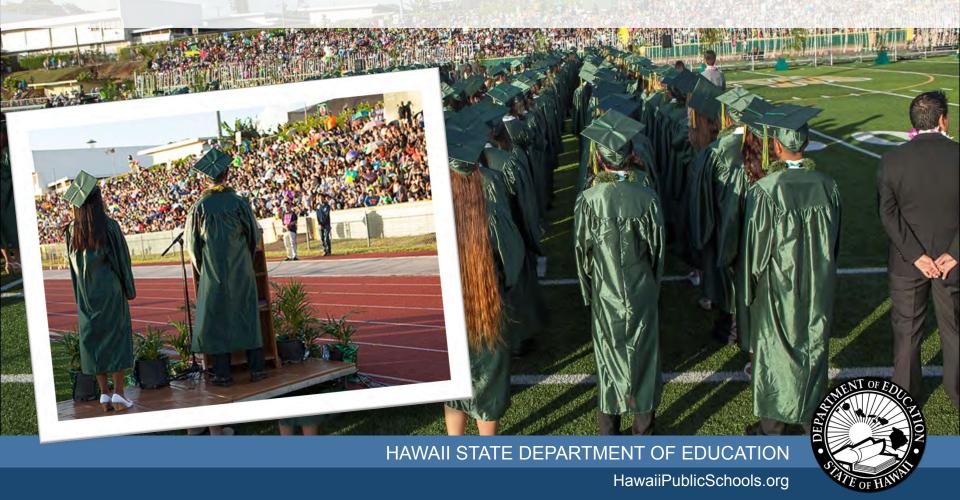
UPDATE ON THE REVIEW AND EXTENSION OF THE

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

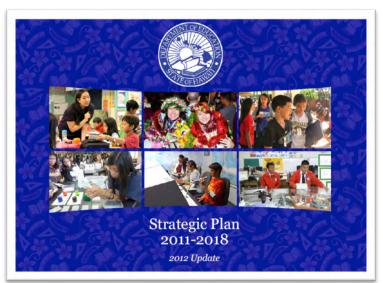
Governor's ESSA Task Force | August 20, 2016



Why now?

Since the 2012 update:

- Progress on some key success indicators
- Significant initiatives implemented, lessons learned



- New flexibilities for state-defined plan under new federal law, Every Student Succeeds Act (ESSA)
- New commitments including Hawaiian education for all

Review and extension authorized by BOE on January 19, 2016



Guiding Principles of Review

LISTEN REFINE
Give voice to student aspirations
Engage variety of

 Engage variety of stakeholders

 Focus on what applies to every student at every school

Use data to inform decisions

Implementation to allow for complex area and school-level flexibility



Timeline

Review/react/refine draft **Reflect** on progress **Select** key performance Clarify indicators expectations, **Identify** lessons learned scope, Align key concepts objectives within planning and policy **Analyze** gaps (ESSA, BOE policy, Secure biennium budget, **Process** and reflect resources legislation, academic back feedback plans) JUL OCT APR MAY JUN AUG SEP NOV **DEC JAN FEB** MAR

COMMUNICATION: Stakeholders (staff, students, families, legislators) & Partners

Target: Positive impact for students via full implementation in 2017-18 school year

