Governor's ESSA Team meeting schedule

April 28, 2016	Initial ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
May 14, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
May 28, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
June 11, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
June 25, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
July 9, 2016	Education Summit 8:30 AM to 3:30 PM	Hawaii Convention Center
July 23, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
July 27, 2016	First Town Hall Meeting: 5:30 PM to 7:00 PM	Kapolei HS and Kealakehe HS
August 6, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
August 10, 2016	Town Hall Meeting: 5:30 PM to 7:00 PM	Maui HS and Kalani HS
August 20, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
August 24, 2016	Town Hall Meeting: 5:30 PM to 7:00 PM	Waiakea HS and Kauai HS
September 3, 2016	ESSA Team meeting	State Capitol, Executive Chambers 5th Floor, Governor's Conference Room
September 7, 2016	Town Hall Meeting: 5:30 PM to 7:00 PM	Moanalua HS and Castle HS
September 10, 2016	Town Hall Meeting: 5:30 PM to 7:00 PM	Molokai HS
September 24, 2016	ESSA Team meeting	State Capitol, Executive Chambers
October 8, 2016	ESSA Team meeting	State Capitol, Executive Chambers

Governor's ESSA Team meeting schedule

October 22, 2016	ESSA Team meeting	State Capitol, Executive Chambers
November 5, 2016	ESSA Team meeting	State Capitol, Executive Chambers

The members of the Governor's ESSA Team include:

Phil Bossert, Director of Strategic and International Programs for HAIS

Catherine Caine, Teacher, Waikiki Elementary School

Kamanao'opono Crabb, CEO of the Office of Hawaiian Affairs

Darrel Galera, Retired Principal, Executive Director of Education Institute of Hawaii

Keith Hayashi, Principal, Waipahu High School

Michele Kidani, State Representative, Chairperson of Senate Education Committee

Brennan Lee, Student Member of Board of Education, Mililani High School

Ann Mahi, Complex Area Superintendent, Nanakuli-Waianae

Hubert Minn, Board of Education

Lauren Moriguchi, State Director of Early Learning

Steve Nakasato, Principal, Pearl Ridge Elementary School

Takashi Ohno, State Representative, Vice Chairperson of House Education Committee

Alan Oshima, CEO of Hawaiian Electric

Catherine Payne, Chairperson of Charter School Commission

Amy Perruso, Teacher, Mililani High School

Stacey Roberts, Professor, UH College of Education, Education Administration Chair

Carol Shikada, Educational Specialist, OCISS, Department of Education

Linda Takayama, State Director for Workforce Development

Steve Terstegge, Parent, SCC Chairperson, Castle High School

GOVERNOR'S OFFICE NEWS RELEASE: NEW FEDERAL EDUCATION LAW PROMPTS GOVERNOR TO FORM TEAM TO DEVELOP BLUEPRINT FOR HAWAI'I'S EDUCATION

Posted on Apr 14, 2016

HONOLULU – Gov. David Ige today announced the formation of the Governor's Team on the Every Student Succeeds Act (ESSA). The new law calls for the most significant reduction in federal authority over public education in decades. The law returns authority to the 50 states to set the direction for their own public schools.

The governor's team will work to develop a blue print for Hawai'i's public schools that is consistent with ESSA and will maximize opportunities and possibilities for Hawai'i to transform education.

Gov. Ige has appointed Darrel Galera as chairman of the Governor's ESSA team and is in the process of appointing 16 additional members representing all stakeholders in public education.

Under the new education law, Gov. Ige will be involved in the development of the new state education plan and will have final approval over the plan.

"This is a major opportunity to change the face of public education in Hawai'i for the better. Our innovation economy depends on a well-educated workforce to meet the state's goals in renewable energy, locally grown food production, environmental stewardship and more. It is my hope that the public will participate in this process to help our education system prepare students for high-skill careers in the 21st century," said Gov. Ige.

The ESSA team will ultimately be responsible for assessing the current public school system and identifying areas of need.

An Education Summit will be scheduled this summer to give organizations and individuals the opportunity to discuss possibilities for a future-focused education system and solicit input on key recommendations to the state's ESSA plan.

Town hall meetings will also be scheduled to share information with the public and to collect public input for the ESSA plan.

To apply to serve on the Governor's ESSA Team, go to: https://forms.chawaii.gov/pages/board-survey/

Deadline for applications is April 22, 2016.

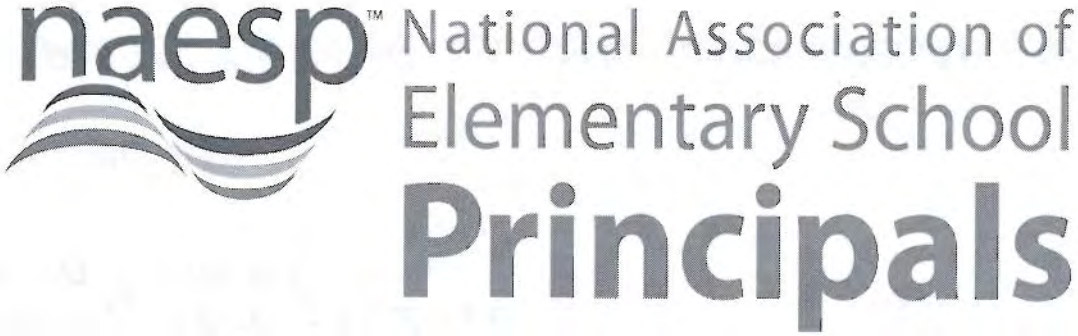
The Nuts and Bolts of ESSA Series: What Principals Need to Know to Support High Quality Early Childhood Education and Leadership

Thursday, April 21, 2016
4 pm to 5 pm ET

Presented by:

Kelly Pollitt, Chief Strategist, Policy and Alliances, NAESP

Andrea Brinnel, Connecticut Office of Early Childhood and NAECS-SDE Leadership Committee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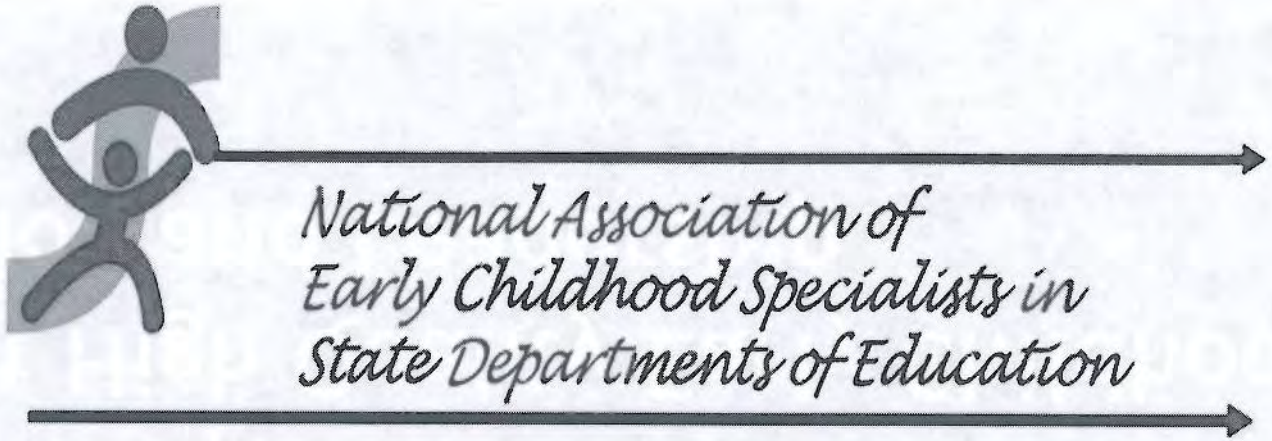
National Association of
Elementary School
Principals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State Departments of Education

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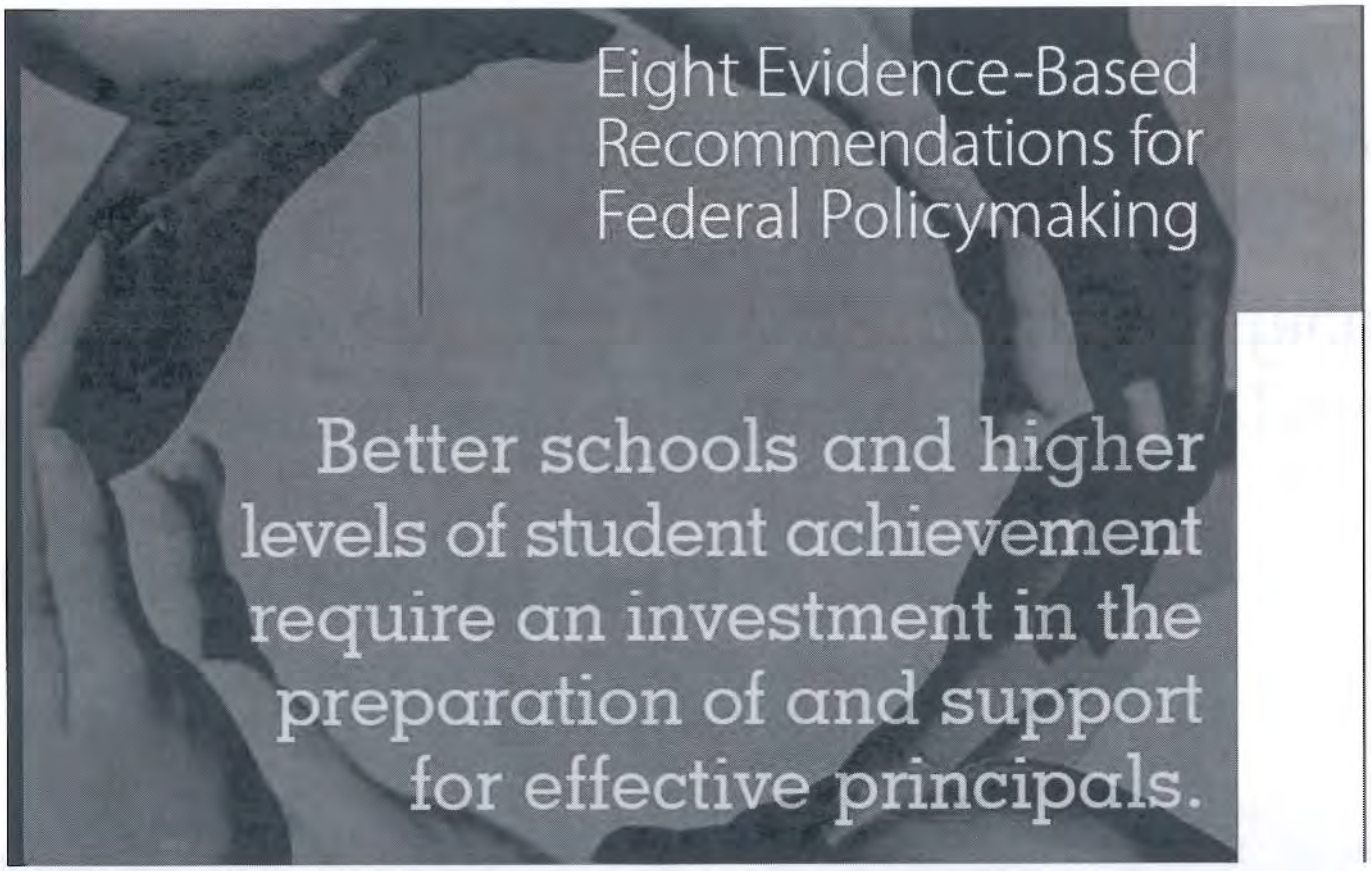
Theory of Action: Build the Capacity of our Nation's Principals to Improve School and Student Outcomes



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#1: Growing Body of Evidence on School Leadership

A substantial level of research over the past decade has proven two very important facts:

- ✓effective school leadership is second only to teaching among-school related factors in improving student achievement; and
- ✓strong school leadership has the greatest impact in schools with the most needs.

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What the Research Tells Us

- Principal leadership has a "ripple effect" or an indirect correlation to student achievement
- Principal leadership is most tangible in struggling schools
- Collaboration is key to drive continuous improvement

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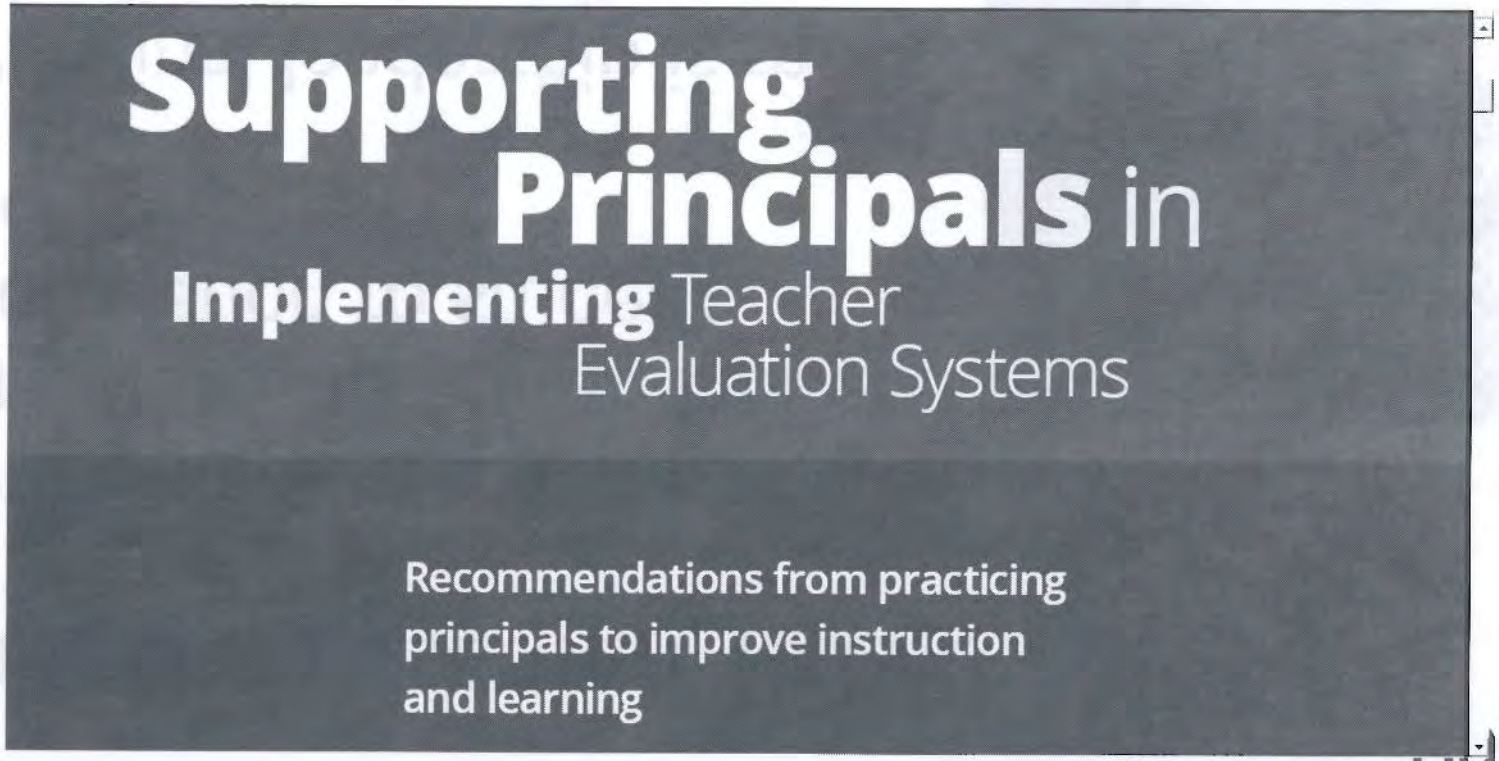
Principals have an inextricable correlation to teaching quality.



