Governor's Every Student Succeeds Act (ESSA) Team

October 8, 2016 / 8:30 AM– 4:00 PM
Aiea High School Multipurpose Room

Attendance of team members: Catherine Caine, Darrel Galera, Ann Mahi, Steve Nakasato, Catherine Payne, Amy Perruso, Stacey Roberts, Carol Shikada, Alan Oshima, Michele Kidani, Takashi Ohno, Steve Terstegge, Keith Hayashi

Attendance of support team: Mike Tokioka, Karen Aka, Val Kardash, Carm Minami, Louise Wolcott

INFORMATION BRIEFING: Philosophy For Children (P4C) by Dr, Chad Miller, Simone Terstegge

Dr. Chad Miller and UH College of Education student Simone Terstegge provided an inspiring presentation on the Uehiro Academy for Philosophy and Ethics in Education and shared history and background of the Philosophy for Children (P4C) movement in Hawaii.

Dr. Miller provided examples of how P4C has been successful at Kailua High School in terms of student empowerment, global learner outcomes, and enhancing school and classroom culture. It also serves as a powerful way to support teachers – new and experienced – to provide engaging, relevant, and innovative teaching and learning.

They also provided team members with "Global and Local Impact of Philosophy for Children: A Summary of Recent Research Findings."

INFORMATION BRIEFING: Voice of HEMSA & HASSA Principals – Shannon Goo, Principal of Hahaione Elementary School, HEMSA President, Lorilei Aiwohi, Principal of Kalakaua Middle School, HASSA President, Naomi Matsuzaki, HEMSA Executive Director, retired principal of Kahaluu Elementary School

HEMSA and HASSA are professional organizations for school principals.   Presenters clarified that they are not union organizations and are not involved in collective bargaining. HEMSA stands for the Hawaii Elementary and Middle School Administrators and HASSA stands for the Hawaii Association of Secondary School Administrators.   Shannon Goo, Lorilei Aiwohi, and Naomi Matsuzaki shared the following findings with the ESSA Team:

Dates of principal forums: August 27, 2016, September 28, 2016, and October 6, 2016

CATEGORIES OF ANALYSIS: (1) Curriculum Standards, (2) School Level Accountability, (3) Student Assessment, (4) Support for School Level Leadership, (5) System for Supporting Struggling Students, (6) Innovation and Creativity, (7) System of Resources that Spurs Reform

For each category principals identified: (a) what would be ideal or desired, (b) what is preventing it from occurring – specifically identifying the "primary root cause", (c) definition, (d) recommended solution

Category: Curriculum Standards

AN IDEAL SCHOOL HAS A SET OF CURRICULUM STANDARDS THAT IS…
• Preparing students for the 21st century
• Clear
• Research based
• Based on a K-12 construct
• Student focused
• Rigorous and challenging
• Preparing students to be college and career ready
• Flexible to meet the needs of the individual students and community
• Inclusive for faculty input and voice
• Supported by assessment tools
• Inter disciplinary and broad based
• Supported by adequate resources

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING CURRICULUM STANDARDS?

PRIMARY ROOT CAUSE: INADEQUATE COLLABORATION TIME AND RELEVANT RESOURCES TO (SUPPORT SCHOOLS IN IMPLEMENTING CURRICULUM STANDARDS.

DEFINITION: Teachers need time to meet with their colleagues under the guidance of a (well informed) coach to deconstruct standards and to determine appropriate (pre, formative and post) assessments, to accurately analyze data, and to determine appropriate instructional strategies.

SOLUTION: Create/support in every school, a system for formative assessment and instruction where teachers meet regularly under the guidance of a coach to deconstruct standards, review assessment data and determine appropriate instructional strategies.

Category: School Level Accountability

AN IDEAL SCHOOL HAS A SYSTEM OF SCHOOL LEVEL ACCOUNTABILITY THAT IS…
• Based on one plan that addresses Federal, State and multiple school measures
• Fair and non-threatening
• Uses minimal summative assessments
• For school use only
• Providing timely data
• Allowing extended planning time for teachers
• Supported with sufficient resources
• Recognizing the success of all students
• Based on multiple academic and performance data measures (formative and summative) that support school improvement
• Supportive of acquisition of 21st century and beyond dispositions
• Representative of all stakeholders
• Transparent
• Based on trust and mutual respect

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING SCHOOL LEVEL ACCOUNTABILITY?

PRIMARY ROOT CAUSE: LACK OF KNOWLEDGE AND ABILITY TO DEVELOP OWN SCHOOL WIDE ACCOUNTABILITY SYSTEM.

DEFINITION: School level people are not fully knowledgeable about choices and options to measure student progress that could be based on meeting the needs of their own community, could meet the needs of the school and focuses on raising student achievement.

SOLUTION: Create/support in every school, an accountability system that provides choices and options in measuring student progress that meets the needs of the school community in raising student achievement.