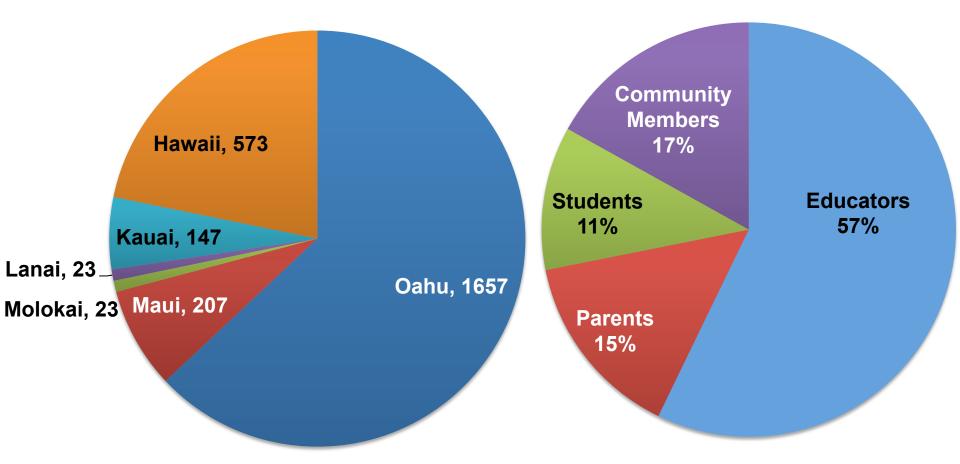
Phase 1 Community Engagement Report



- Based on Spring 2016 "listening" and community engagement about student success:
 - 108 focus groups
 - 1,429 online surveys
- In partnership with Hope Street Group State Teacher Fellows Program, Magnolia Consulting completed the independent analysis of feedback
- Analysis complete. Report to be posted on-line and distributed to Phase 1 participants who provided email addresses.

Phase 1 Community Engagement Participation





Focus Group Participants: 1,201 Online Survey Participants: 1,429

TOTAL Participants 2,630

Phase 1 Community Engagement Findings







- Independent analysis validated emerging themes previously identified by focus group facilitators
- No significant differences in responses among stakeholder groups
- Report outlines additional common themes for defining "student success" for consideration in strategic plan process



Phase 1 Community Engagement Findings



For consideration of a community-informed vision of student success:

- Students give back to the community, environment, and world.
- Students discover and pursue their passions, so they can reach their full potential.
- Students are engaged in learning for the short and long term, connecting their passions to their K-12 education and to well-informed goals for life after high school.
- Students show evidence of academic achievement, and possess critical-thinking and soft skills.
- Students are generally healthy and happy, and exhibit strength and confidence in their everyday lives.
- Students leave HIDOE schools with a strong sense of cultural understanding and appreciation for Hawaii.

Phase 1 Findings





Supports for Student Success

- Focus on educating a well-rounded "whole child" with personalized education that builds on each student's existing strengths
- Increase high-quality hands-on learning opportunities that have realworld applications
- 3. Represent Hawai'i's unique strengths and culture as an asset in the Strategic Plan
- Support for consistent, quality relationships between students/ families and their teachers and counselors
- 5. Coordinate community partners and resources to support clear student success goals

Student Engagement for Student Voice

- Student Focus Groups (Spring 2016) included Olomana School, Kapolei High Hoola Leadership Academy, McKinley Community School for Adults, Center for Tomorrow's Leaders, Hawaii State Student Council
- Design Thinking with Adult Friends for Youth: 120 youth on Saturday, August 6 with Oceanit, Hawaii Design Thinking and Hawaii Business 20 for the Next 20 Class of 2015