Pre-K-3 and the Impact on Schools Serving Young Children

- ✓ Shift in instructional leadership and teaching practice in response to early learners
- ✓ Setting goals to drive transition and support learning across early learning and K-12 settings
- ✓ Effective solutions: Pre-K-3 leadership and instructional strategies that are developmentally appropriate

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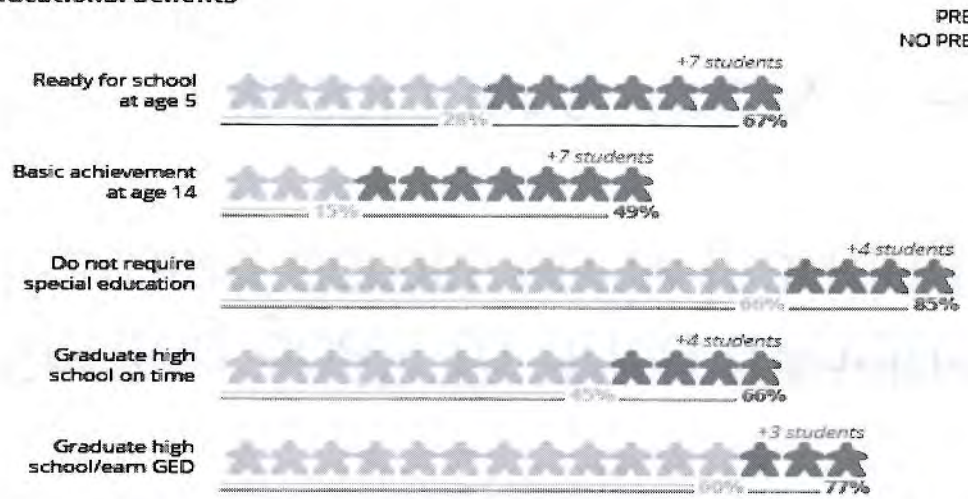
How would early childhood education change the lives of 20 children living in poverty?

Educational Benefits



Lifelong Benefits

Five more adults would earn more than $2,000/month by age 27

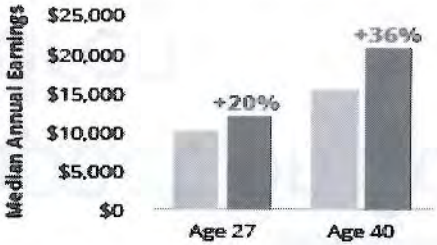
Twice as many men would raise their own children

Homeownership would increase by **32%**

Car ownership would increase by **37%**

46 fewer total arrests by age 27 (2.3 per person)

440 fewer lifetime months spent in prison (22 per person)



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Supporting a Pre-K-3 Continuum of Learning

- Alignment of early learning and K-12 standards with a focus on "Pre-K-3"
- Critical role of principal as the key to collaboration at all levels of school reform
- Supporting effective instruction and the whole child

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#2: Feedback from the Field

- 2013 U.S. Department of Education's sample of LEA use of Title II Part A funds under ESEA found only 4 percent used to support professional capacity of principals.

- 60% of principals report spending less than 1 percent of their work days per year in state or district sponsored professional development.

- 43% report that their district does not tailor professional development opportunities to meet their specific leadership needs.

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Priorities for Reauthorization of ESEA

- Oppose any efforts to include Title I public or private school "portability"—even if it limits portability to public schools.
- Differentiate and support the role of principals consistent with the Principal Recruitment and Training Act of 2015.
- Base accountability systems on student growth and include multiple measures, and ensure that any new policies put an end to the overuse of standardized assessments.
- Include early childhood education and support for Pre-K-3 alignment.
- Set authorization levels that are consistent with the needs of schools and students.

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The Every Student Succeeds Act P.L. 114-95

One Hundred Fourteenth Congress
of the
United States of America

AT THE FIRST SESSION

Begun and held at the City of Washington on Tuesday, the sixth day of January, two thousand and fifteen

An Act

To reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

SECTION 1. SHORT TITLE.

This Act may be cited as the "Every Student Succeeds Act".

SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

Sec. 1. Short title.
Sec. 2. Table of contents.
Sec. 3. References.
Sec. 4. Transition.
Sec. 5. Effective dates.
Sec. 6. Table of contents of the Elementary and Secondary Education Act of 1965.

TITLE I—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

PART A—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

Sec. 1000. Redesignations.
Sec. 1001. Statement of purpose.
Sec. 1002. Authorization of appropriations.
Sec. 1003. School improvement.
Sec. 1004. Direct student services.
Sec. 1005. State plans.
Sec. 1006. Local educational agency plans.
Sec. 1007. Eligible school attendance areas.
Sec. 1008. Schoolwide programs.
Sec. 1009. Targeted assistance schools.
Sec. 1010. Parent and family engagement.
Sec. 1011. Participation of children enrolled in private schools.
Sec. 1012. Supplement, not supplant.
Sec. 1013. Coordination requirements.
Sec. 1014. Grants for the outlying areas and the Secretary of the Interior.
Sec. 1015. Allocations to States.
Sec. 1016. Adequacy of funding rule.
Sec. 1017. Education finance incentive grant program.

PART B—STATE ASSESSMENT GRANTS

Sec. 1201. State assessment grants.

PART C—EDUCATION OF MIGRATORY CHILDREN

Sec. 1301. Education of migratory children.

PART D—PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Sec. 1401. Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk.

PART E—FLEXIBILITY FOR EQUITABLE PER-PUPIL FUNDING

Sec. 1501. Flexibility for equitable per-pupil funding.

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Not Changing

- Annual assessment in reading and math
- Subgroup data disaggregation
- Maintenance of Effort
- Supplement not Supplant
- Formula funding (Title I)
- Parents/Report card
- Public school choice

Change and Opportunity

- Accountability
- Teacher (evaluation and other requirements)
- School Improvement
- Title II formula, new block
- Parent engagement
- Evidence-based strategies
- Early childhood education and coordinating services
- Professional Development
- Charters

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ESSA: Implications for States and Districts

- Focus on transition (procedures), consultation, planning
- Use scarce resources in smarter ways
- Monitor LEA implementation

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"Transition" to ESSA

Effective dates, timelines and new regulations.

- ✓ July 1, 2016 – noncompetitive formula grants in effect
- ✓ August 1, 2016 – sec. 1111(b)(2) standards set
- ✓ School year 2017-2018 – sec. 1111(c) and (d) assessments and accountability systems
- ✓ August 31, 2016 – waivers no longer have impact
- ✓ October 1, 2016 – appropriations for competitive discretionary programs into effect

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"Transition" to ESSA

- Planning and procedures in place, state plans likely due Spring or even early Summer 2017
- "Neg Reg" process started on select areas of Title I
- FY 2017 appropriations cycle begin to align to ESSA programs

ESSA in full implementation SY 2017-2018

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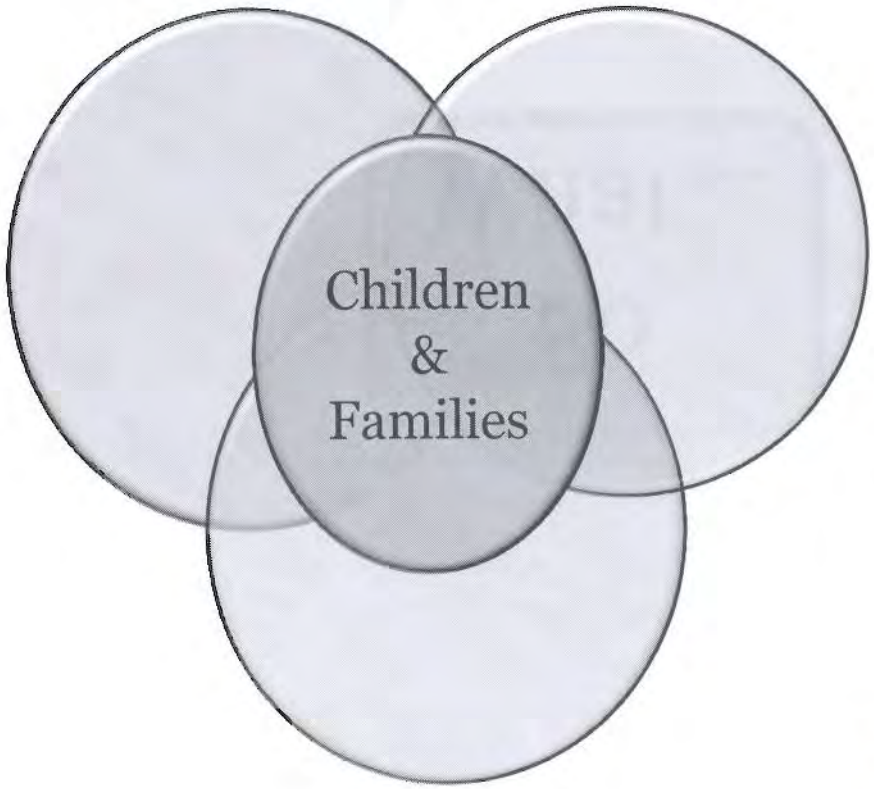
Early Learning Opportunities in the Every Student Succeeds Act (ESSA)



www.naecs-sde.org

National Association of
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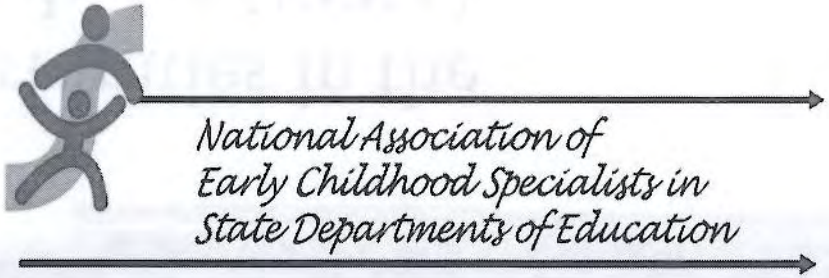
State Departments of Education

Now What...

So What...

What...



What...

The What of ESSA for Early Childhood

- Early Childhood is woven throughout ESSA
  - Title I, II, III, IV, VI, with definitions in IX
  - Title I & II noteworthy for NAESP and NAECS-SDE
- State Education Agencies (SEA) and Local Education Agencies (LEA) make key decisions, therefore,
  - Efforts to co-produce plans that intentionally address early childhood will benefit everyone

National Association of
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What ...

Improving the Academic Achievement of the Disadvantaged

- Approximately $14 billion to individual schools and school districts who serve high-percentages or numbers of low-income families
  - Funds come with requirements for accountability, assessment, and school improvement.
  - Requires states to describe how they will help schools and school districts to support early childhood programs. The plan should be consistent with local needs and could be subject to federal regulations and/or guidance when it is issued.

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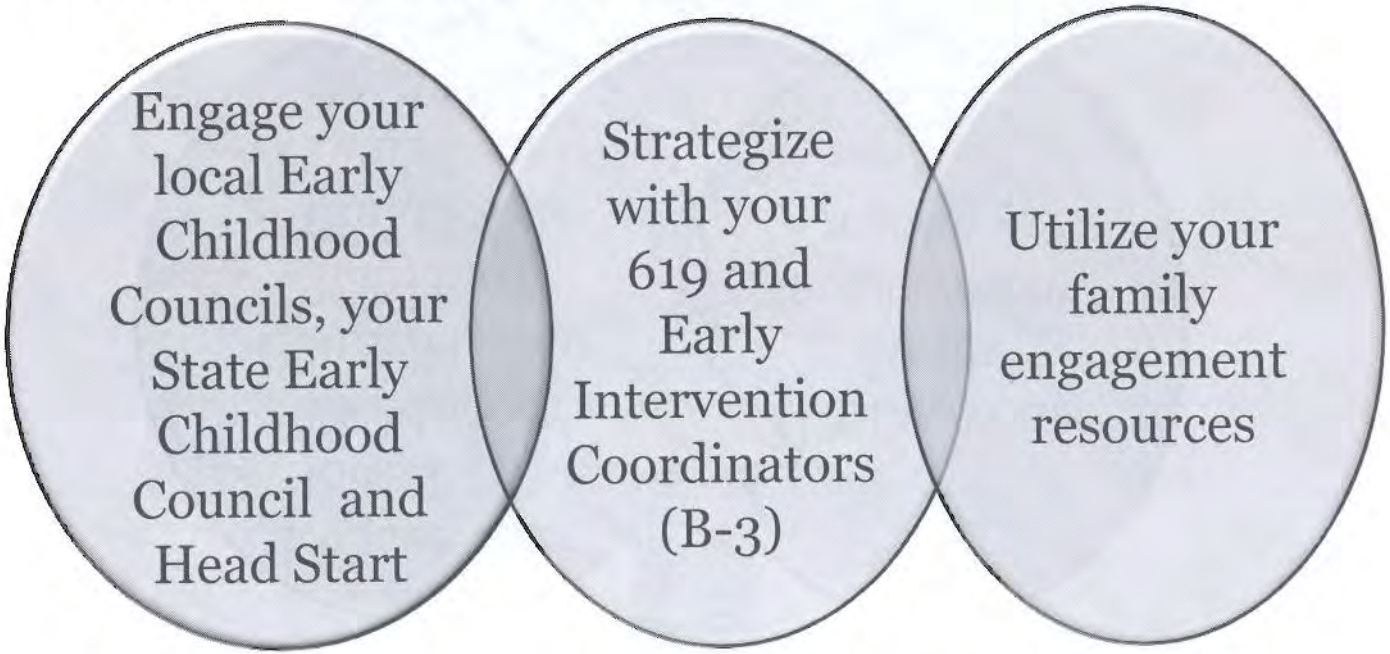
What...

