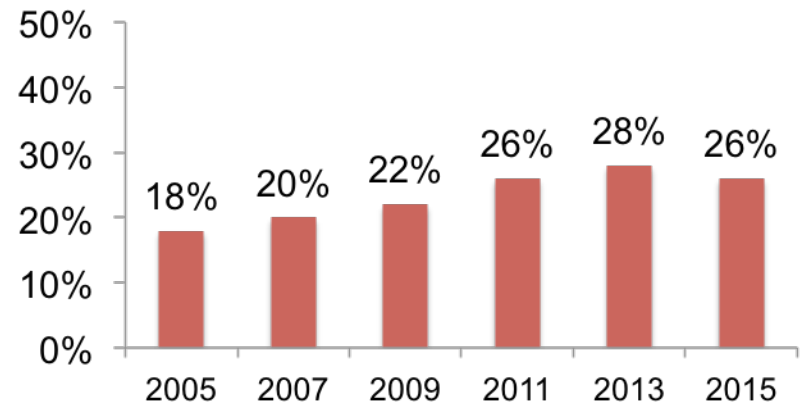
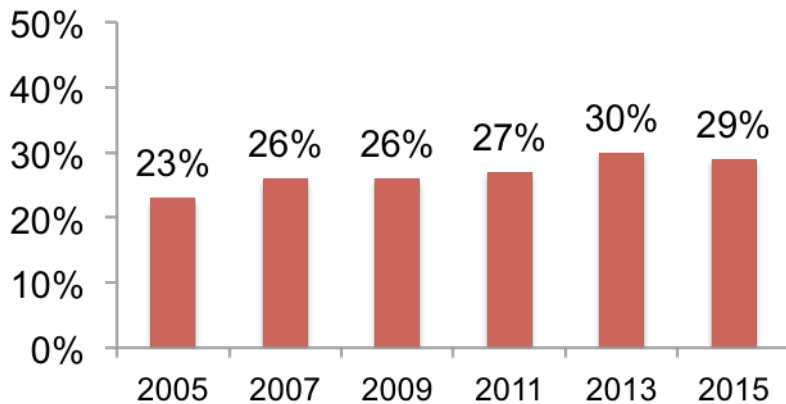
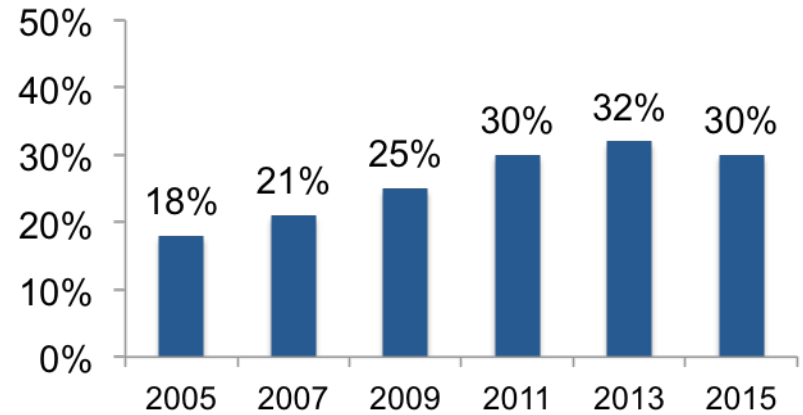
MATHEMATICS

READING

GRADE 4

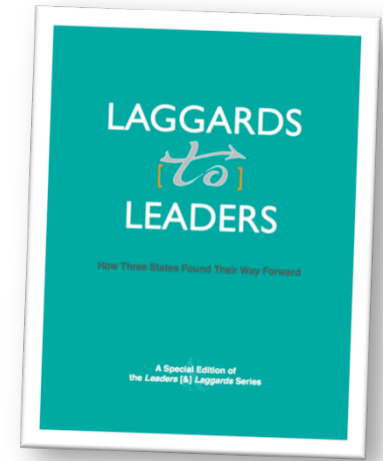


GRADE 8

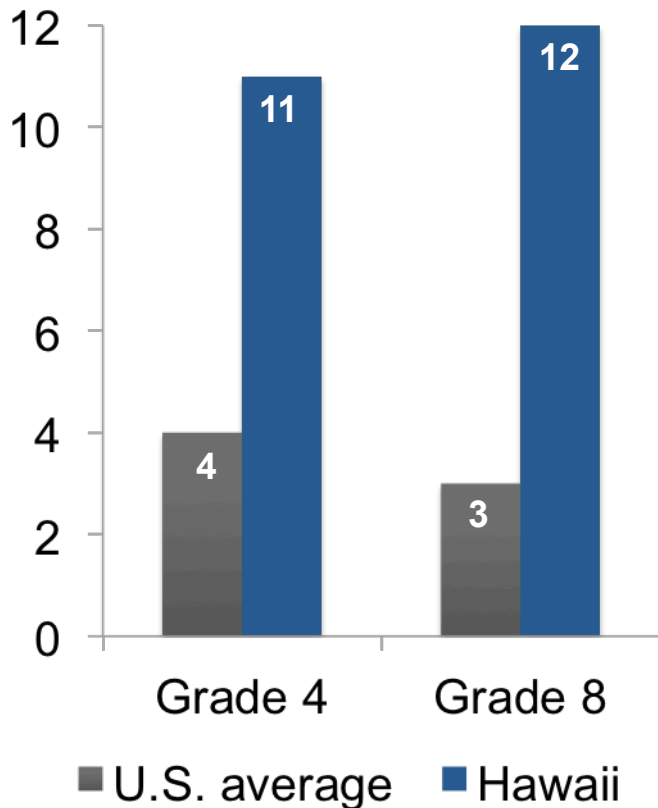


Student Success: Readiness

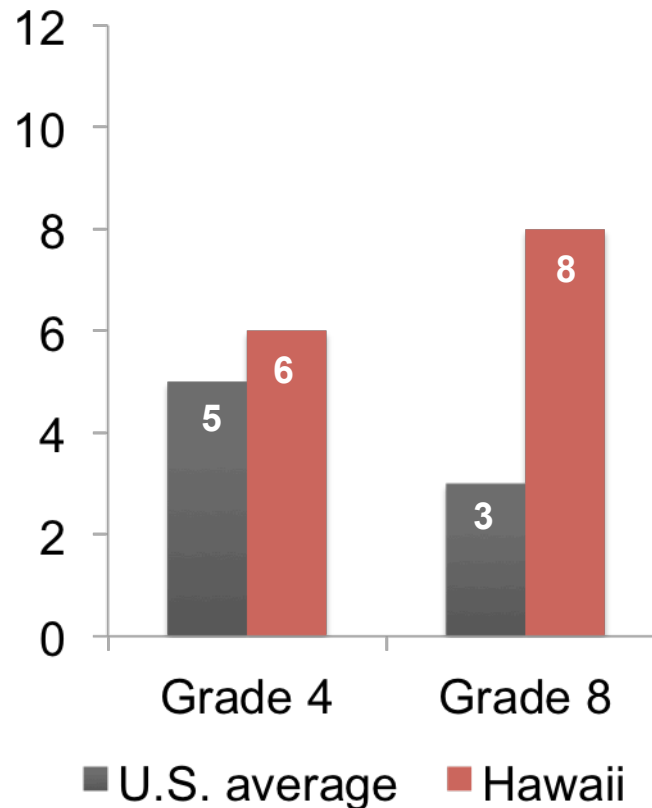
Percentage point increases in proficiency, 2005-2015, National Assessment of Educational Progress



MATHEMATICS



READING



“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

INCIDENTS	2010-11			2013-14			CHANGE
	COUNTS	# STUDENTS	% OF ENROLLMENT	COUNTS	# STUDENTS	% OF ENROLLMENT	COUNT REDUCTION
Violence	4,731	3,936	2.21%	4,177	3,353	1.81%	- 12%
Property	880	819	.46%	667	617	.33%	- 24%
Illicit Substances	1,348	1,228	.69%	1,073	988	.53%	- 20%
Attendance	579	497	.28%	370	315	.17%	- 36%
Order	4,820	3,756	2.11%	3,897	2,899	1.56%	- 19%
TOTAL	12,358	8,441	4.74%	10,184	6,794	3.67%	- 18%