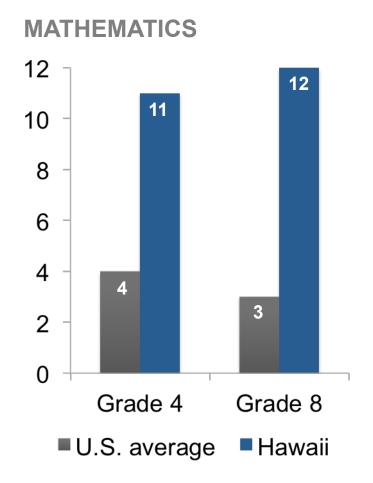


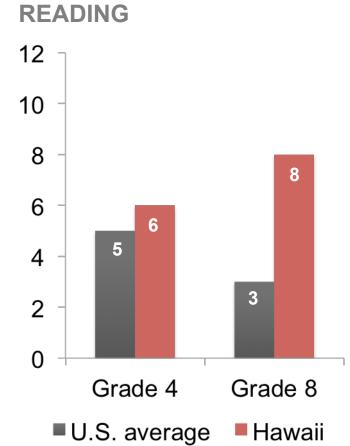


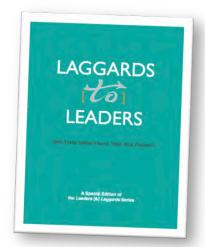
HAWAII STATE DEPARTMENT OF EDUCATION

Student Success: Readiness

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







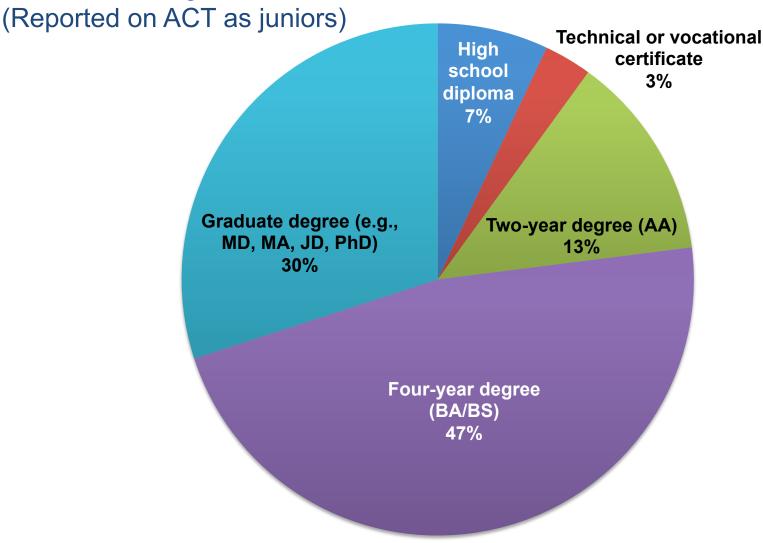
"Hawaii managed to fuel a remarkably sustained, and remarkably low-key, improvement in NAEP performance."

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



Students' Educational Aspirations

DOE Graduating Classes of 2014-16





Student Success on Key Metrics

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}



Challenges to Address

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
- <u>Equity</u>: Achievement gap meeting needs and supporting learning of our high needs students (English Learners, students receiving Special Education services, economically disadvantaged)
- Adequacy of resources for classroom as well as supports for schools
- Recruitment, development and retention of <u>effective teachers and</u> <u>leaders</u> for all students statewide
- Communicating with and engaging <u>stakeholders</u> internal and external

Strategic Plan Timeline



Summary of spring community engagement (8/16)

Vet, validate, shape:

BOE community meetings

Complex area principal and Leadership meetings

Targeted stakeholder meetings

Board member interviews

Target: Positive impact for students via full implementation in 2017-18 school year



Strategic Plan Timeline



Board committee discussions

Prioritize indicators

Draft for BOE discussion (10/18) and public comment (through 10/28)

Summary of public comments (11/15)

Meeting of Governor with BOE members and Governor's ESSA Team members

Align other implementation documents including: ESSA, biennium budget request, academic plans, priority strategies and initiatives

Identification and development of initiatives, delivery plans, and resource allocation plans



Present final draft to BOE (12/6)

Target: Positive impact for students via full implementation in 2017-18 school year

BOE Community Meetings and Governor's ESSA Team Town Hall*

Hawaii Island

- Aug 3 Waimea (BOE)
- Aug 17 Kealakehe HS*
- Aug 24 Waiakea HS*
- TBD Hilo (BOE)

Kauai

- Aug 22 Waimea HS*
- Aug 24 Chiefess Kamakahelei MS*
- Sept 14 Chiefess Kamakahelei MS (BOE)

Maui

- Aug 8 Baldwin HS (BOE)
- Sept 7 Maui HS*

Molokai

- Aug 27 Molokai HS*
- Sept 1 Kaunakakai ES (BOE)

Oahu

- Aug 10 Kalani HS*
- Aug 22 Kailua HS (BOE)
- Aug 31 Manoa Public Library (BOE)
- Sept 7 Castle HS*
- Sept 14 Moanalua HS*
- Sept 15 Waianae Public Library (BOE)

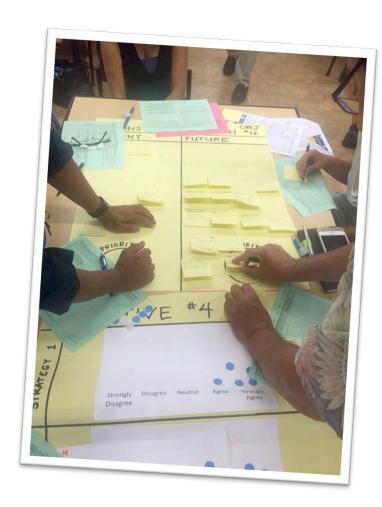
Lanai

Sept 8 – Lanai High & ES*



Community Meetings

- Meeting Purposes:
 - Share overview of Strategic Plan process and timelines, community outreach themes, and draft
 - Engage community's knowledge and aspirations on draft strategies and to identify needed actions
- Group Exercise:
 - ✓ Feedback on whether strategies are "right ones" for student success
 - ✓ Actions needed current or in future – to achieve objectives