The What of ESSA for Early Childhood

What could this look like?



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Coordination is the Key: Broker relationships to leverage action

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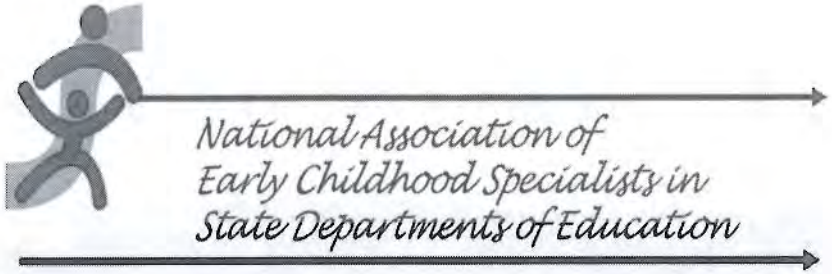
What...

The What of ESSA for Early Childhood

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and other School Leaders

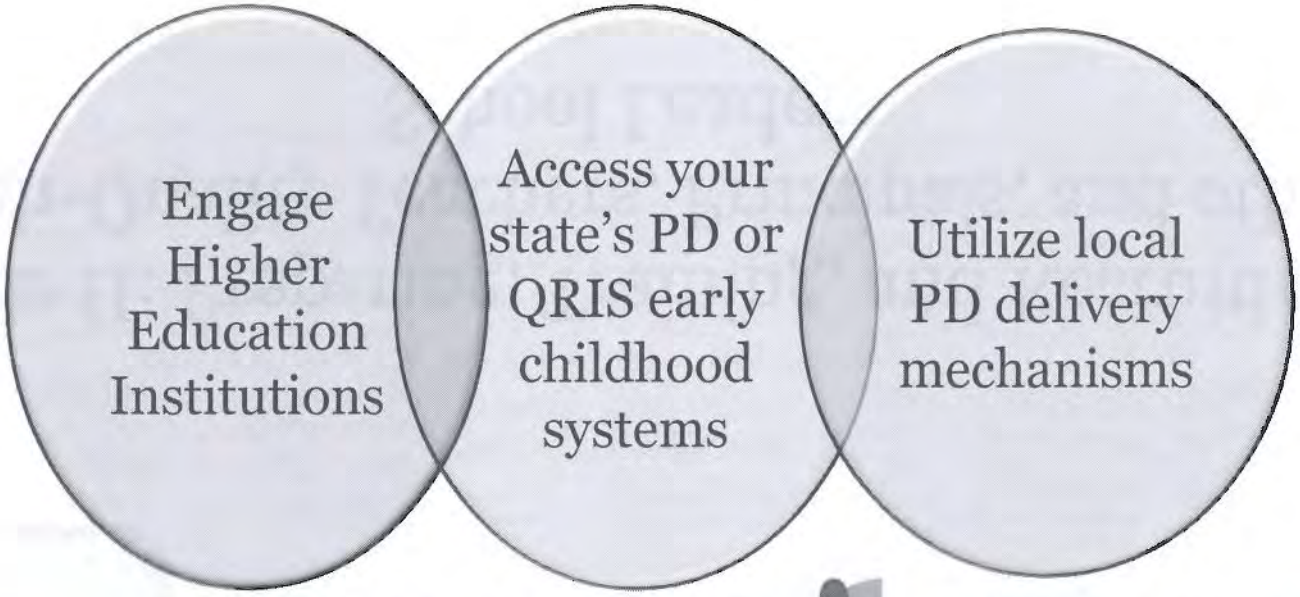
- Professional Development Formula Funds



What...

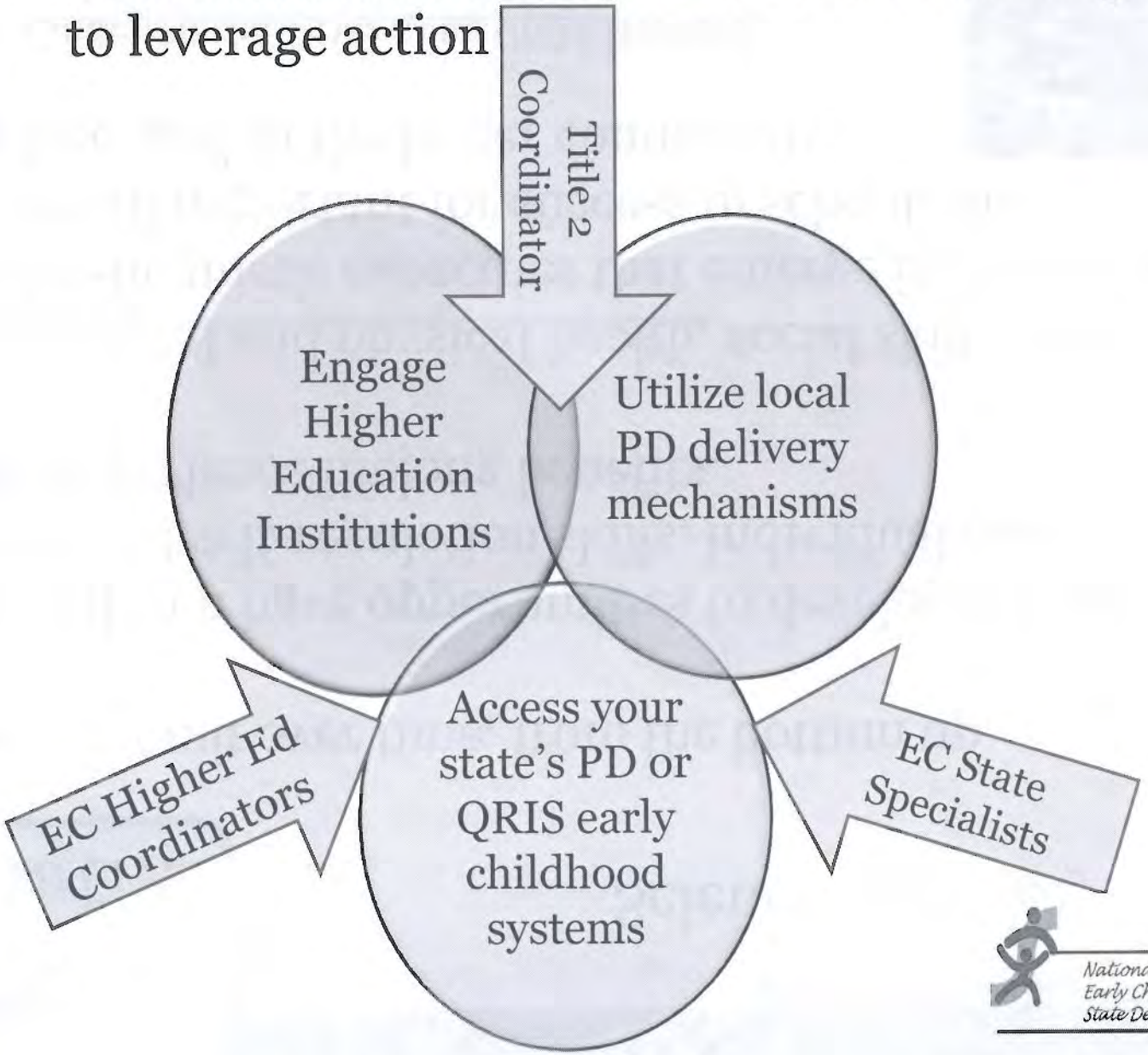
The What of ESSA for Early Childhood

What could this look like?



National Association of Early Childhood Specialists in State Departments of Education

Coordination is the Key: Broker relationships to leverage action



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So What...

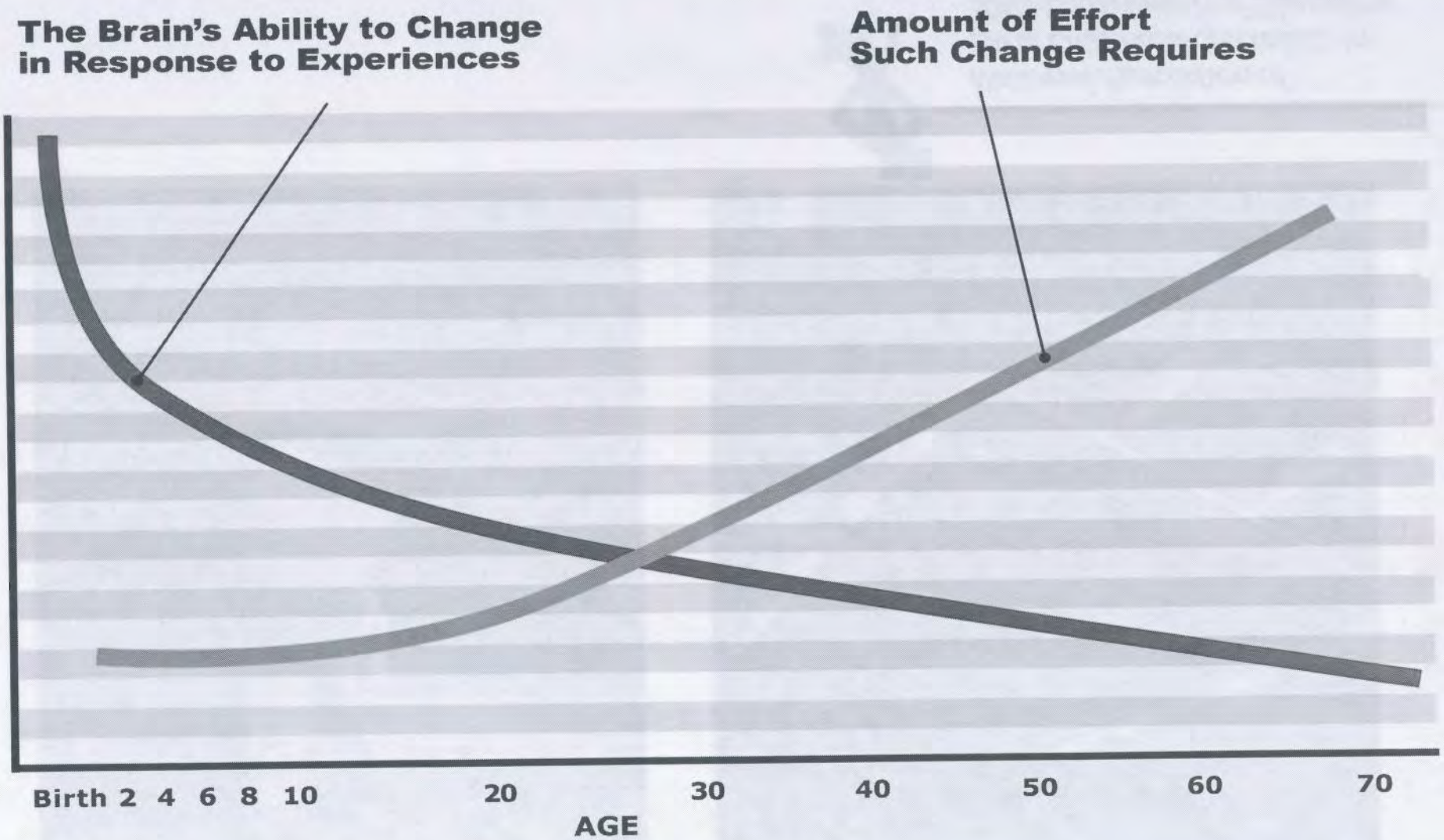
Science is the key

Brains are built over time, from the bottom up.

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits.

The emotional and physical health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important for success in school, the workplace, and in the larger community.

Source: Center on the Developing Child Harvard



It is easier and less costly to form strong brain circuits during the early years than it is to intervene or "fix" them later. Graph Source: Pat Levitt (2009).

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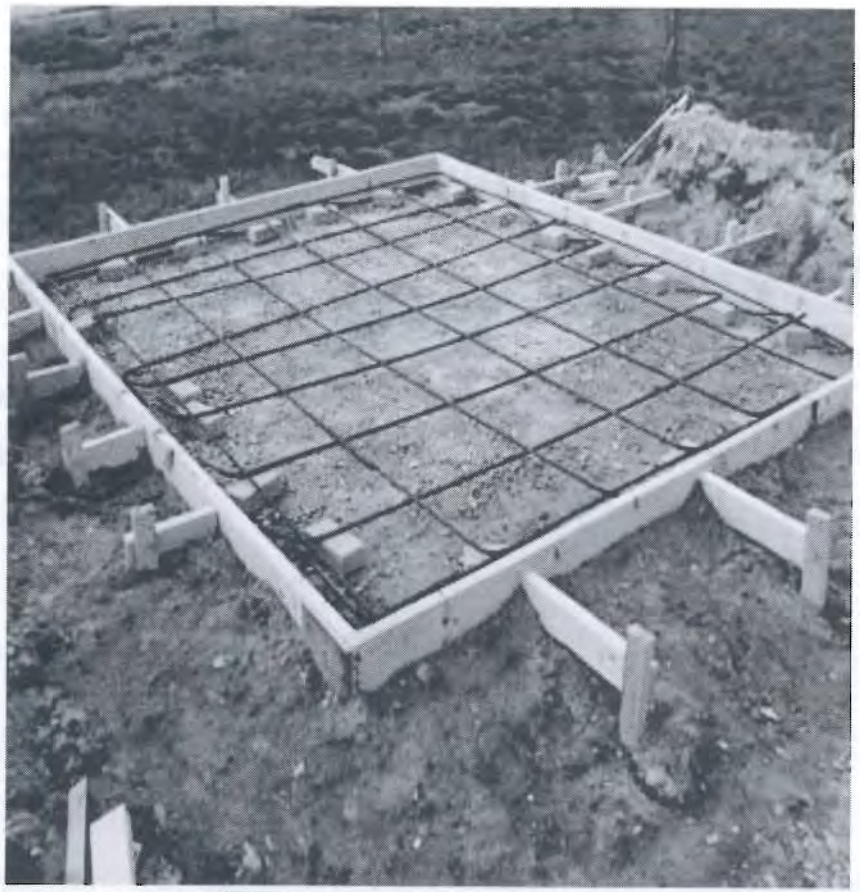
So What...