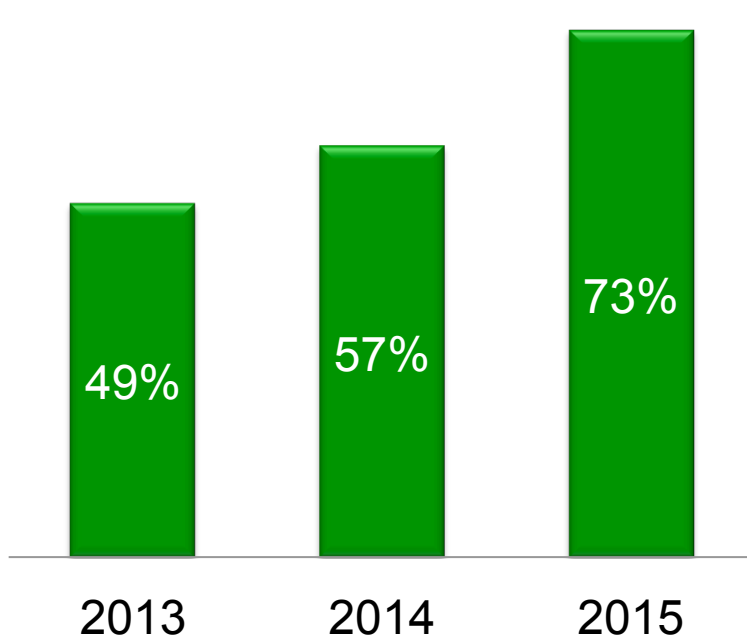
Strategic Plan: Goal 2 Progress

- **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

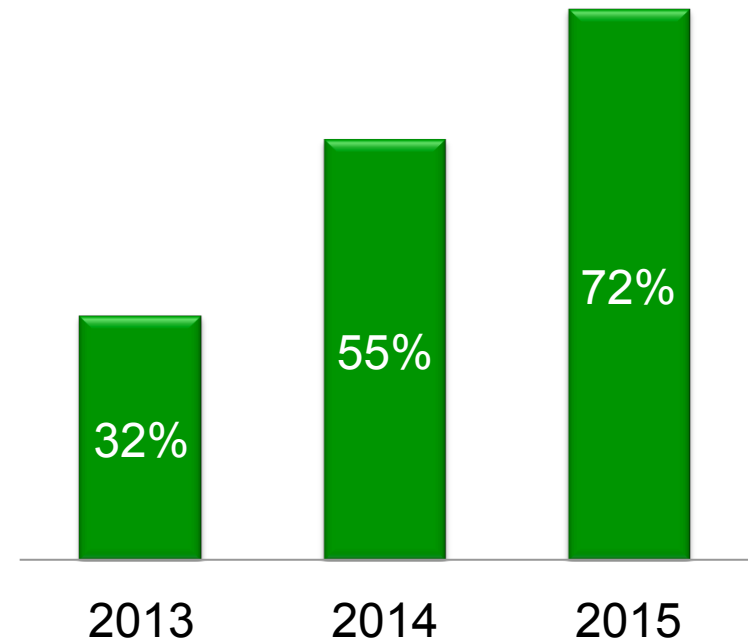


Staff Success

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



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

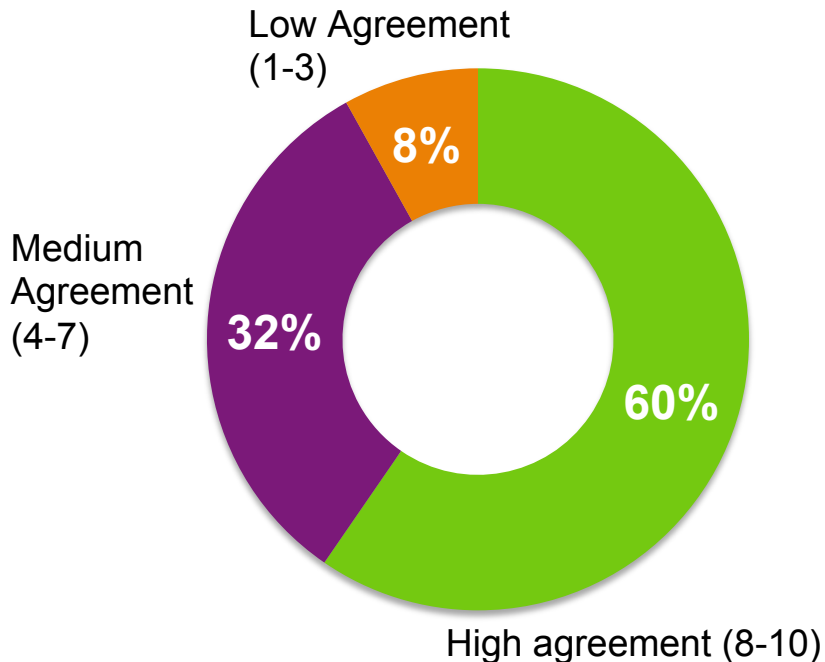


Source: Educational Leadership Survey, annually conducted during the summer.

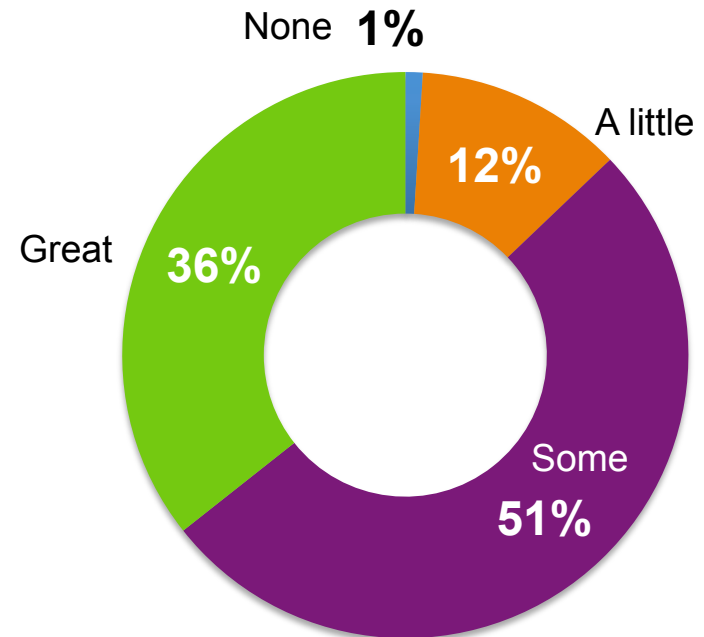


Staff Success

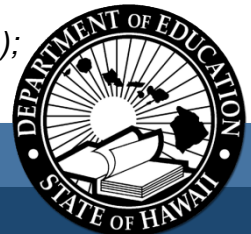
I have successfully adjusted my teaching to reflect the relevant Common Core State Standards.
(Spring 2015)