Goal 1: Student Success

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



OBJECTIVES

- 1. All students are **empowered by their learning to achieve their aspirations** for their future.
- 2. All students experience a rigorous, well-rounded education.
- 3. All students are **safe**, **healthy**, **and supported** in school, so that they can engage fully in educational experiences that challenge and prepare them for success in college, career and community.
- 4. All students **transition successfully** throughout their educational experiences as they enter new schools and as they progress toward achieving the readiness in college, career and citizenship.



Discussion Document – BOE Community Meeting on Maui, 8/8/2016

Goal 1: Stud	dent Success
All students demonstrate they are on a path t	oward success in college, career and citizenship
OBJECTIVE 1: All students are empowered by their learning to	OBJECTIVE 2: All students experience a rigorous well-rounded
achieve their aspirations for their future.	education.
 Students engage in learning that is relevant, that connects academic content and skills across the disciplines with real-life experiences and applications through learning opportunities, that are engaging and address complex questions, problems or challenges, and that nurture innovation and creative problem solving to address challenges of our island state and the world. Students engage in quality career exploration, planning and development so that they graduate high school with knowledge, skills, and dispositions necessary to be successful in pursuing career options to achieve their aspirations and to contribute to the community. Students explore, plan and prepare so that they graduate high school with knowledge and skills necessary to be successful in pursuing postsecondary education and training options to achieve their aspirations and with a postsecondary education or training option secured. 	 Students are exposed to <u>challenging standards-based curriculum in all content areas</u>. Students' learning is <u>personalized</u>, supported by effective differentiated instruction, informed by data, and advances the General Learner Outcomes. Students <u>attend school</u> regularly to engage in high quality education.
OBJECTIVE 3: All students are safe, healthy, and empowered in	OBJECTIVE 4: All students transition successfully throughout their
school so that they can engage fully in educational experiences that	educational experiences – as they enter new schools and as they
challenge and prepare them for success in college, career and	progress through the grade levels.
	progress through the grade levels.
 Student learning environments are caring, safe and conducive to learning. Students' physical, mental and social emotional health is addressed 	 Students transition smoothly to <u>kindergarten</u>. Students' <u>transition to adolescence is supported by developmentally appropriate experiences and school practices</u> so that students are
through the school and partnerships with families, community organizations and government agencies that support students' wellbeing.	engaged in school and progressing academically. 3. High school students have quality educational opportunities to earn a high school diploma in the comprehensive high school, <u>but students</u> who are not thriving in the comprehensive high school also have
(ORAFT)	innovative learning options to earn a high school diploma. 4. Students who are transferring into and among HIDOE schools receive support that assists them in transitioning successfully.

ent Parent

Educator

Community Member

From your perspective, which actions are needed to accomplish each objective?

	Preliminary Objectives		Actions We Can Take to Accomplish Each Objective (e.g. "Schools can" "State Offices can" "Complex Areas can" "Families can" "Communities can")	Additional Comments on Objective or Strategies (Will this support student success? Are any statewide strategies missing?)
	Objective 1	Empowerment All students are empowered by their learning to achieve their aspirations for their future.	can	
DRAFT	Objective 2	Well-Rounded All students experience a rigorous well-rounded education.	can	
	Objective 3	Whole Child All students are safe, healthy, and empowered in school so that they can engage fully in educational experiences that challenge and prepare them for success in college, career and community.	can	
	Objective 4	Successful Transitions All students transition successfully throughout their educational experiences – as they enter new schools and as they progress through the grade levels.	can	



(2002)

DEC 2015: ESSA becomes law

ESSA Implementation

ESSA Planning

1. US DOE GUIDANCE

Monthly updates

Dec?: Regulations

2. STATE PLANS DUE 3/6/17

3. PEER REVIEW

4. PLAN APPROVAL - July

ESSA Transitions

- Strive HI 2.0 Data reports only (HIDOE)
- EES Test scores not a required measure of student learning and growth