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State Departments of Education

Now What...

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State Departments of Education

Now What...

Title 1 Coordinator

State EC Council

Local EC Council

EC Higher Education

Family Services

Professional Learning Committees

EC Specialist

Title 2 Coordinator

Head Start Collaboration Office

NAESP Affiliate

Community Providers

619 Coordinator and Part C Coordinator

Teachers

National Association of Early Childhood Specialists in State Departments of Education

CEELO
Center on Enhancing Early Learning Outcomes

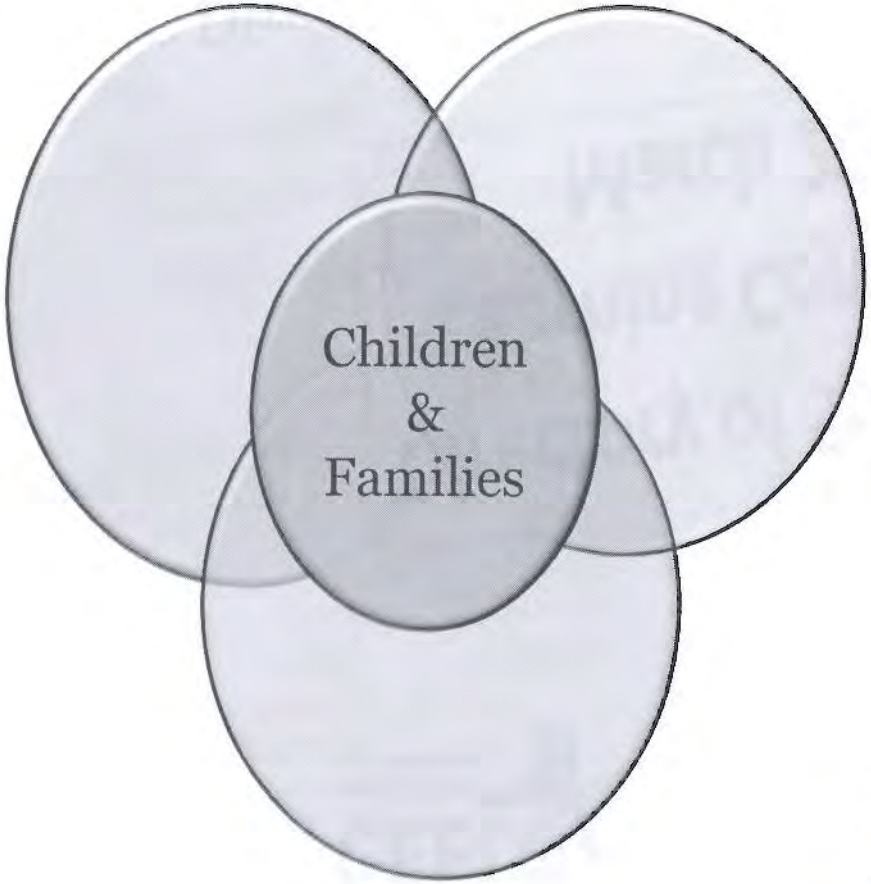
Directory of State Early Learning Contacts—March 2016

State EC Directory at CEELO.org

https://title2.ed.gov/Public/contactsState.aspx
Title 2 Coordinators

National Association of Early Childhood Specialists in State Departments of Education

Early Learning Opportunities in the Every Student Succeeds Act (ESSA)



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Impact on Principals and Practitioners: Develop your own ESSA action plan!

- ✓ Identify issues impacting your learning community, ie. student mental health, Pre-K, afterschool, etc.
- ✓ Create your own roadmap of new opportunities in ESSA (how to use funds in Titles I, III, and IV to meet school conditions and learning needs).
- ✓ Advocate for your school and students.

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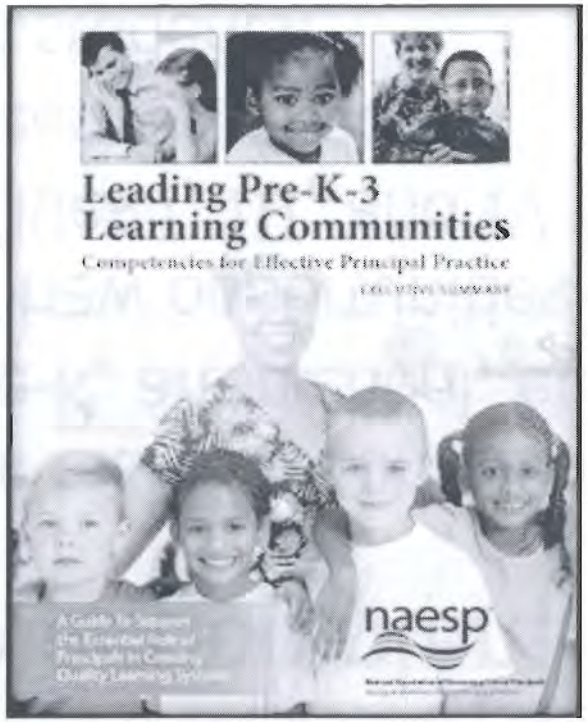
NAESP Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice

- Aligns to latest research on child development to help refocus instructional leadership



www.naesp.org/llc

naesp

A Shared Vision For Success for Early Learners

- Aligns to latest research on child development
- Focus on age three to grade three:
  - *Academic*
  - *Social*
  - *Emotional*
  - *Physical*

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NAESP Competencies for Effective Principal Practice

1) Embrace the Pre-K-3 Early Learning Continuum
2) Ensure Developmentally Appropriate Teaching
3) Provide Personalized Blended Learning Environments
4) Use Multiple Measures To Guide Growth in Student Learning
5) Build Professional Capacity Across the Learning Community
6) Make Your School a Hub of Pre-K-3 Learning for Families and Communities

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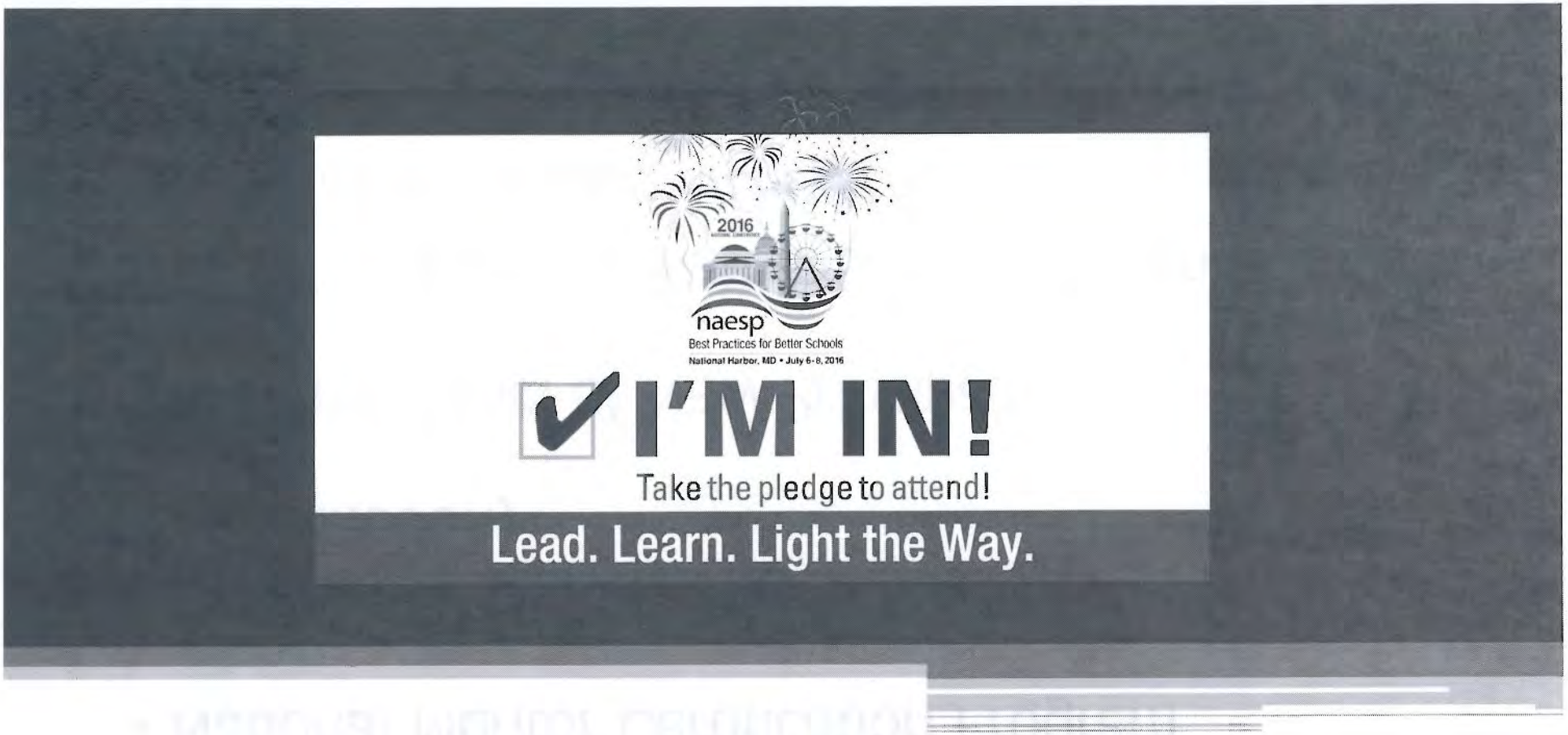
NAESP Supporting The Profession

- National Distinguished Principals Program
- National Mentor Certification Program
- Federal Advocacy, State Support (research, consultation)
- National Panel of New Principals
- Best Practices for Better Schools™ Conference
  - *National Harbor, MD 2016*

naesp™



Join us at NAESP's Best Practices for Better Schools™ July 6-8 National Harbor, Maryland

www.naespconference.org

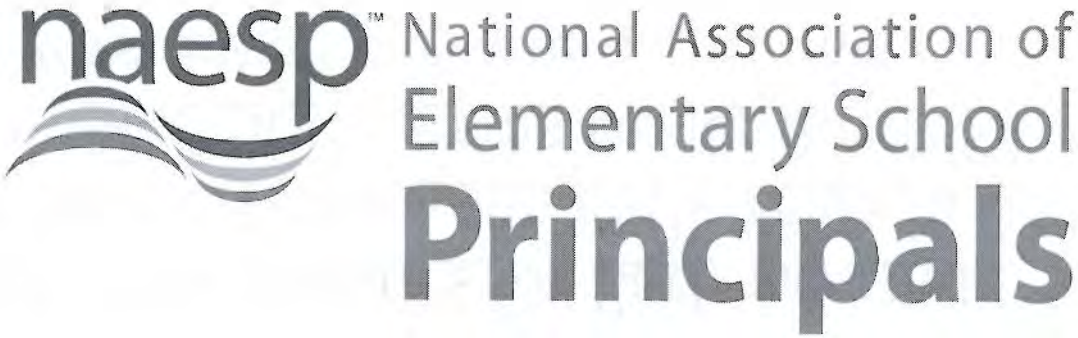
What...

The What of ESSA for Early Childhood

Building upon the great work of others who have analyzed the ESSA through an early childhood lens:

BUILD Webinar on ESSA February 18, 2016: ESSA Opportunities for Early Learning
The Ounce Valuing the Early Years in State Accountability Systems Under the ESSA
The First Five Years Fund Summary and Analysis or Early Learning in ESSA

National Association of Early Childhood Specialists in State Departments of Education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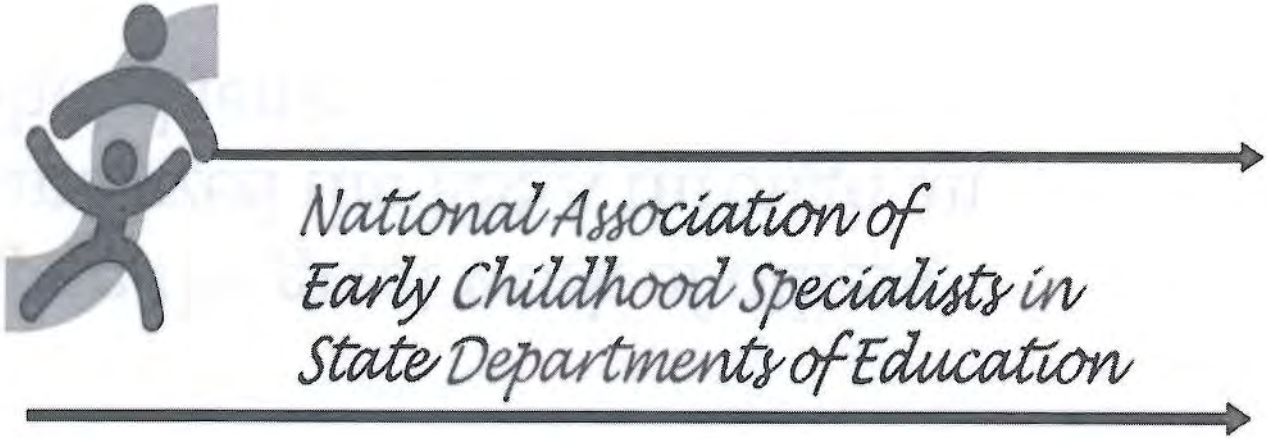
Principals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WARD RESEARCH
INCORPORATED

Resident Opinions on Public Education

Prepared for:

EDUCATION INSTITUTE OF HAWAII

February 2016

Ward Research, Inc.

EDUCATION INSTITUTE OF HAWAII

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Ward Research, Inc. • 828 Fort Street, Suite 210 • Honolulu, Hawaii 96813 • Phone: (808) 522-5123 • Fax: (808) 522-5127

EDUCATION INSTITUTE OF HAWAII

Executive Summary

The following section presents key findings from a statewide telephone survey of Hawaii residents. A total of n=730 surveys were conducted from January 14 to January 28, 2016. The maximum sampling error for n=730 is +/-3.5%.