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

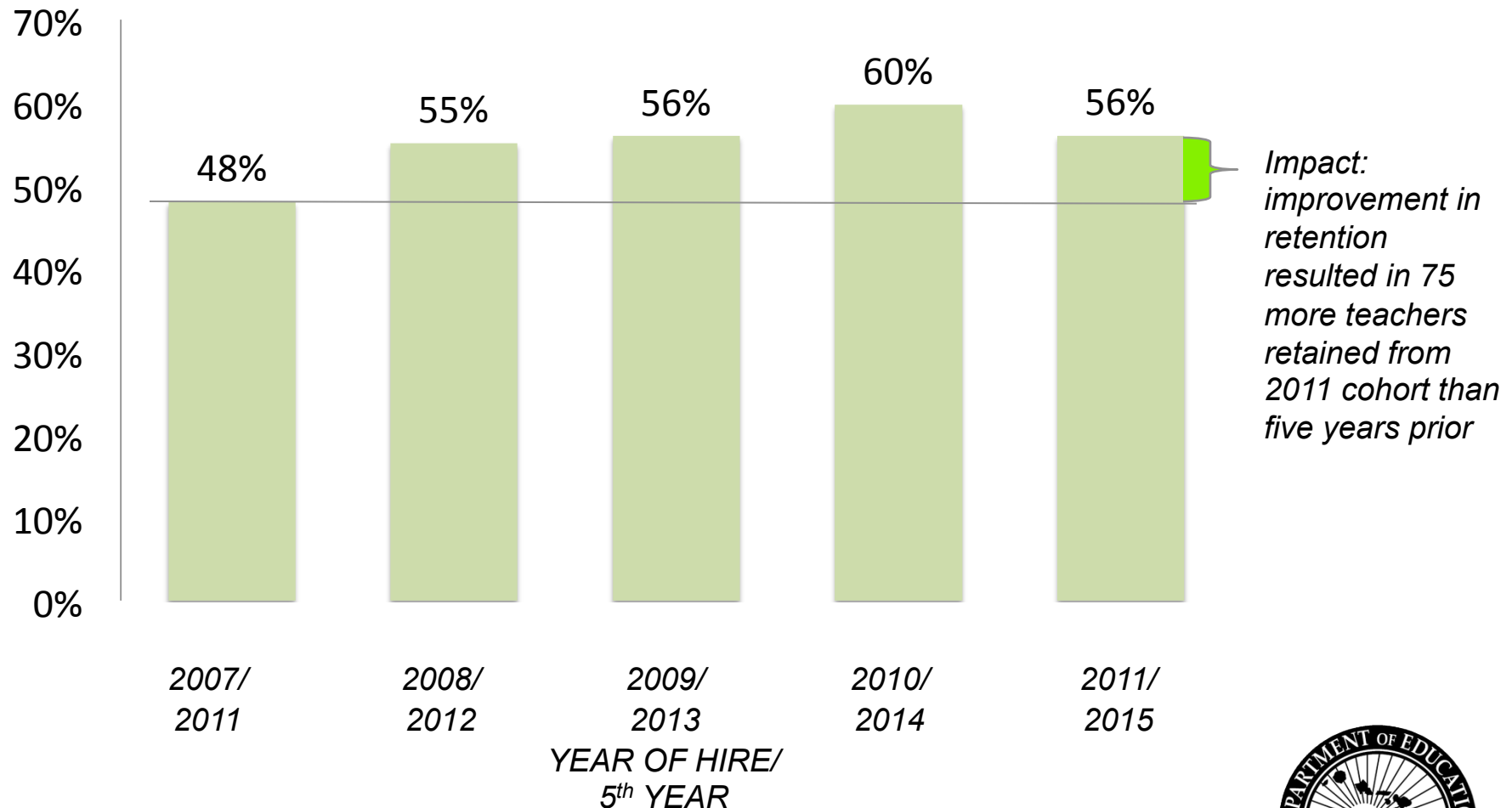


Source: Joint HSTA/DOE Committee Survey of Teachers on Educator Effectiveness System (Ward Research); Hope Street Group Teacher Fellows Fall 2015 data collection.