2010 > 2011 > 2012 >

2013 > 2014

ESEA Waiver: Strive HI System & other changes

2015

2016

2017

201

201

2020

Race to the Top grant

Implementation of NCLB Plan

BOE & DOE Strategic Plan

2012-18: Original Plan timeline | 2016: Strategic Plan review and extension

2017-20: Revised Strategic Plan (planned)

Governor, BOE and Superintendent sent Joint Letter expressing concern over draft ESSA regulations and implementation timeline



We look forward to working with the U.S. Department of Education to fur proposed regulations to ensure that they empower all of our students to aspirations for college, career, and citizenship.

Sincerely,

David Y. Ige Governor, State of Hawai'i

Lance A. Mizumoto

are a Mayunt

Chairperson. Hawaii State Board of Education

Kathryn S. Matayothi Superintendent, Hawaii State Department of Education

KSM:TOC:SS:III

U.S. Senator Brian Schatz
 U.S. Senator Mazie K. Hirono
 U.S. Representative Tulsi Gabbard
 Members of the State of Hawaii Board of Education

Strategic Plan and **ESSA** Timeline: Major Milestones



BOE Community Meetings Governor's ESSA Town Hall Meetings



Meeting of Governor with BOE members and Governor's ESSA Team members (10/1, 10/15)

Draft of DOE Strategic Plan for BOE discussion (10/18) and public comment (through 10/28)



Summary of strategic plan draft public comments for BOE discussion (11/15)

Draft of state's ESSA plan for federal funding for BOE discussion (11/15), public comment and Governor's review (through mid-Dec)



Final strategic plan draft to BOE (12/6)



Summary of comments received for ESSA plan and final federal regulations for BOE discussion (1/17)



Final ESSA plan to Governor for signature (2/1) and BOE discussion/action (2/7)

Target: Positive impact for students via full implementation in 2017-18 SY

Elementary and Secondary Education Act (ESEA)

2015 Reauthorization as Every Student Succeeds Act (ESSA)

Title I	Improving Basic Programs Operated by State and Local Education Agencies
Title II	Supporting Effective Instruction
Title III	Language Instruction for English Language Learners
Title IV	21st Century Schools
Title V	State Innovation and Local Flexibility
Title VI	American Indian, Native Hawaiian and Alaska Native Students
Title VII	Impact Aid
Title VIII	General Provisions
Title IX	Education for Homeless and Other Laws, including Preschool



Title I: Standards

WHAT'S REQUIRED?

ESSA — - Sec. 111. (b) Challenging Academic Standards and Assessments*

State adoption of challenging standards in **reading**, **math**, **and science**, aligned to credit bearing college entrance requirements and technical standards, for all public schools; maintains requirements for English Language Development standards.

Status:

- For English Language Arts and Math: BOE's 2010 adoption of Hawaii Common Core (2010) still supported by HIDOE Leaders (DOE Educational Leadership Institute, EIH Principals' Survey), EIH Public Survey, HSTA Convention, Hawaii P-20 Council, UH
- For Science: BOE adopted Next Generation Science Standards in 2016



Title I: Assessments

WHAT'S REQUIRED?

ESSA -- Sec. 1111. (b) Challenging Academic Standards and Assessments

- Continues NCLB requirements for grades and subjects tested: reading and math annually in grades 3-8 and once in high school; and in science annually in grades 3-5, 6-8, and 10-12. Required annual English language proficiency assessment.
- Minimum 95% participation rate for each student sub-group.

Status:

- Continue with streamlined statewide assessment portfolio.
- Move to one high school assessment for statewide testing and ESSA that meets more desired characteristics based on discussion w leaders and HS principals' survey (2017-18).
- Encourage schools to review school-selected assessments to avoid overtesting
- Investigate test length for Smarter Balanced Assessment
- Form workgroup on federal "innovative assessment" pilot



Title II: Teacher Qualifications

WHAT'S REQUIRED?