QUALITY OF SCHOOLS IN HAWAII

- Resident opinions about the quality of public schools in their neighborhood (and, among parents, the quality of the public school their oldest child attends), were more positive than opinions about the quality of public schools in Hawaii as a whole. This suggests that perceptions about public schools are affected by familiarity or, at least, proximity to the school.
  - 45% of survey respondents said the quality of the public schools in their neighborhood is excellent or good, compared to 31% who said the quality of public schools in Hawaii as a whole is excellent or good.
  - 55% of parents said the quality of the public school their oldest child attends is excellent or good.
- Based on responses, residents felt that the public schools in their neighborhood have improved, but need to improve further.
  - 31% felt the public schools in their neighborhood have improved over the last five years, compared to 11% who said the schools have gotten worse.
  - Still, only 11% strongly agreed that the public school system does a good job of preparing students for success in the workplace. Twice as many (22%) strongly disagreed.
  - Two-thirds (65%) strongly agreed that the *DOE needs to provide air conditioning for classrooms to help improve learning.*
  - Learning could also be improved by encouraging innovation and creativity among students in the classroom (78% strongly agreed that this needs to be encouraged).

EDUCATION INSTITUTE OF HAWAII

Executive Summary

STANDARDS IN EDUCATION

- A majority of the residents surveyed felt that, for education in Hawaii, we should change the direction we are heading (60% vs. 28% continue in the same direction). However, opinions were split on what standards of education Hawaii should use, either the same standards as other states (50%) or different standards that are more specific to Hawaii (46%).
- Survey respondents who were born and raised in Hawaii were more likely than those born and raised elsewhere to say that we should use different standards that are more specific to Hawaii.
- Similarly, survey respondents who work in education were more likely than those who do not to advocate for different standards.

SCHOOL EMPOWERMENT

- There was support for greater school empowerment. A large majority of the residents surveyed strongly agreed (65%) with the statement, *"Classrooms in public schools don't even seem to have adequate equipment, like books and computers---which makes me believe that not enough funding actually gets to the classroom."* Note that respondents who work in education were more likely than those who work in other fields to strongly agree with this statement.
- Residents were also far more likely to agree (46% strongly and 37% somewhat) than to disagree (10%) that the DOE should, as Governor David Ige directed in his first State of the State address, "stop issuing mandates from the state office" and instead "focus on empowering schools at the school level."

EDUCATION INSTITUTE OF HAWAII

Executive Summary

STANDARDIZED TESTING IN PUBLIC SCHOOLS

- There was greater support than opposition to standardized testing in public schools. A majority of residents surveyed reportedly support the current requirement that public schools administer additional hours of standardized tests, although a greater proportion said only "somewhat" (25% strongly and 31% somewhat). A majority of residents also felt that standardized tests are necessary to hold schools accountable (51% vs. 44% who felt that there is too much emphasis on standardized testing). It follows, then, that opposition to the parent opt-out option for standardized tests was high: 48% of residents strongly disagreed that parents should be able to opt their children out of standardized tests; another 19% somewhat disagreed.

- It should be noted, however, that support for standardized tests was lower among those who work in education---which includes those more likely to work in classrooms and with students---than those who work in other fields. Significantly greater proportions of respondents who work in education felt that there is too much emphasis on standardized tests and strongly opposed the current requirement that public schools administer additional hours of standardized tests.

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Objectives and Methodology

- The objective of the study was:

TO DETERMINE RESIDENT OPINIONS ABOUT THE QUALITY OF SCHOOLS, EDUCATION STANDARDS, STANDARDIZED TESTING, AND OTHER ISSUES RELATED TO EDUCATION IN HAWAII.

- A telephone survey was conducted January 14 to January 28, 2016, among n=730 Hawaii residents. The maximum sampling error for n=730 is +/-3.5%. The sample, disaggregated by island/county was as follows:
  - Oahu: n=426 (maximum sampling error is +/-4.6%)
  - Maui County: n=102 (maximum sampling error is +/-9.7%)
  - Hawaii Island: n=102 (maximum sampling error is +/-9.7%)
  - Kauai: n=100 (maximum sampling error is +/-9.8%)
- The survey instrument was developed by Ward Research, Inc., in conjunction with the Education Institute of Hawaii. A copy of the survey instrument is in the Appendix of this report.
- 20% of the calls were completed via landline telephone, with numbers generated through random-digit dialing or RDD. The other 80% were completed via cellphone, with cellphone numbers purchased from a recognized sampling house. All interviews were conducted in the Ward Research Calling Center in downtown Honolulu. Interviewing hours were from 12:30pm to 8:30pm on weekdays and 10:00am to 6:00pm on weekends.
- Data processing was accomplished using SPSS for Windows, a statistical software package. Data was cross-tabulated by key variables, including island/county, ethnicity, age, household income, gender, children, etc.).
- The final data was weighted by population by county and age to create a weighted total that is proportionate to population for Oahu, Maui County, Hawaii Island, and Kauai.

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Profile of Respondents

Island/County	%
Oahu	70
Maui County (includes n=3 Molokai and n=1 Lanai)	11
Hawaii Island	13
Kauai	5
Ethnicity	**%**
Caucasian	23
Chinese	4
Filipino	13
Hawaiian/part-Hawaiian	23
Japanese	20
Mixed	7
Other	8
Refused	2
Years in Hawaii	**%**
Less than 2 years	2
2 to less than 5	4
5 to less than 10	6
10 or more	33
Born and raised	55

Age	%
18 to 24	12
25 to 34	17
35 to 44	17
45 to 54	18
55 to 64	17
65 and older	18
Refused	1
MEAN	**46.6**
Income	**%**
Under $25,000	10
$25,000 but under $35,000	10
$35,000 but under $50,000	11
$50,000 but under $75,000	18
$75,000 but under $100,000	12
$100,000 and above	25
Refused	13
MEDIAN	**$66,270**
Gender	**%**
Male	50
Female	50

Registered to Vote	%
Yes	80
No	20
Highest Level of Education	**%**
Less than high school	2
High school	20
Some college, no degree	20
Technical or trade school cert.	4
Associate's degree	10
Bachelor's degree	26
Graduate degree	18
Refused	1
Type of High School Attended	**%**
Public school	78
Private school	15
Both	6
Neither	1
Work in Education	**%**
Yes	27
No	73
Base=	**730**

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Children in K-12

Do you have any children who are now in kindergarten to grade 12?	%
Yes	30
No	70
Base=	**730**

Do your children attend public or private school?	%
Public only	77
Private only	16
Both	6
Refused	2
Base=	**218**

IF BOTH: Is your oldest child in public or private school?	%
Public school	46
Private school	54
Base=	**13**

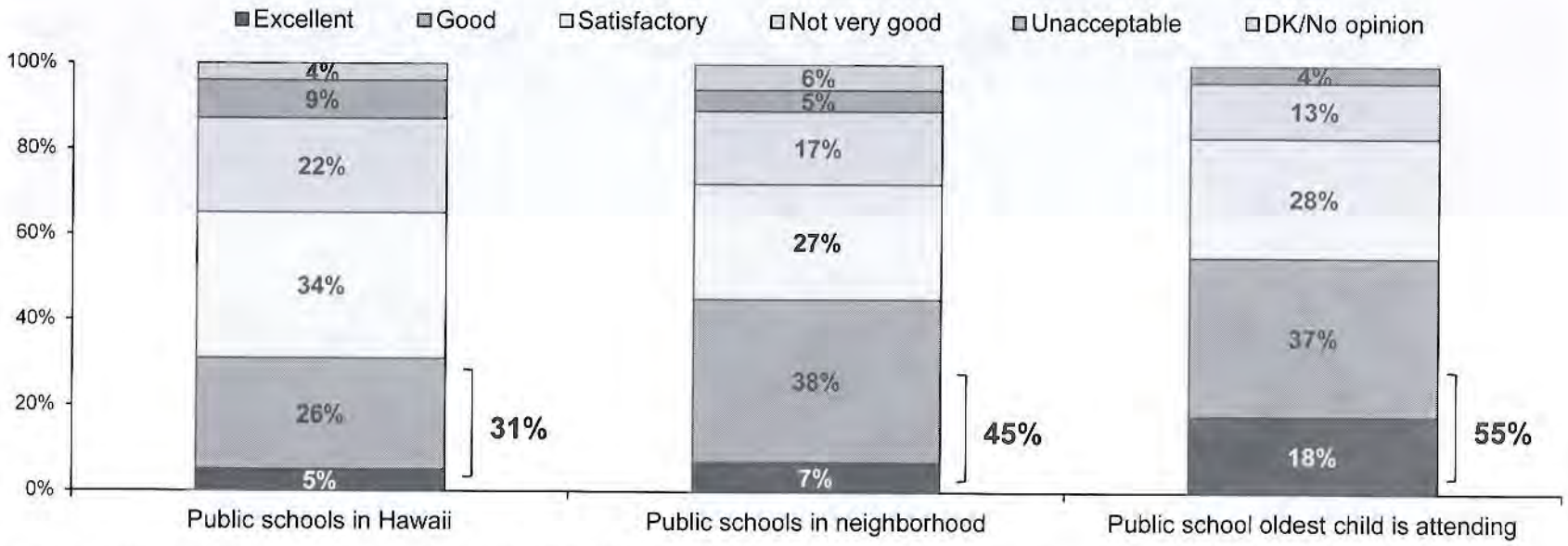
TOTAL WITH CHILDREN IN K-12: Type of school oldest child attending	%
Public	81
Private	19
Base=	**218**

IF PUBLIC SCHOOL: Is your oldest child in elementary school, intermediate, or high school?	%
Elementary	42
Intermediate	15
High School	40
Refused	3
Base=	**173**

Quality of Public Schools in Hawaii

Quality of Public Schools

- Respondents had a more positive opinion of the public schools in their neighborhood than of the schools in Hawaii as a whole. Opinions about the schools in their neighborhood leaned positive, with 45% indicating that the schools are excellent or good. In contrast, opinions about the quality of public schools in Hawaii were more split, with 31% indicating the schools are excellent or good.
- Public school parents were also asked to rate the quality of the public school their oldest child attends, and their opinions were even more positive. More than half felt the school was excellent or good (55%).



Q1. How do you feel about the quality of public schools in Hawaii? Would you say they are: (n=730)
Q2. How do you feel about the quality of public schools in your neighborhood? Would you say they are: (n=730)
Q14. How do you feel about the quality of the public school your oldest child attends? (n=173)

Quality of Public Schools in Hawaii, Neighborhood – Additional Findings

Public Schools in Neighborhood

- Filipinos (70%, compared to Caucasians: 34%, Japanese: 48%, and Hawaiians: 42%) and younger respondents, under 35 (52%, compared to 35+ year olds: 42%) were more likely to say the public schools in their neighborhood are **excellent or good**.
- On the other hand, Hawaii Island residents (42%, versus Oahu: 17%, Maui County: 28%, and Kauai: 24%) and Caucasians (32%, versus Japanese: 14%, Filipinos: 6%, and Hawaiians: 25%) were more likely to say the public schools in their neighborhood are **unacceptable or not very good**.

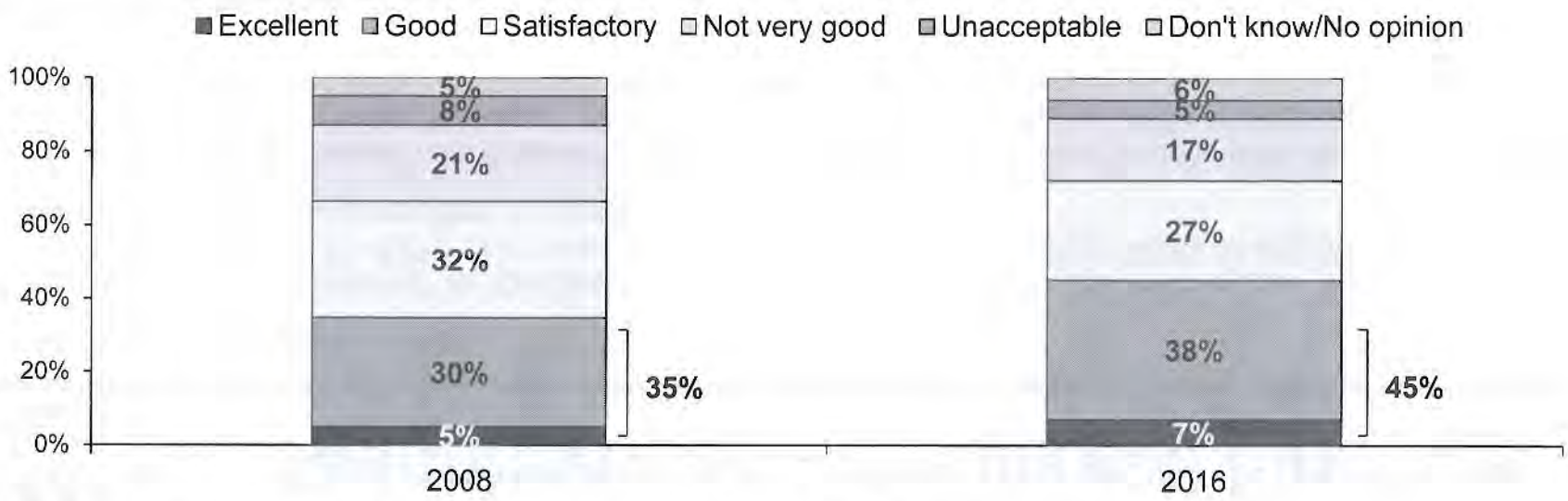
Public Schools in Hawaii

- Significantly higher proportions of the following respondents said that public schools in Hawaii are **excellent or good**:
  - Filipinos (58%), compared to Caucasians (18%), Japanese (34%), and Hawaiians (31%)
  - <55 year olds (34%), compared to 55+ year olds (25%)
  - Non-voters (39%), compared to registered voters (28%)
  - Respondents who do not work in education (33%), versus those who do (24%)
- Higher proportions of the respondents below said that public schools in Hawaii are **unacceptable or not very good**:
  - Caucasians (49%), versus Japanese (25%), Filipinos (10%), and Hawaiians (30%)
  - Respondents who were born and raised outside of Hawaii (37%), versus those born and raised in Hawaii (27%)
  - Registered voters (35%), versus non-voters (18%)

Quality of Public Schools in Neighborhood – Tracking Data

- The questions discussed in the previous slides were based on a question asked in the Hawaii Public Education Poll (commissioned by the State of Hawaii Department of Education) conducted in Spring 2008. The Hawaii Public Education Poll asked n=600 Hawaii residents, "How do you feel about the quality of public schools in your community?"