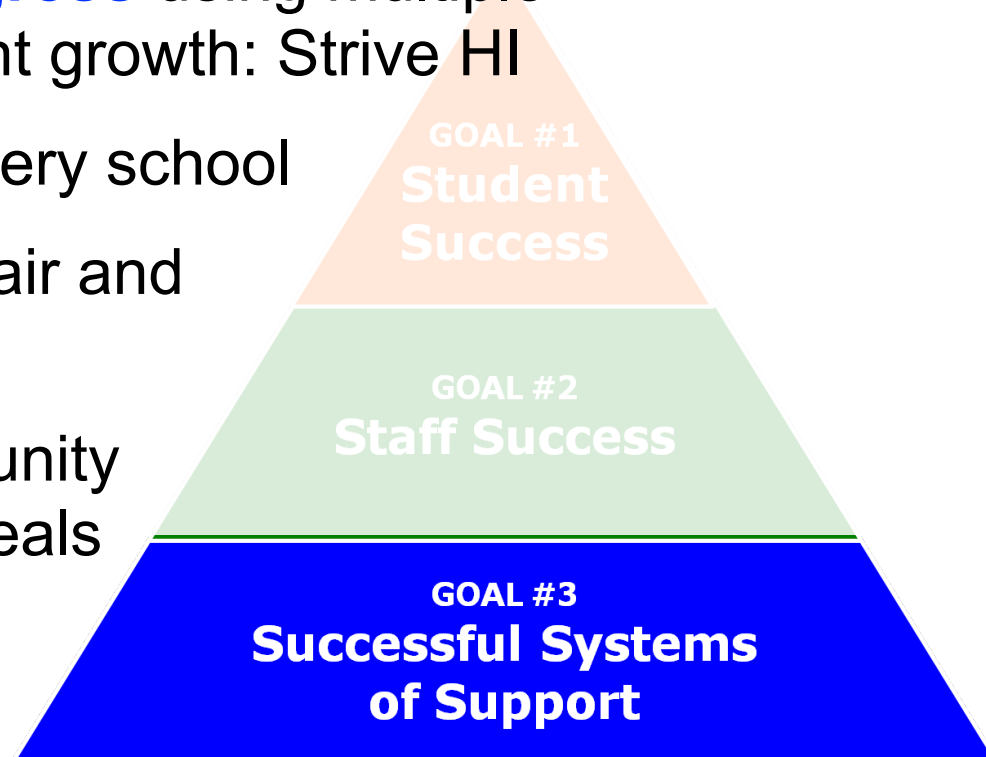
Staff Success

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



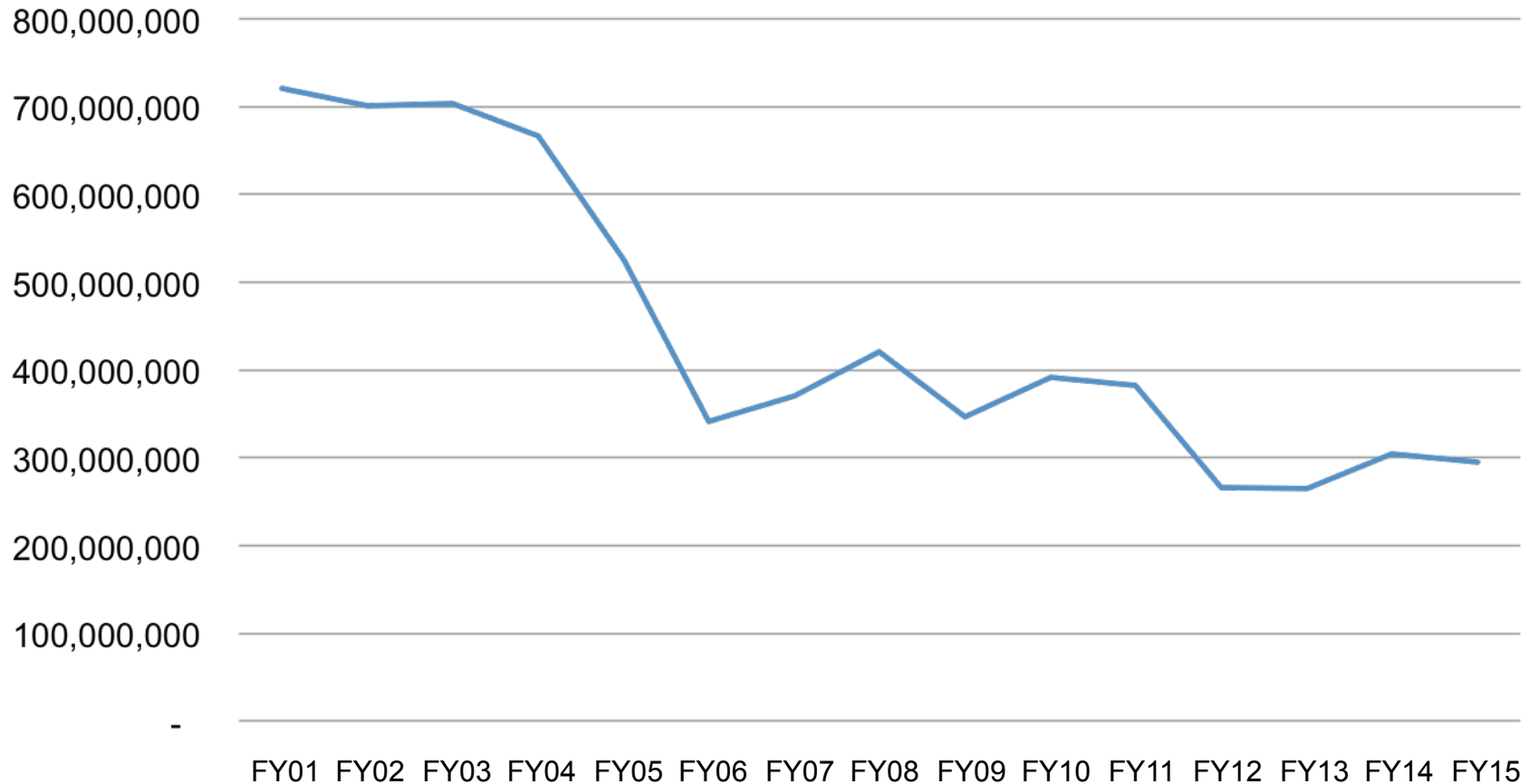
Strategic Plan: Goal 3 Progress

- **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



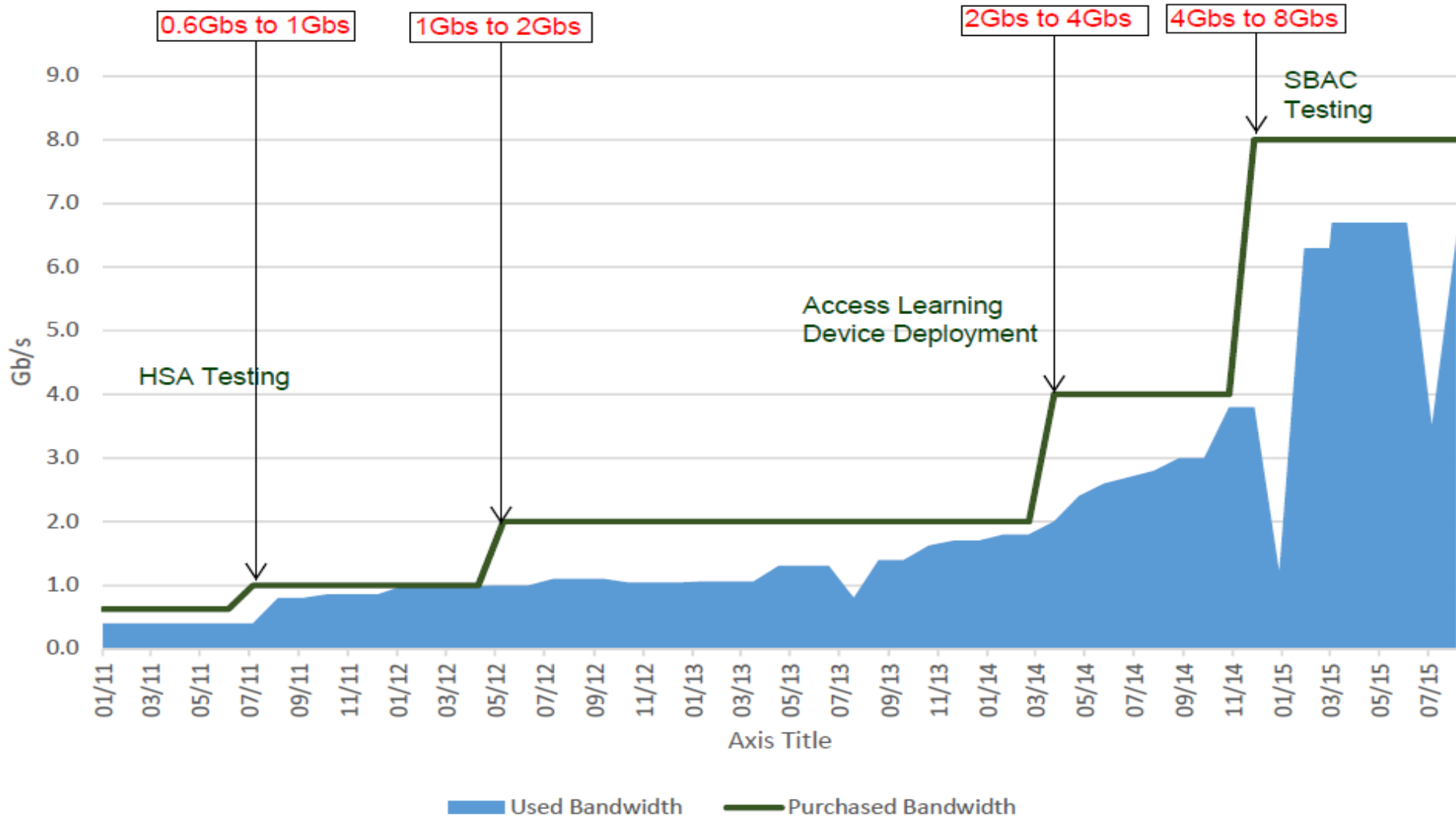
Successful Systems of Support

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.*

2010		2015	
Economy (47%)	Infrastructure (4%)	Economy (19%)	Infrastructure (85)
Education (27%)	Housing (1%)	Housing (17%)	Gov't Reform (7%)
Gov't Reform (5%)		Cost of Living (8%)	Education (6%)

NATIONAL RECOGNITION

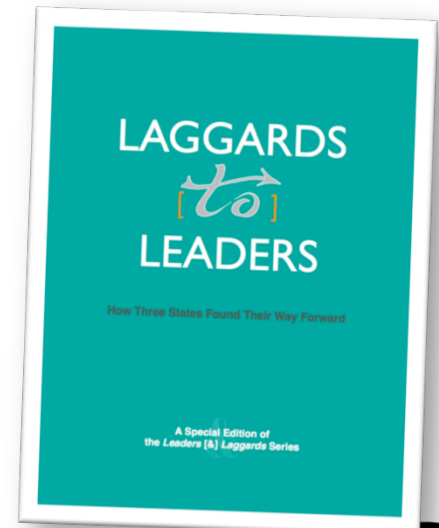
U.S. Chamber of Commerce Foundation, Dec. 2015 report:

“ 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

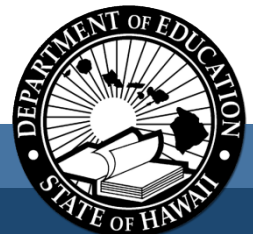
* Source: Omnitrak survey conducted every winter.



Strategic Plan: Challenges

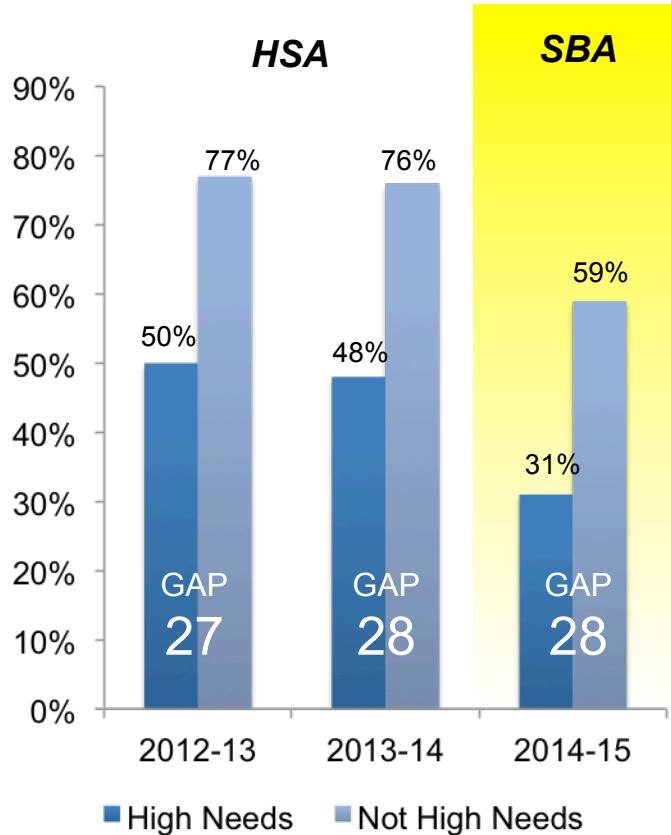
So that all students can meet their aspirations for college, career and citizenship:

- **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

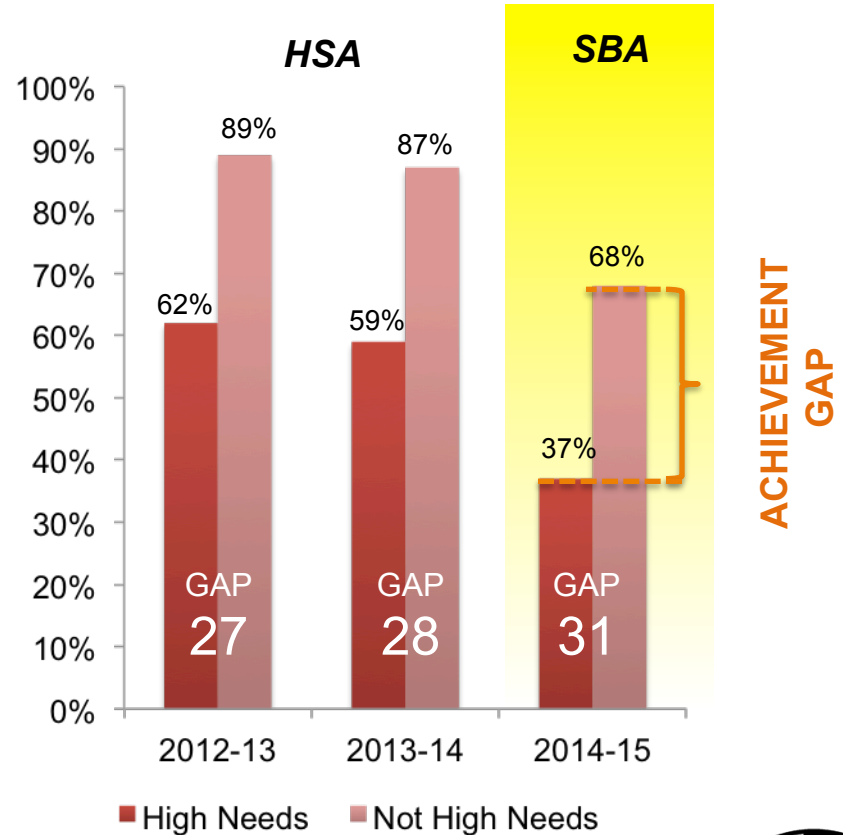


Performance difference between “High Needs” and “Non-High Needs”

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



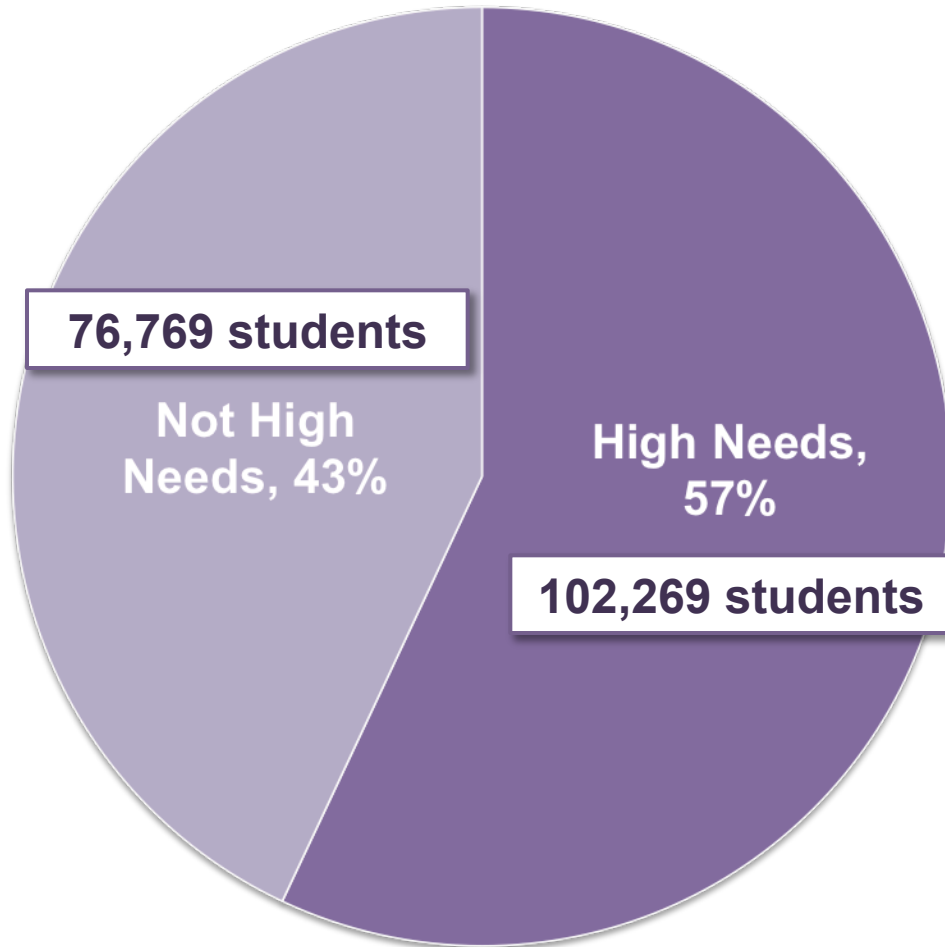
Mathematics



ELA/Literacy



Students' needs are growing



179,038 students (Dec. 2015 enrollment count)