ESSA -- Sec. 1111 (h)(C)(ix) Professional Qualifications of Teachers on State Reports; Sec. 2101 and Sec. 2104 Supporting Effective Instruction

- Eliminates reference to term "highly qualified teacher (HQT)" but still requires:
 - Requires state to provide assurances that teachers and paraprofessionals in Title 1 schools meet state certification and licensure requirements
 - Requires reporting of teachers' experience, credentials, teaching out of field in the Report Card; disaggregated by high/low poverty
 - Title I requires that state provide assurance that teachers are qualified to teach their assignments
- Requires Title II Equity Plan

Status:

Subject of upcoming discussion and stakeholder engagement



Title II: Educator Evaluations

WHAT'S REQUIRED?

ESSA – Section 2101(c) State Uses of Funds for Supporting Effective Instruction; Sec. 2212 Teacher and School Leader Fund Grants

- Silent on requirements associated with educator evaluation
- Title II funds may be used to support evaluation tools and training and associated professional development
- Competitive grant funds available support performance based educator evaluations or compensation programs

Status:

- On 5/17/16, BOE supported HSTA and DOE's recommendation for changes to teacher evaluation policy
- Following HSTA signing MOU to change Educator Effectiveness System implementation as outlined in 2013-17 collective bargaining agreement, DOE implementing revised EES this year



Title I: Accountability

WHAT'S REQUIRED?

ESSA – Sec. 1111. (c) Statewide Accountability System, (d) School Support and Improvement Activities, (h) State Reports

Elementary/Middle Schools

	-		
Achievement	English Language Art proficiency	Math proficiency	
Progress to English Language Proficiency	Progress in achievin	g Englis	sh language proficiency
School Quality or Student Success	At least one indicator of	school	quality or student success
Other Academic Indicator	A measure of student growth	OR	A valid/reliable statewide academic indicator
	AdditionalIndicators (S	ate dis	scretion)*

High Schools

Achievement	English Language Arts proficiency	Math proficien	cy *Growth		
Progress to English Language Proficiency	Progress in achieving English language proficiency				
School Quality or Student Success	At least one indicator of school quality or student success				
Graduation Rates (High School)	4-year Adjusted Co Graduation Rate (A		tended year ACGR		

*Optional

- Each measure reported by sub-group: Low-income, English Learners, students receiving special education services, major ethnic groups, gender, migrant status, homeless, foster youth, students with military parents
- "Lowest 5%" identified for Comprehensive Support and Intervention
- Federal summative rating that "meaningfully differentiates performance of schools"



"Well-Rounded Education"

Working Concept - School Performance	The state of the s
Reporting Aligned with Strategic Plan	DRAF
Update and to Meet ESSA Requirements	A STATE OF THE STA

	Reauiii	E33	
SSA	Regi	uirem	ents

"College and Career

- 4-year Adjusted Cohort **Graduation Rate**
- ELA growth
- Math growth

ELA proficiency

Math proficiency

- English Learner Proficiency
- Science proficiency

Statewide Measures

- Accelerated learning course taking demonstrating college readiness/success (AP, IB, dual credit)

Potential School/Complex Selected Measures

- Academic readiness for college (e.g., ACT)
- Career readiness (e.g.,
- CTE concentrator)
- 5-year Adjusted Cohort **Graduation Rate**
- in other subjects (e.g., Social Studies, Fine Arts)
- Growth in reading
- Proficiency-based

Achievement/ proficiency

demonstration High School year-to-year

growth

· Improvement in attendance

assessment or growth

HA assessment

Socioemotional

"Whole Child Education"

Chronic absenteeism or

school climate survey

 Student development (e.g., Teaching Strategies Gold)

"Transitions"

- Results for all ESSA measures must be disaggregated by subgroups. College enrollment rate
- Grade level retention/ promotion

(fall after graduation)

- 9th grade on-time
- promotion rate 9th graders "on-track"

School/complex-selected measures would be optional and must meet criteria and a quality standard