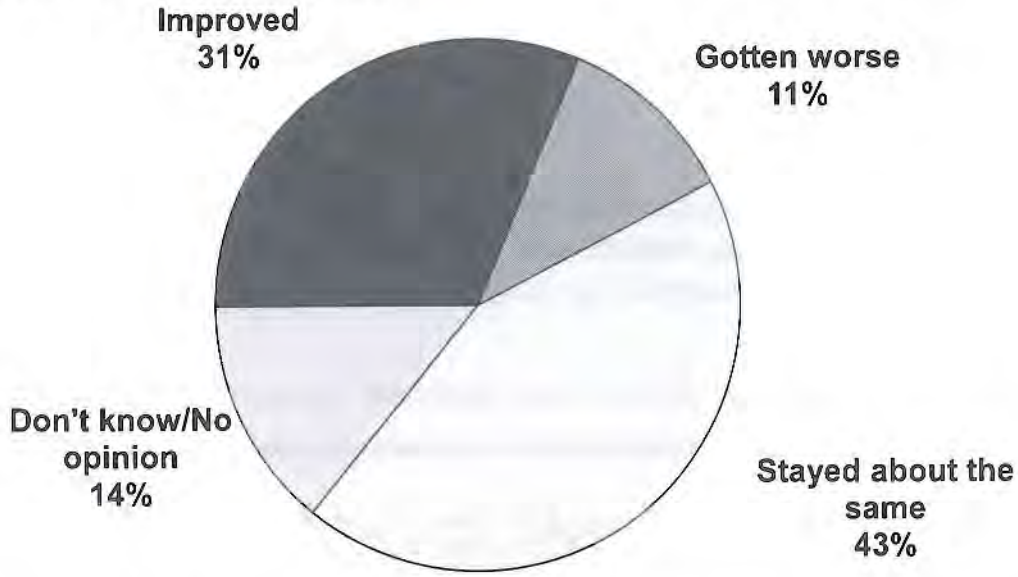
  As shown in the chart below, resident perceptions about the quality of schools in their neighborhood have improved over the last eight years, from 35% of respondents in 2008 saying that the schools in their community are excellent or good, to 45% in 2016.



2008. How do you feel about the quality of public schools in your community? (n=600)
2016. How do you feel about the quality of public schools in your neighborhood? Would you say they are: (n=730)

Change in the Quality of Education in Hawaii Over the Last 5 Years

- One in three respondents felt the public schools in their neighborhood have improved over the last 5 years (31%). In contrast, one in 10 felt the schools have gotten worse (11%).
- Filipinos (54%, versus Caucasians: 22%, Japanese: 31%, and Hawaiians: 33%) and those born and raised in Hawaii (35%, versus elsewhere: 27%) were more likely to say that schools in their neighborhood have improved the last five years.
- Hawaii Island residents (25%, versus Oahu: 8%, Maui County: 11%, and Kauai: 10%), on the other hand, were more likely to say the schools have gotten worse.

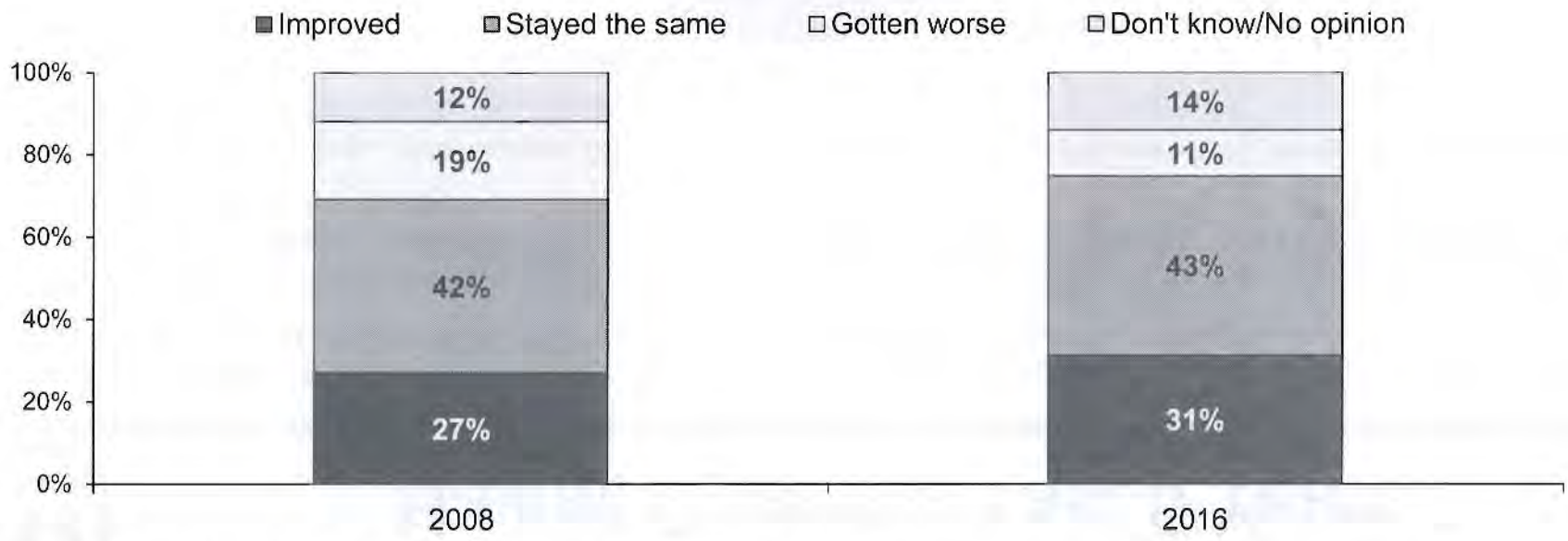


Q3. Would you say public schools in your neighborhood have improved, gotten worse, or stayed the same over the last 5 years? (n=730)

Change in the Quality of Education in Hawaii Over the Last 5 Years – Tracking Data

- In the 2008 Hawaii Public Education Poll, residents were asked, "Have public schools in your community improved over the past 5 years?"

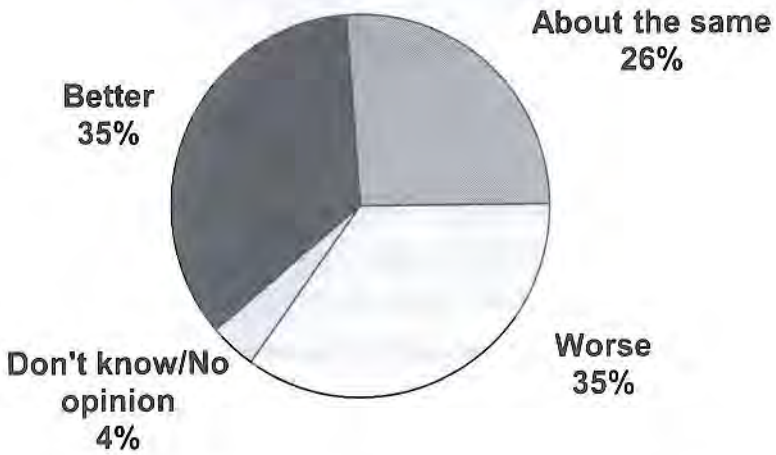
  As shown in the chart below, in 2016, the proportion of residents who said the public schools in their neighborhood improved over the last five years is comparable to 2008 (31% vs. 27%). However, the proportion who said that the schools have gotten worse decreased from 2008 (down 8 percentage points).



2008. Have public schools in your community improved over the past 5 years? (n=600)
2016. Would you say public schools in your neighborhood have improved, gotten worse, or stayed the same over the last 5 years? (n=730)

Quality of Education in Hawaii – Now Compared to Own Experience

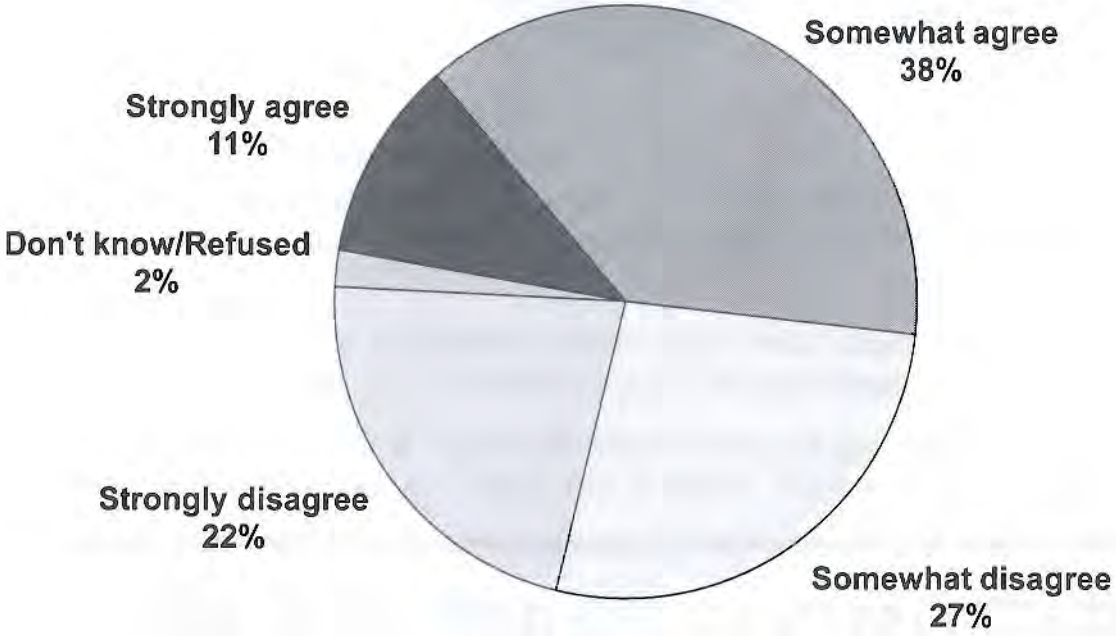
- One in three respondents said children today get a better education than they did (35%), but a similar proportion said that children today get a worse education than they did (35%).
- Filipinos (63%, versus Caucasians: 19%, Japanese: 35%, and Hawaiians: 45%), males (39%, versus females: 30%), and non-voters (43%, versus registered voters: 33%) were more likely to say that children today get a better education than they did.
- Meanwhile, registered voters (38%, versus non-voters: 23%), 55+ year olds (47%, versus <55: 29%), and Caucasians (51%, versus Japanese: 34%, Filipinos: 10%, and Hawaiians: 32%) were more likely to say that children today get a worse education than they did.



Q4. As you look back on your own elementary and high school education, is it your impression that children today get a better education, about the same, or a worse education than you did? (n=730)

Agree or Disagree: The state public school system does a good job of preparing students for success in the workplace

- Twice as many respondents strongly disagreed (22%) than strongly agreed (11%) that the state public school system does a good job of preparing students for success in the workplace.
- Registered voters (24%) were more likely than non-voters (15%) to strongly disagree with the statement.



Q12e. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: The state public school system does a good job of preparing students for success in the workplace. (n=730)

Education Standards for Hawaii

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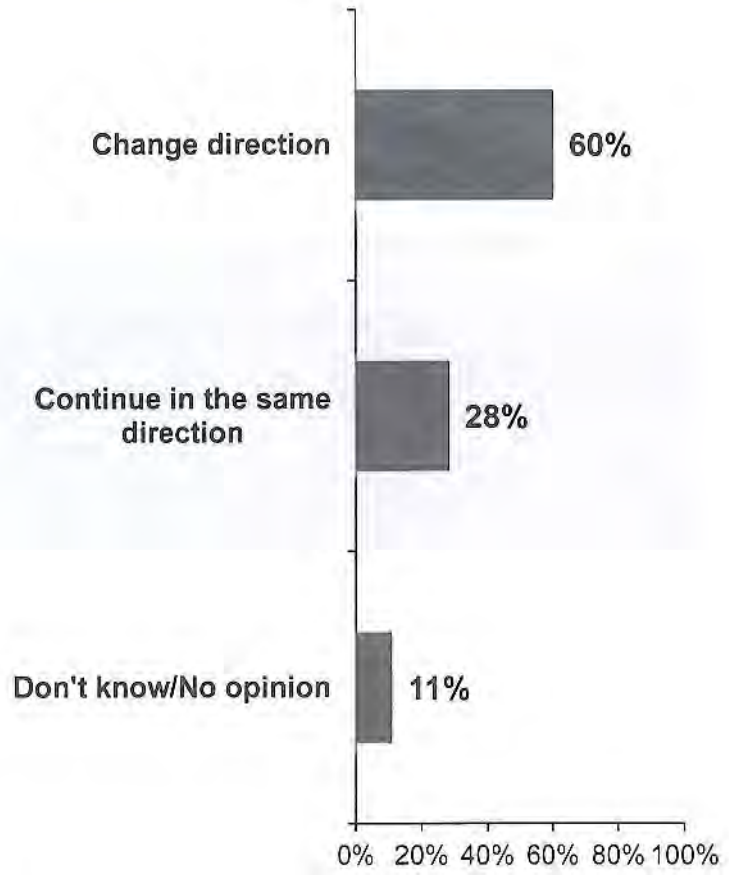
Direction of Education in Hawaii

- "Change the direction we are heading," was the far more likely response when respondents were asked:

  Congress has just passed a new law that provides greater flexibility for each state to set its own direction for public education. For Hawaii, should we continue in the same direction we have been headed in the past 5 years under Race to the Top, or should we change the direction we are heading?

- Significantly higher proportions of 35+ year olds (64%, versus those under 35: 51%), and registered voters (64%, versus non-voters: 47%) felt we should change the direction we are heading.