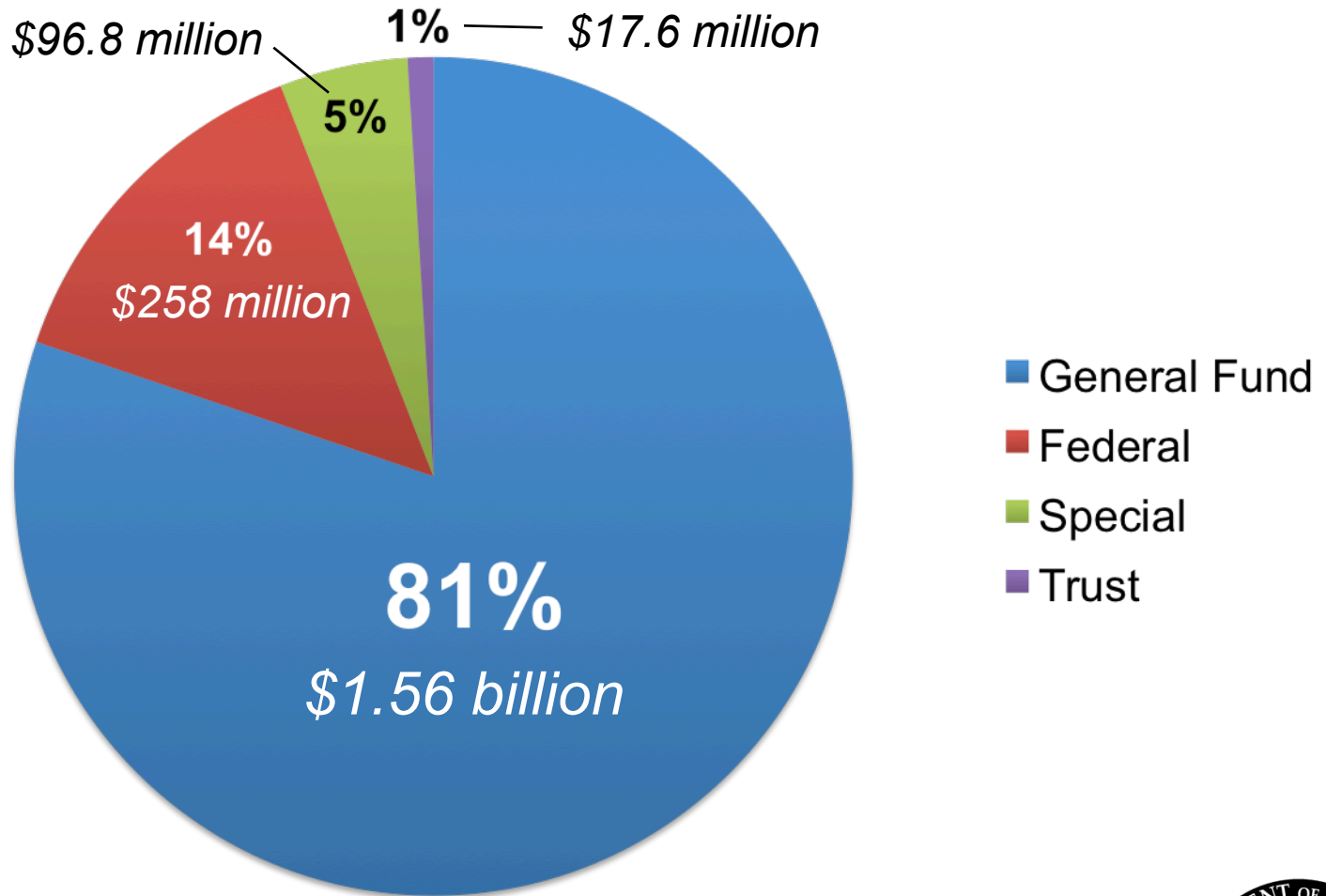
HIGH-NEEDS GROUPS

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**



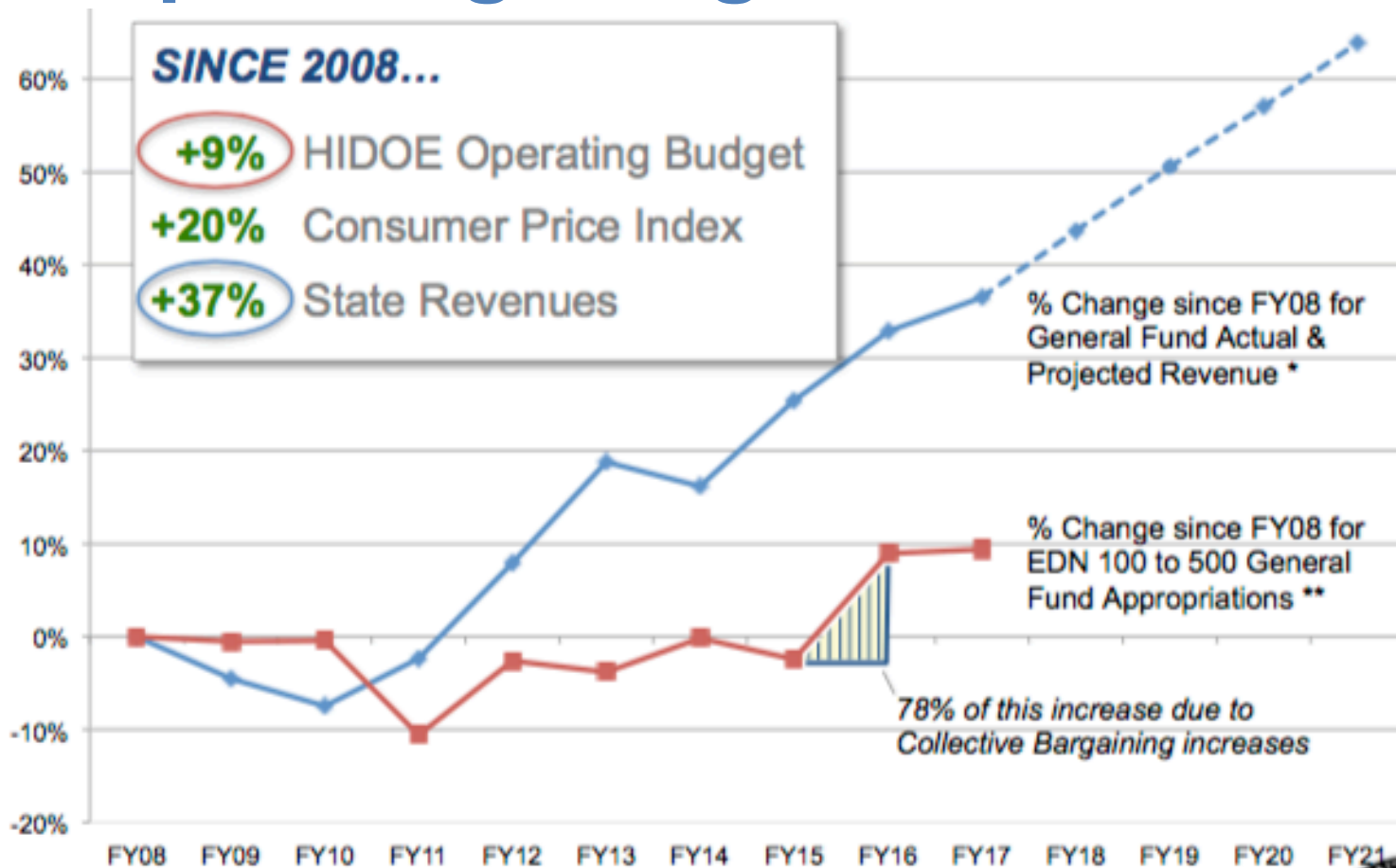
Operating Budget FY 2015-16



* Includes Revolving and Interdepartmental funds

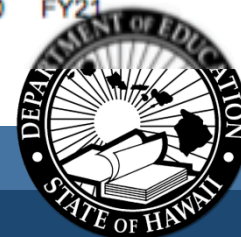


State revenues vs. DOE operating budget



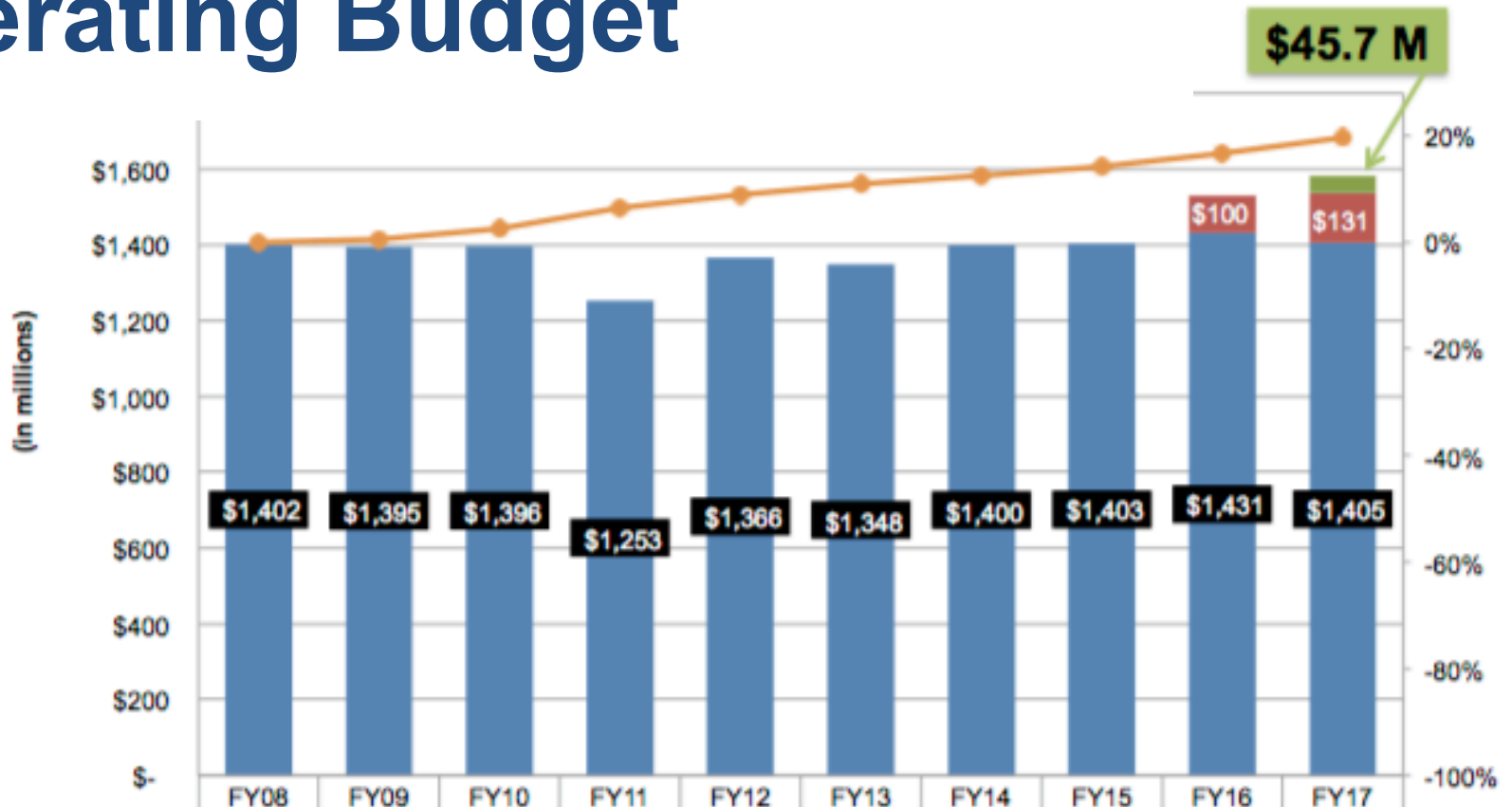
* Source: January 7, 2016 Council on Revenues Report for Tax and Non-Tax Revenues

** HIDOE appropriation does not include fringe benefits or debt services budget



Executive General Fund Request, FY 2016-17

Operating Budget



\$45.7 M

FY16-17 Supplemental Req											\$46
FB15-17 CB (pay raises)										\$100	\$131
Appropriation to EDNs	\$1,402	\$1,395	\$1,396	\$1,253	\$1,366	\$1,348	\$1,400	\$1,403	\$1,431	\$1,405	
IF Support Matched CPI	0.0%	0.5%	2.6%	6.4%	9.0%	11.0%	12.6%	14.3%	16.8%	19.7%	
DOE Enrollment	171,712	170,498	170,830	169,987	172,104	173,658	175,476	170,482	170,971	172,096	



Strategic Plan
2011-2018
2012 Update

Timeline, since 2012

*Strategic Plan
Engagement*

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?