Category: Student Assessment System
AN IDEAL SCHOOL HAS A STUDENT ASSESSMENT SYSTEM THAT IS…
• Providing longitudinal data
• Short in duration and with rapid results turnaround
• Not timed
• Supported by adequate resources
• Valid and has useful multiple measures
• Informative to school on next steps and appropriate teacher practice
• Shared by all stakeholders
• Research based and personalized

• Valued by students
• Aligned to curriculum and instruction
• Differentiated for students
• Formative and useful to teachers and students

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING THE IDEAL STUDENT ASSESSMENT SYSTEM?

PRIMARY ROOT CAUSE: NOT ENOUGH ASSESSMENT LITERACY.

DEFINITION: Administrators and teachers need to be competent in using differentiated practices for pre, formative and post assessment of student learning, for different students and different learning situations. They need to be able to choose and appropriately use valid assessment practices so each student can show what he or she knows and can do and how he or she is progressing in the depth of what he or she has learned.

SOLUTION: Create/support in every school, administrator and teacher competencies in using differentiated practices for pre, formative and post assessment to raise student achievement for all students.

Category: Support for School Level Leadership
AN IDEAL SCHOOL HAS A SYSTEM THAT SUPPORTS SCHOOL LEVEL LEADERSHIP THAT IS…
• Student centered
• Collaborative at all levels
• Trusting and empowering
• Supported by state leadership
• Accountable to stakeholders
• Sensitive to stakeholders
• Sensitive to the needs of the staff and students
• Focused on school improvement process
• Building capacity of school leaders
• Inclusive PD with staff

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING SUPPORT FOR SCHOOL LEVEL LEADERSHIP?

PRIMARY ROOT CAUSE: INADEQUATE PROCESS OF HAVING PRINCIPAL INPUT IN ALL LEVELS OF DECISION MAKING.

DEFINITION: A systematic process that accurately informs good decision making aligned with the Vision, provides adequate support, establishes trust and builds empowerment at the state, district, complex and school levels.

SOLUTION: (At state, district, complex and school levels, use an adequate system of support for school leadership involving the voice of principals in making decisions as to what is needed by the administrators and the teachers.)

Category: Support for Struggling Students
AN IDEAL SCHOOL HAS A SYSTEM FOR STRUGGLING STUDENTS THAT IS...
• Able to provide adequate resources so student progress occurs for each student
• Able to provide on going professional development for all teachers
• Tracking students for college
• Able to address immediate needs
• Based on school wide beliefs, passion and commitment to high expectations for all students
• Based on continual P-20 progress monitoring
• Using a variety of (appropriate) curricula and assessments
• Able to create well rounded students
• Inclusive of parent partnerships
• Responsive to the needs of ALL individual students.

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING A SYSTEM FOR STRUGGLING STUDENTS?

PRIMARY ROOT CAUSE: INADEQUATE SYSTEM TO SUPPORT TEACHER EFFICACY THAT ACTIVELY ENGAGES ALL STUDENTS IN THE LEARNING PROCESS SO ALL STUDENT CAN PROGRESS.

DEFINITION: When teachers see learning through the eyes of their students and students see themselves as their own teachers (Hattie), we will achieve a system to support each and every struggling student no matter where he or she is on the learning continuum. There is flexibility in intervention strategies in the classrooms that immediately respond to misconceptions in learning, in additional and varied opportunities during and outside of regular school hours, in the use of systematic and constant monitoring, in opportunities for teacher and intra school dialog and sharing, and with a pervasive commitment and engagement by teachers and students that learning and growth is expected for all students.

SOLUTION: Create/support in every school an adequate system for struggling students that engages all students in the learning process through unique interventions that meet each student's learning targets.

Category: Innovation and Creativity
AN IDEAL SCHOOL HAS A SYSTEM FOR INNOVATION AND CREATIVITY
THAT IS....
• Able to be shared and replicated at other schools
• Responsive to school structures and schedules
• Supportive and nurturing
• Open to school empowered implementation
• Researched based
• Inclusive of all stakeholders
• Supportive of the mindset that growing is more important than being
• Focused on college and career readiness
• Unique to the school
• Supportive of (all) student needs
• Global in perspective
• Supported in resources, staff and funding

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING A SYSTEM FOR INNOVATION AND CREATIVITY?

PRIMARY ROOT CAUSE: INADEQUATE SYSTEM TO SUPPORT CREATIVE MINDSET THAT PROMOTES APPROPRIATE SCHOOL INNOVATIONS FOR ALL DIMENSIONS OF STUDENTS.

DEFINITION: Teachers and students are encouraged to take risks, discover and find personal meaning. It's not what they know but what can be done with what they know and learned.