School performance report: Scorecard example

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2015

Province: Alberta

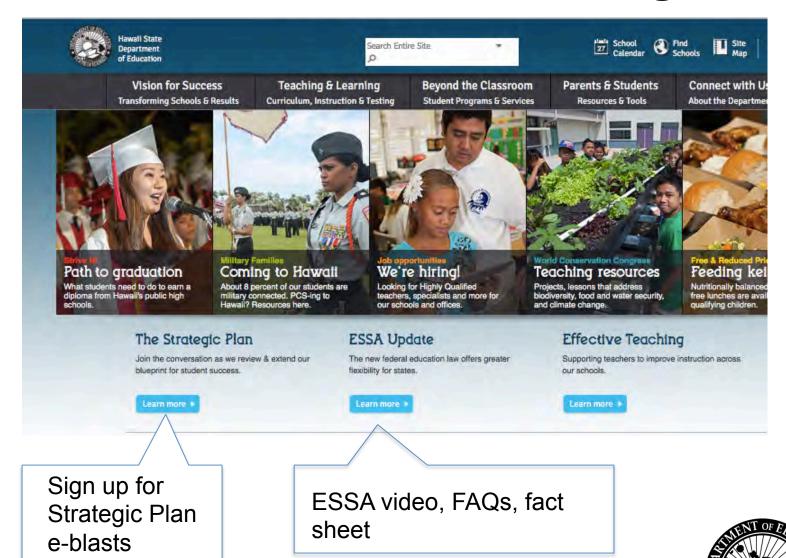


Measure Category	Measure Category Evaluation	Measure	Measure			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
• a	Excellent	Safe and Caring	89.2	89.1	88.9	Very High	Improved Significantly	Excellent
e.g.,		Program of Studies	81.3	81.3	81.2	High	Maintained	Good
 College and 	Good	Education Quality	89.5	89.2	89.5	High	Maintained	Good
	Good	Drop Out Rate	3.4	3.3	3.3	High	Declined	Acceptable
Career		High School Completion Rate (3 yr)	76.4	74.9	74.6	High	Improved Significantly	Good
Readiness	Issue	PAT: Acceptable	73.0	73.1	73.9	Intermediate	Declined Significantly	lasue
		PAT: Excellence	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Well-Rounded		Diploma: Acceptable	85.2	85.5	84.6	Intermediate	Improved Significantly	Good
Education		Diploma: Excellence	21.0	21.1	20.0	High	Improved Significantly	Good
• Whole Child	Good	Diploma Exam Participation Rate (4+ Exams)	54.9	50.5	54.4	Intermediate	Improved	Good
	_	Rutherford Scholarship Eligibility Rate	61.2	60.9	61.3	High	Maintained	Good
Transitions		Transition Rate (6 yr)	59.8	59.2	59.0	High	Improved Significantly	Good
	Good	Work Preparation	82.0	81.2	80.4	High	Improved Significantly	Good
		Citizenship	83.5	83.4	83.1	Very High	Improved Significantly	Excellent
	Good	Parental Involvement	80.7	80.6	80.2	High	Improved Significantly	Good
	Issue	School Improvement	79.6	79.8	80.1	High	Declined Significantly	Issue

*Federal summative rating



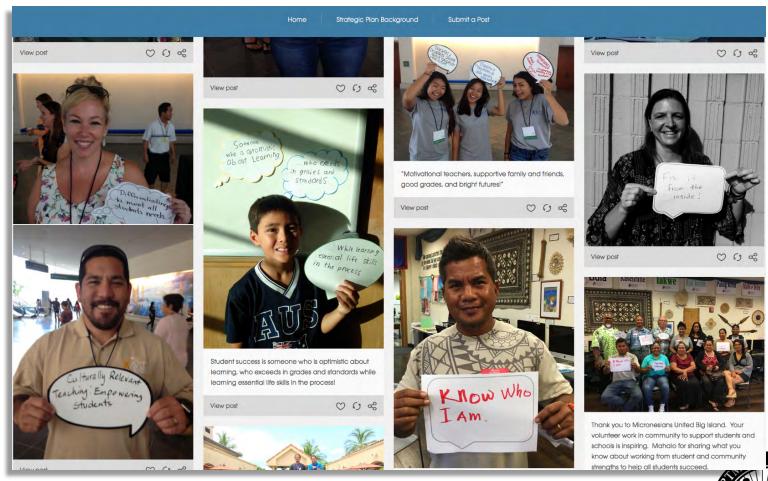
HawaiiPublicSchools.org





Tumblr blog / #HIQualityEd

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



HIQualityEd.tumblr.com