- Higher proportions of these respondents felt we should continue in the same direction:
  - Under 35 (38%), compared to 35+ year olds (24%)
  - Filipinos (50%), compared Caucasians (21%), Japanese (30%), and Hawaiians (27%)
  - Non-voters (38%), compared registered voters (26%)
  - Work in other fields (31%), compared to work in education (22%)



Q6. Congress has just passed a new law that provides greater flexibility for each state to set its own direction for public education. For Hawaii, should we continue in the same direction we have been headed in the past five years under Race to the Top, or should we change the direction we are heading? (n=730)

Awareness of Common Core Standards

- A majority of respondents (59%) reportedly have heard of the Common Core standards in education; significantly higher proportions of them:
  - Are Caucasian (73%) or Japanese (64%), versus Filipino (40%) or Hawaiian (52%)
  - Have $50K+ annual household income (66%), versus less than $50K, 49%
  - Are registered voters (64%), versus non-voters (37%)
  - Work in education (71%), versus work in other fields (54%)
  - Have children in K-12 (69%), versus do not have children in K-12 (54%)

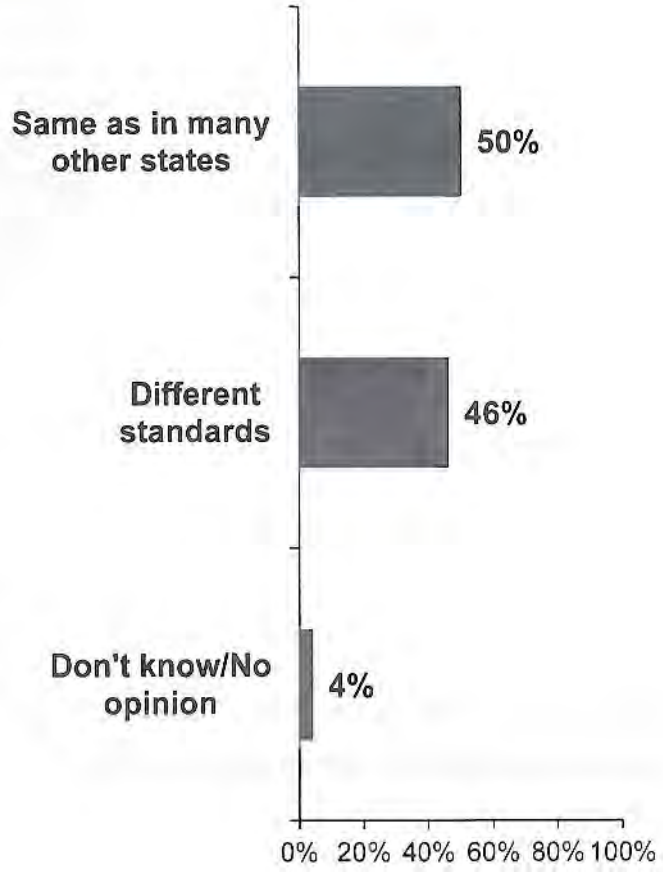
Q7. Have you heard of the Common Core standards in education? (n=730)

Standards for Education in Hawaii

- Opinions were split near evenly (50% vs. 46%) when respondents were asked:

  As you may know, the Common Core are standards for reading and math. In the last few years, each state has been deciding whether or not to use the Common Core. Do you think Hawaii should use standards that are the same as in many other states, or different standards that are specific to Hawaii?

- Those under 55 years old (55%) were more likely than 55+ year olds (40%) to say that Hawaii should use the same standards as in many other states, while 55+ year olds were more likely to say that different standards should be used (52% vs. 39%).
- Respondents who work in other fields (52%) were more likely than those who work in education (42%) to say that Hawaii should use the same standards as in many other states, while those who work in education were more likely to say that different standards should be used (53% vs. 44%).
- Those who were born and raised in Hawaii (50%) were also more likely than those born and raised elsewhere (41%) to say that different standards should be used.



Q8. As you may know, the Common Core are standards for reading and math. In the last few years, each state has been deciding whether or not to use the Common Core. Do you think Hawaii should use standards that are the same as in many other states, or different standards that are specific to Hawaii? (n=730)

Standardized Testing in Hawaii Public Schools

Ward Research, Inc.

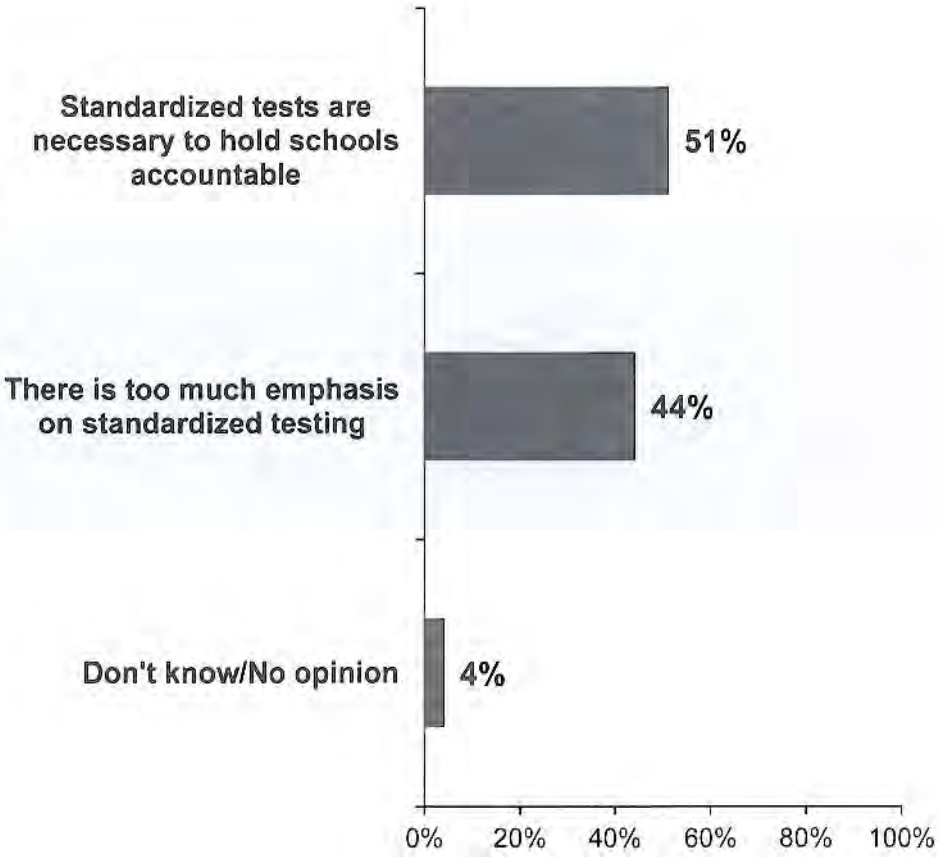
Standardized tests are necessary to hold schools accountable vs. There is too much emphasis on standardized testing

- Survey respondents were asked:

  Some people say that there is too much emphasis on standardized testing in the public schools; that schools end up teaching to these tests rather than focusing on real learning. Others say that standardized tests are necessary to hold schools accountable for use of taxpayer dollars. With which of these do you agree most? In Hawaii, there is too much emphasis on standardized testing or are standardized tests necessary to hold schools accountable?

  Agreement with "standardized tests are necessary to hold schools accountable" (51%) was higher overall.

- Respondents who work in other fields (56%) were more likely than those who work in education (39%) to agree that standardized tests are necessary to hold schools accountable.



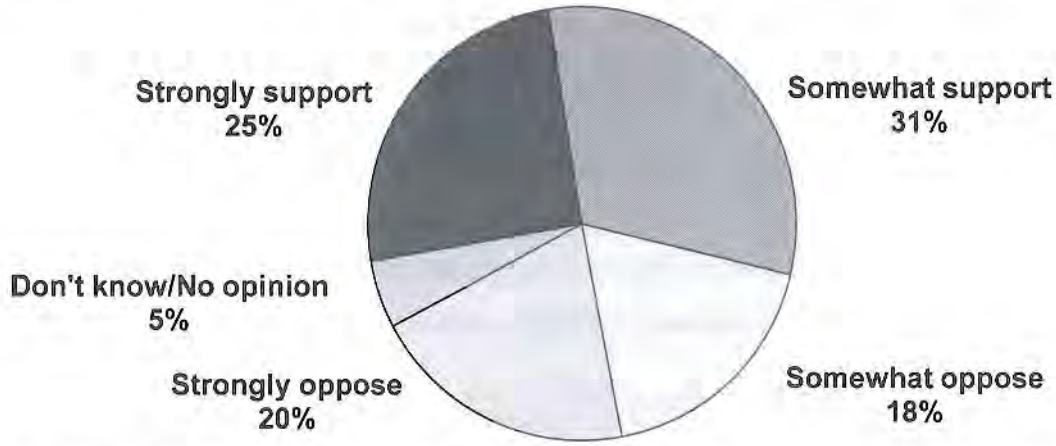
Q11. Some people say that there is too much emphasis on standardized testing in the public schools; that schools end up teaching to tests rather than focusing on real learning. Others say that standardized tests are necessary to hold schools accountable for use of taxpayer dollars. With which of these do you agree most? (n=730)

Support or Oppose: Current requirement that public schools administer additional hours of standardized tests

- Support for standardized tests was greater than opposition, when respondents were asked:

  Every public and private school in Hawaii uses tests to identify areas in which students need additional instruction. But only public schools are required by federal law to administer additional hours of standardized tests. Do you support or oppose the current requirement that public schools administer additional hours of standardized tests?

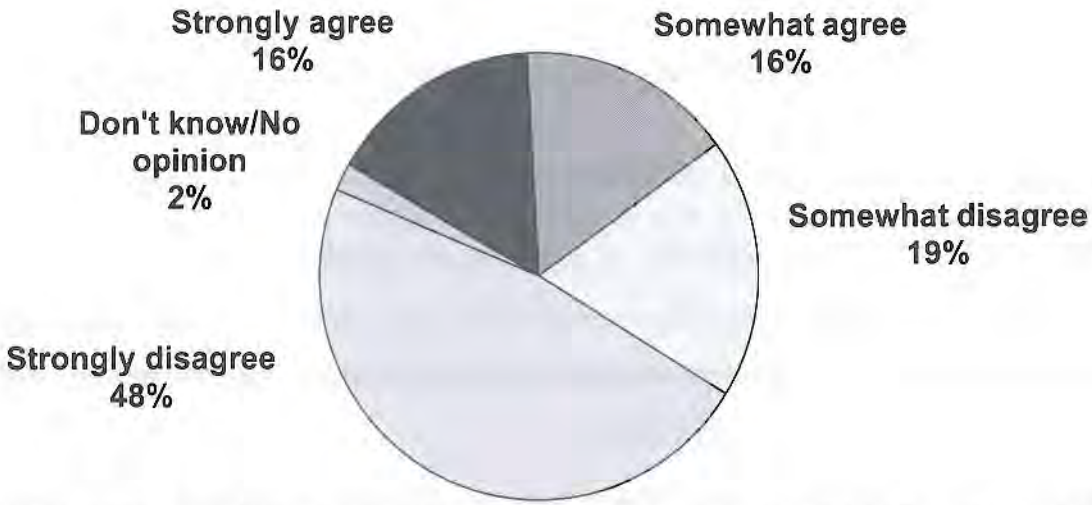
- Filipinos (32%) and Hawaiians (30%) were more likely than Caucasians (19%) and Japanese (17%) to strongly support standardized tests.
- In contrast, registered voters (22%), compared to non-voters (13%), and those who work in education (31%), compared to other fields (16%), were more likely to strongly oppose standardized tests.



Q9. Every public and private school in Hawaii uses tests to identify areas in which students need additional instruction. But only public schools are required by federal law to administer additional hours of standardized tests. Do you support or oppose the current requirement that public schools administer additional hours of standardized tests? (n=730)

Agree or Disagree: Parents should be able to opt out of standardized tests for their children

- Respondents were far more likely to disagree (48% strongly) than to agree (16% strongly) that parents should be able to opt out of standardized tests for their children.
- Those with children in K-12 (22% strongly agree) were more likely than those without children in K-12 (13% strongly agree) to support the parent opt-out option.
- Registered voters (50% strongly disagree), meanwhile, were more likely than non-voters (39% strongly disagree) to oppose the parent opt-out option, as were private school parents (60% strongly disagree) compared to public school parents (42% strongly disagree).

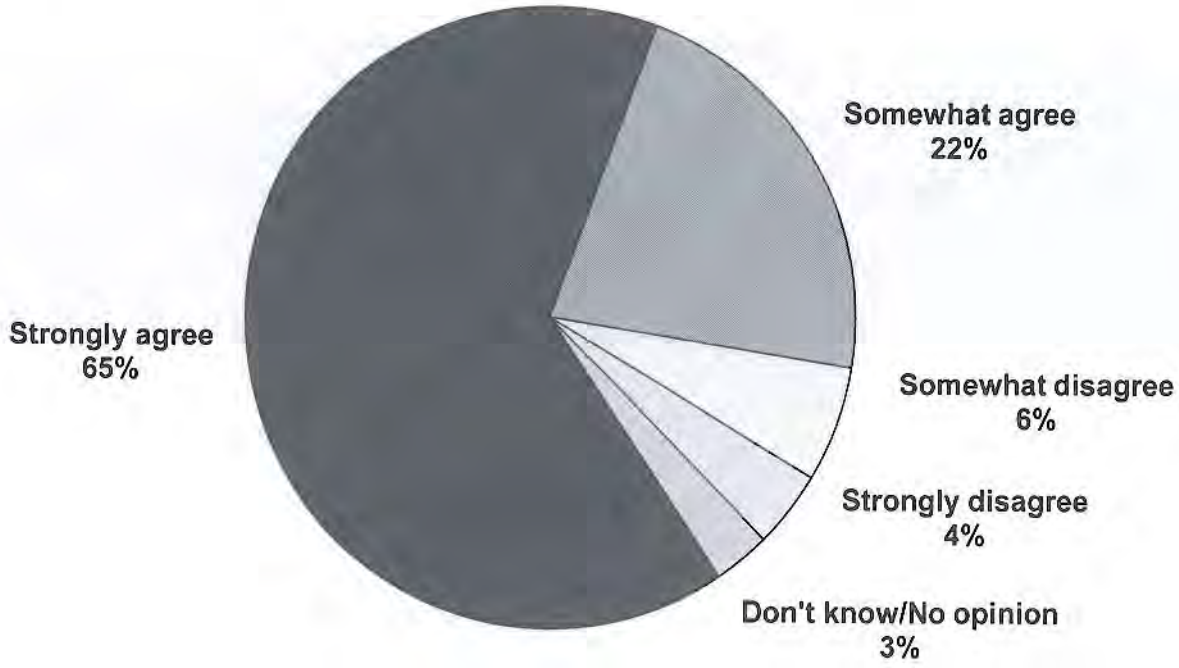


Q10. Some people say that ALL students should take the annual Hawaii State Assessment tests in math and reading. Others say that parents should be able to opt out of these tests for their children. Do you agree or disagree that parents should be able to opt out of these tests for their children? (n=730)

School Empowerment

Agree or Disagree: Classrooms in public schools don't even seem to have adequate equipment, like books and computers---which makes me believe that not enough funding actually gets to the classroom

- 2 in 3 respondents (65%) agreed strongly with the statement, "Classrooms in public schools don't even seem to have adequate equipment, which makes me believe that not enough funding actually gets to the classroom."
- Registered voters (67%) were more likely than non-voters (57%) to strongly agree with this statement.