SOLUTION: Create a culture that all work at the state, district and complex levels are focused on supporting schools in meeting their unique needs in unique ways and that one size does not fit all schools. The mission at state, district, complex, and school levels must promote and create opportunities for school innovations that meet all dimensions of students.

Category: System of Resources That Spurs Reform
AN IDEAL SCHOOL HAS A SYSTEM OF RESOURCES THAT SPURS REFORM
THAT IS...
• Focused on student growth at state, district, complex and school levels
• Innovative and creative in the use of technology for future ready students

• Adequately funded to address the needs of each school
• Empowering schools to make decisions based on their individualized needs
• Student centered, focused and driven to support all students
• Unencumbered by top down one size fits all mandates and processes

WHAT IS PREVENTING OUR SCHOOL FROM ACHIEVING A SYSTEM OF RESOURCES THAT SPURS REFORM?

PRIMARY ROOT CAUSE: INADEQUATE SYSTEM TO SUPPORT CREATIVE MINDSET THAT ALIGNS RESOURCES TO WHAT EACH SCHOOL NEEDS.

DEFINITION: All levels of the HIDOE seek to understand and put in action beliefs and strategies that focus on supporting all schools in their uniqueness and unique needs. Principals are involved in levels of decision making on the use of resources at the state, district, complex and school levels. Decisions made are communicated throughout the system with a systematic plan to meet the needs of all schools. State experts accept the challenge to support each school's quest to raise student achievement for all students with adequate and appropriate resources that are aligned to the needs of each school.

SOLUTION: Create an adequate system to support a creative (not rule bound) and growth mindset that aligns resources through involvement of principals in decision making, empowerment of all school/community level users and true team work among the various levels to support what's best for schools.

Discussion: ESSA Team members recognized that all categories were of high priority but asked if there was one category of highest priority. Presenters indicated that support for school leadership and providing a system that involves the voice of school principals was a priority.

ESSA TEAM UPDATES & DISCUSSION

Discussion and Updates:
- Report, discussion and review of input on community forums
- Updates to ESSA Team calendar, meetings, presentations, and timelines
- Discussion of planned joint meeting on October 22, 2016

Location of Forum	Date	"I Support The Blueprint"	Rate Forum as Meaningful & Useful
Kealakehe Inter (Big Island)	Sept 21	91%	86%

Chiefess Kamakahelei Middle (Kauai)	Sept 28	83%	85%
Hilo High (Big Island)	Oct 5	80%	92%
Campbell High (Oahu)	Oct 6	88%	88%

- Comments from October 5 Forum:
- "The present draft looks like it could be a blueprint of any state in the nation. When anyone reads the final draft, the reader should know this is Hawaii's blueprint. It needs to reflect what is uniquely Hawaii." (recommendation provided for new introduction that includes historical perspective of Hawaii education).
- "Please include the fact that Hawaii has two official languages"
- "I'm afraid that this amazing plan will not be implemented"
- "still does not acknowledge the excellence in Hawaiian medium, focus, current educational practices"
- "I like the change in organization in the blueprint, it's clearer to see what is in here."
- Comments from October 6 Forum:
- "The three strat plan areas (student, staff, system) are not sufficient for the blueprint."
- "Engaging Parents and Families should be a priority area"
- "the blueprint needs to address the teacher shortage"
- "Springboard is not a good curriculum, Wonders is not a good curriculum."

REPORT ON OCTOBER 1 JOINT MEETING

Galera reported on the October 1 Joint meeting that included Governor Ige, members of the BOE, Superintendent Matayoshi, Deputy Superintendent Stephen Schatz, AS Amy Kunz, and AS Tammi Chun, and ESSA Team Chairperson Galera.
Discussion and temperature check on vision focus areas

Examples of input and comments related to blueprint:
- "It's the very first time that people feel connected."
- "Principal Nakasato did an excellent job at the Maui town hall meeting to explain how everyone is working together."
- "Don't see any conflict, all is good; one third of our students are struggling – we need to move that group"

- "It needs to address early learning and preschool"
- "The blueprint is what we support. The strategic plan should be the plan to get to the blueprint in chunks."

Next Steps
- Continue to see where blueprint and strategic plan is aligned or not aligned; drafts are evolving
- DOE will have new draft of strategic plan on October 12; ESSA Team will also have new draft
- Will discuss more alignment with drafts at October 22 meeting
- DOE shared that last week in Nov is deadline for strategic plan
- DOE shared that ESSA plan to feds will be shared with everyone in mid November for input
- Work on definitions of key terms to be started

ESSA TEAM WORK SESSION ON BLUEPRINT

ESSA Team members worked on the design of the blueprint
- Discussion and temperature check on vision focus areas
- Review of blueprint outline
- Categorization of recommendations: blueprint, strategic plan, ESSA plan, other
  - Sharing out and discussion
- Discussion of next steps

Meeting adjourned at 3:30 p.m.