	BOE	DOE	Governor's ESSA Task Force* and other stakeholders
Articulate State Vision & Priorities (BOE/DOE Strategic Plan)	✓	✓	Provide input; Participate in consultation
Identify Opportunities for ESSA to Support State Priorities		✓	✓
Determine Strategies		✓	
Plan for Implementation		✓	

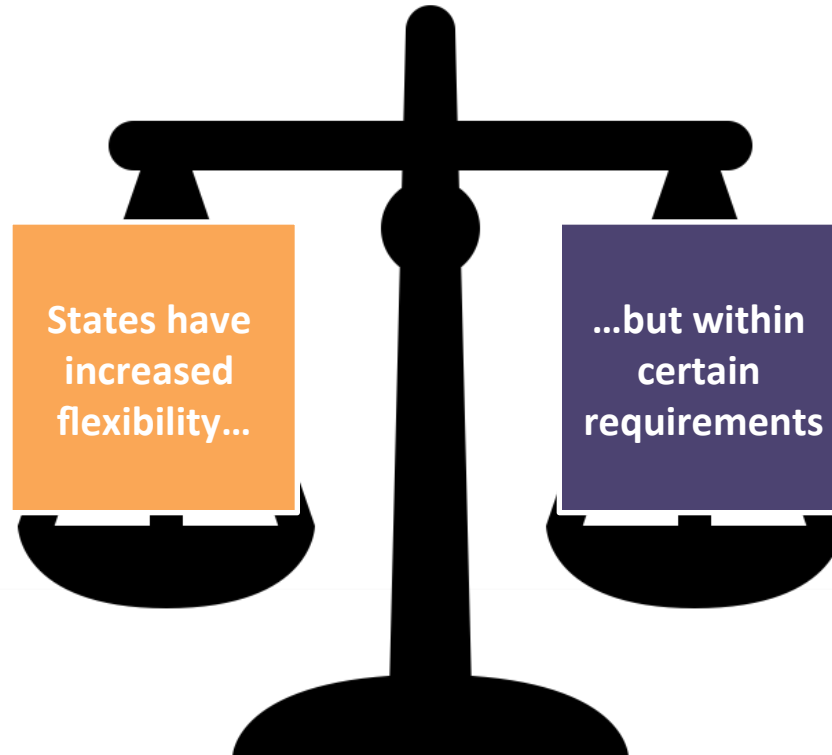
* Methodology provided by Council of Chief State School Officers



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...

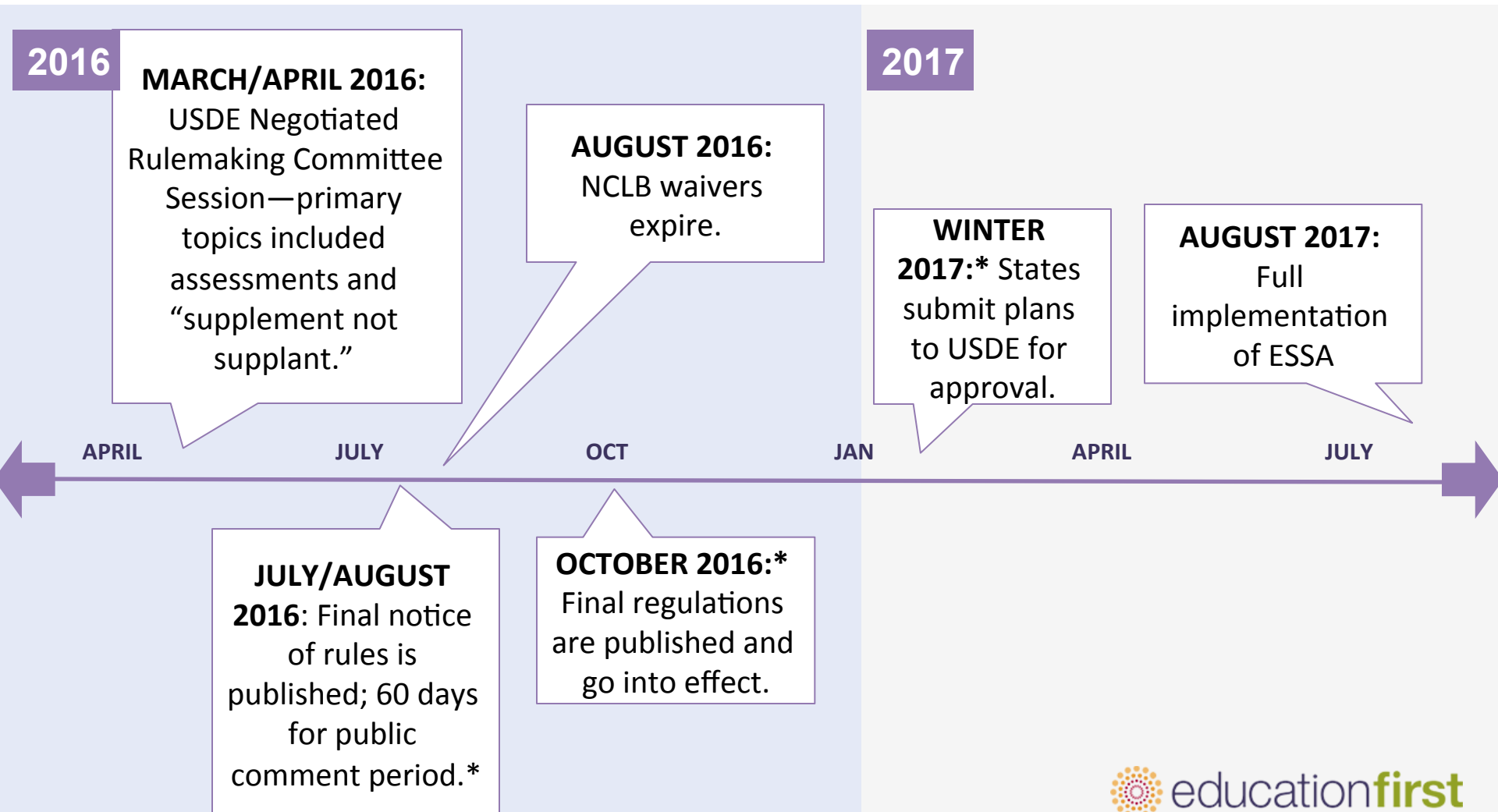
- Design their own school ratings and decide how to determine the lowest-performing 5 percent of Title I schools
- Innovate with assessment options, such as using computer-adaptive assessments, interim assessments that roll up to a single score or performance assessments
- Choose the ACT or SAT instead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







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.



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**

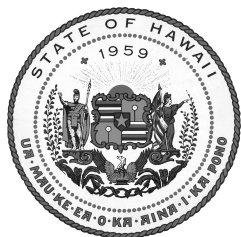
- ▶ **State education goals aligned with workforce development plan and state career and technical education initiatives**
- ▶ **Career and guidance counseling programs**
- ▶ **Industry-recognized credentials**
- ▶ **State plan alignment with Workforce Innovation and Opportunity Act**





Hawai'i's goal to have 55% earn
a college degree by year 2025

Working Together to Achieve Hawai'i's Education Goal

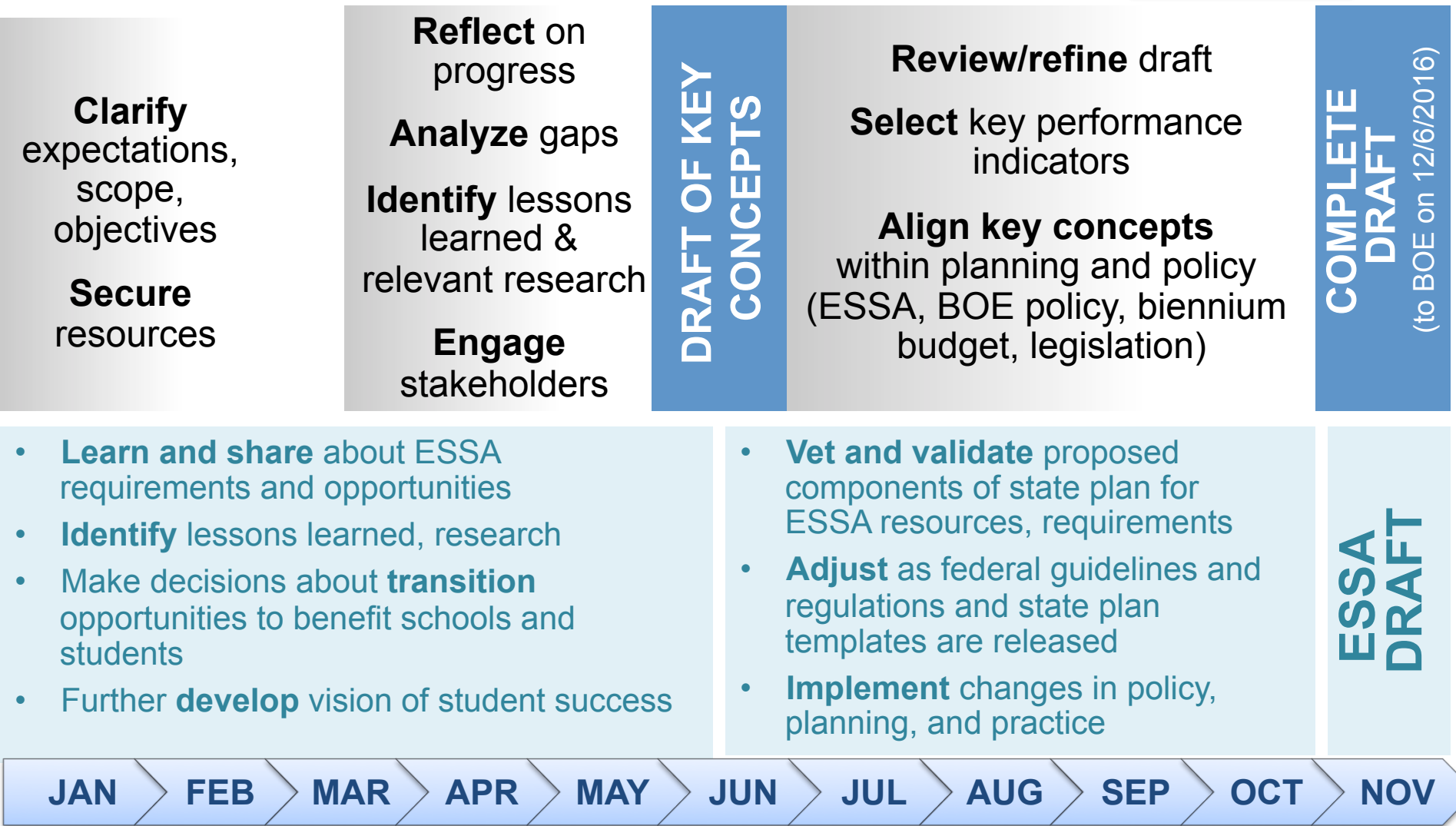


70% of Hawaii's jobs will require some postsecondary education or more by 2020, but only 42.6% have a two-year degree or higher; (Georgetown University Center on Education and the Workforce)

“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



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

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none">• Staying the course on the vision, mission, and goals through 2020• A review of the Strategic Plan, taking into account progress, lessons learned and new opportunities to adjust our focus• BOE and DOE' s commitment for all students to focus BOE and DOE priorities, support, reporting, and oversight• Opportunity to take advantage of federal ESSA flexibility• Early opportunity to identify issues for future strategic planning	<ul style="list-style-type: none">• Overhaul of Strategic Plan with new vision, mission, and goals• Comprehensive in describing every opportunity, need, and school-level action



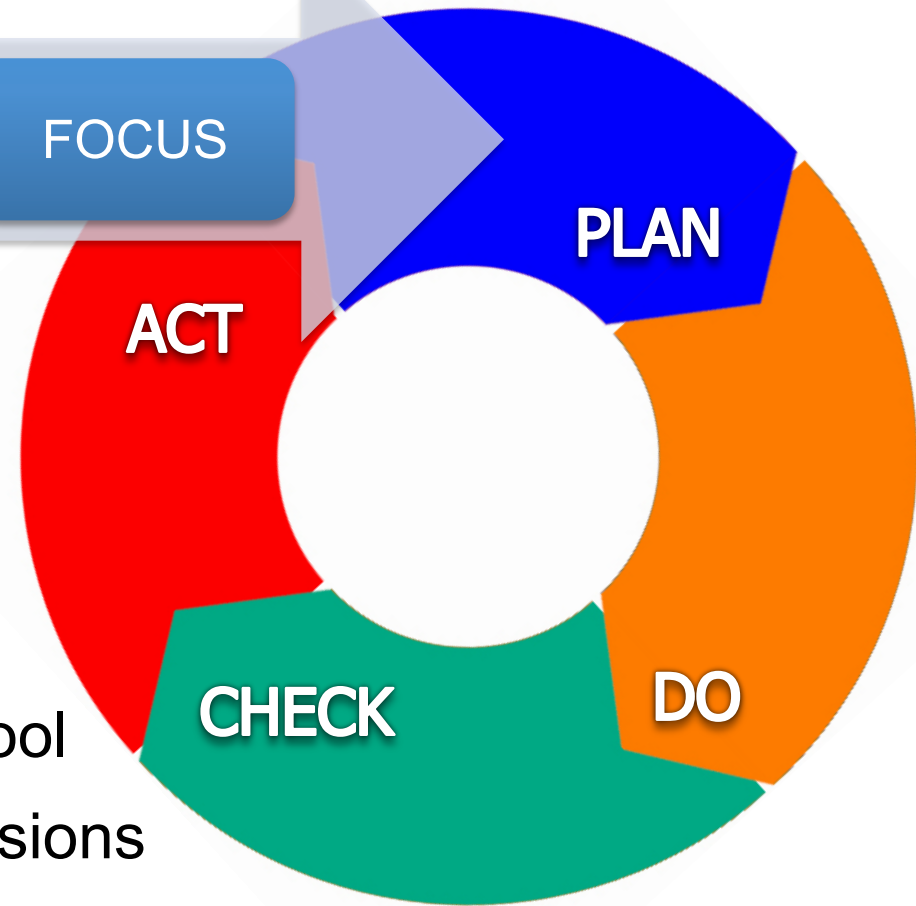
Guiding Principles of Strategic Plan Review

LISTEN

REFINE

FOCUS

- 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

BROAD	TARGETED	INDIVIDUALS
<ul style="list-style-type: none"> • BOE Community Meetings • Online feedback opportunities • Incorporation of feedback through key partners' planning processes 	<p>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.</p> <ul style="list-style-type: none"> • Teachers, Principals, Educational Officers, and Complex Area Superintendents • Students, Parents, and Caregivers • Charter Schools • Business community • Cultural and ethnic community associations • Community partners 	<ul style="list-style-type: none"> • Governor • BOE members • Legislative Education Chairs • Union leaders: HSTA, HGEA, UPW

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



#HIQualityEd

Join THE conversation



**WHAT DOES STUDENT SUCCESS LOOK LIKE,
AND HOW CAN WE SUPPORT THAT?**

HAWAII STATE DEPARTMENT OF EDUCATION

HawaiiPublicSchools.org



Tumblr blog / #HIQualityEd

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

HIQualityEd.tumblr.com

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