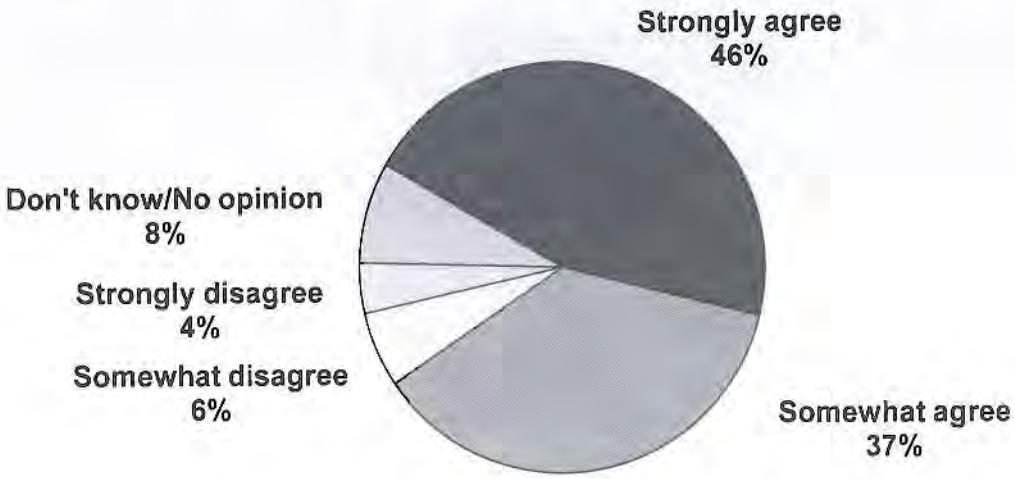
Q12a. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: Classrooms in public schools don't even seem to have adequate equipment, like books and computers---which makes me believe that not enough funding actually gets to the classroom. (n=730)

Agree or Disagree: The DOE should "stop issuing mandates from the state office" and "instead focus on empowering schools and delivering resources to the school level."

- Survey respondents were told that in his first State of the State address, Governor David Ige called on education leaders to "stop issuing mandates from the state office and to focus on empowering schools and delivering resources to the school level."

  Nearly one-half (46%) strongly agreed that the DOE should follow the Governor's directive.

- Significantly higher proportions of respondents who work in education (55%) than those who work in other fields (43%) strongly agreed that the DOE should follow the Governor's directive.



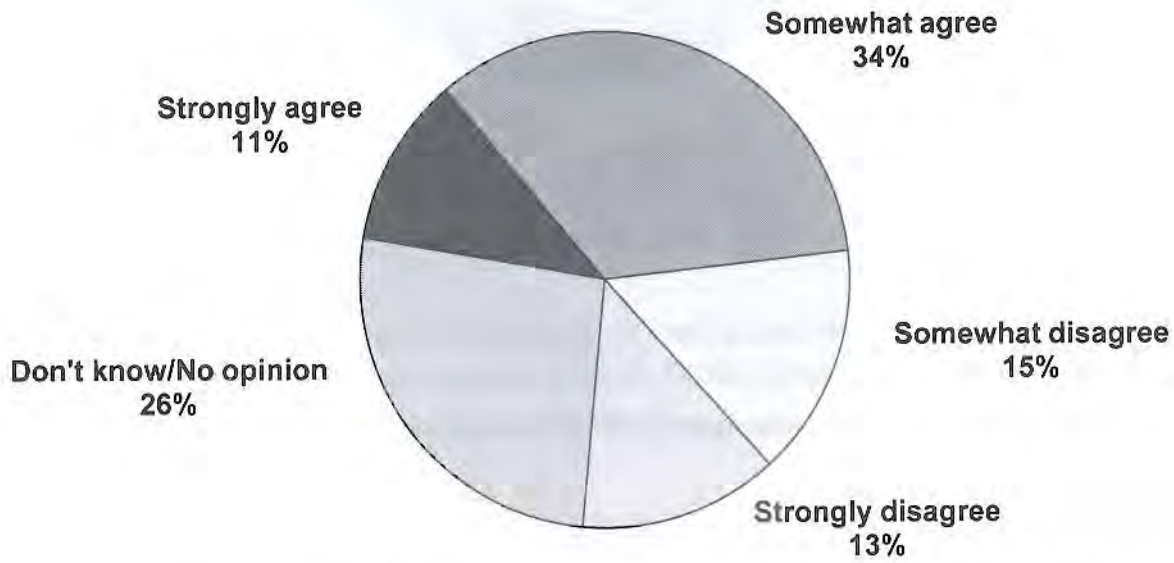
Q5. In his first State of the State address, the Governor David Ige called on education leaders to "stop issuing mandates from the state office and to focus on empowering schools and delivering resources to the school level."

Do you agree or disagree that the DOE should "stop issuing mandates from the state office" and instead "focus on empowering schools and delivering resources to the school level." (n=730)

Other Issues

Agree or Disagree: The appointed Board of Education is an improvement over the formerly elected Board

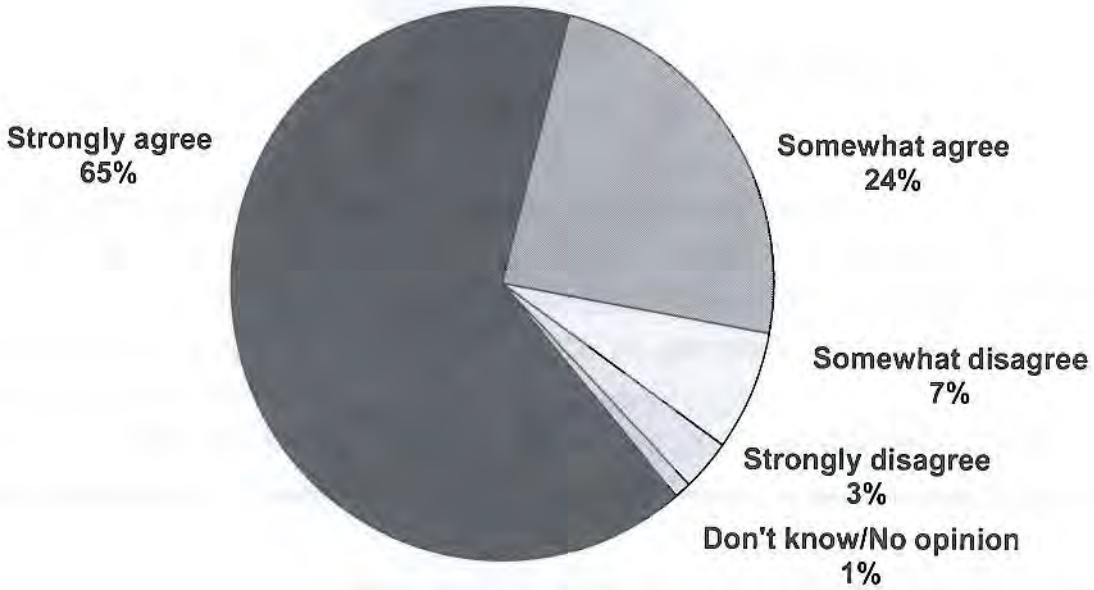
- 1 in 10 respondents (11%) strongly agreed that the appointed Board of Education is an improvement over the formerly elected Board; a similar proportion strongly disagreed (13%).
- Note the high proportion (26%) who said they did not know or that they had no opinion.
- <35 year olds (17%) were more likely than 35+ year olds (5%) to strongly disagree with the statement.
- Respondents who were born and raised outside of Hawaii (30%), versus those born and raised in Hawaii (23%), were more likely to say they did not know or that they had no opinion.



Q12b. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. The appointed Board of Education is an improvement over the formerly elected Board. (n=730)

Agree or Disagree: The DOE needs to provide air conditioning for classrooms to help improve learning

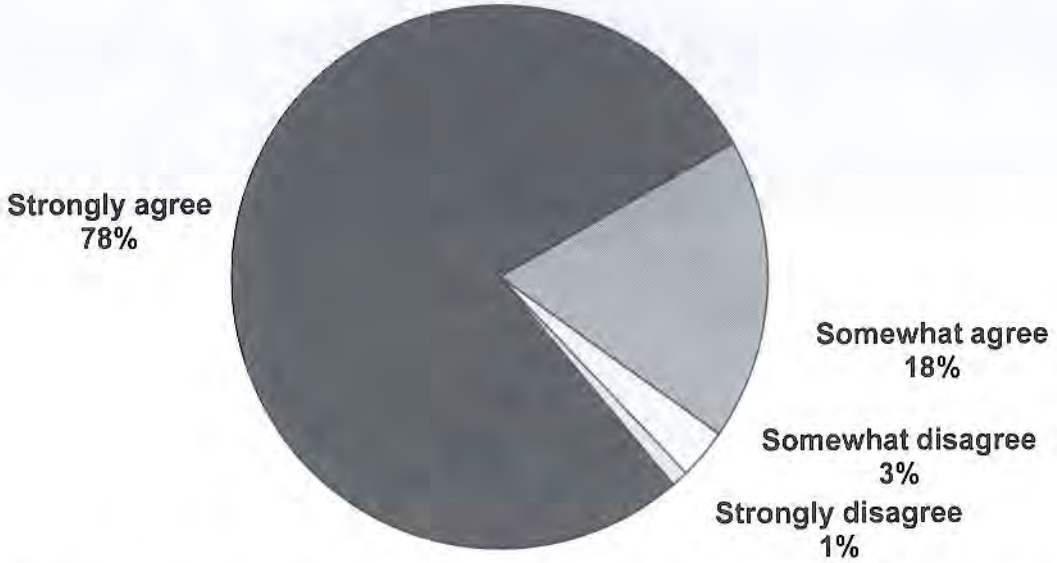
- 2 in 3 respondents (65%), including significantly higher proportions of the following, agreed strongly that the DOE needs to provide air conditioning for classrooms to help improve learning:
  - 35+ (68%), versus <35 year olds (57%)
  - Those born and raised in Hawaii (70%), versus elsewhere (61%)



Q12c. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: The DOE needs to provide air conditioning for classrooms to help improve learning. (n=730)

Agree or Disagree: Innovation and creativity among students should be encouraged in the classroom through programs in art, music, project-based learning, real-world learning, and so on

- 4 in 5 (78%), including significantly higher proportions of the following respondents, agreed strongly that innovation and creativity should be encouraged in the classroom:
  - <55 year olds (81%), compared to 55+ year olds (71%)
  - Females (83%), versus males (72%)
  - Have children in K-12 (83%), versus do not have children in K-12 (75%)
  - Have children in elementary school (94%), versus intermediate to high school (75%)



Q12d. I'll read some statements and ask you to tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree: Innovation and creativity among students should be encouraged in the classroom through programs in art, music, project-based learning, real-world learning, and so on. (n=730)

Subsample Summaries

Have Children in K-12 vs. Do Not Have Children in K-12
Have Oldest Child in Public School vs. Private School
Born and Raised in Hawaii vs. Born and Raised Elsewhere
Registered Voter vs. Non-Voter
Work in Education vs. Work in Other Field

Have Children in K-12 vs. Do Not Have Children in K-12

		CHILDREN IN K-12		
		Yes	No	Total
Quality of Public Schools in Hawaii	Excellent/Good	33%	29%	31%
	Unacceptable/Not very good	31%	32%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	48%	44%	45%
	Unacceptable/Not very good	26%	20%	22%
Public Schools– Over last 5 Years	Improved	35%	30%	31%
	Gotten worse	12%	10%	11%
Public Schools–Vs. Own Experience	Better	37%	34%	35%
	Worse	34%	36%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	11%	11%	11%
	Somewhat agree	39%	37%	38%
	Somewhat disagree	28%	27%	27%
	Strongly disagree	20%	23%	22%

* Yellow highlight denotes significance at $p \leq .05$ level

30% (n=218) of the residents surveyed reportedly have children in K-12, while 70% (n=511) do not have children in K-12.

- There were few significant response differences between respondents who have children in K-12 and those who do not have children in K-12.
- Directionally, respondents who have children in K-12 had more positive opinions about public schools than did those who do not have children in K-12.

Have Children in K-12 vs. Do Not Have Children in K-12

		CHILDREN IN K-12		
		Yes	No	Total
Direction of Education in Hawaii	Continue in same direction	30%	27%	28%
	Change directions	60%	60%	60%
Standards for Education in Hawaii	Same as in many states	53%	48%	50%
	Different standards	44%	47%	46%
Standardized Testing in Hawaii	Too much emphasis	45%	44%	44%
	Are necessary	53%	51%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	26%	24%	25%
	Somewhat support	32%	31%	31%
	Somewhat oppose	16%	19%	18%
	Strongly oppose	22%	20%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	22%	13%	16%
	Somewhat agree	15%	17%	16%
	Somewhat disagree	18%	19%	19%
	Strongly disagree	45%	49%	48%

* Yellow highlight denotes significance at $p \leq .05$ level

- A significantly higher proportion of those who have children in K-12 strongly agreed that parents should be able to opt out of standardized tests for their children.

Have Children in K-12 vs. Do Not Have Children in K-12

		CHILDREN IN K-12		
		Yes	No	Total
Classrooms don't even seem to have adequate equipment...which makes me believe not enough funding gets to the classroom	Strongly agree	68%	64%	65%
	Somewhat agree	19%	24%	22%
	Somewhat disagree	5%	6%	6%
	Strongly disagree	5%	3%	4%
The DOE should...focus on empowering schools and delivering resources to the school level	Strongly agree	49%	45%	46%
	Somewhat agree	35%	37%	37%
	Somewhat disagree	3%	7%	6%
	Strongly disagree	5%	3%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	13%	11%	11%
	Somewhat agree	33%	34%	34%
	Somewhat disagree	15%	15%	15%
	Strongly disagree	13%	13%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	67%	64%	65%
	Somewhat agree	25%	23%	24%
	Somewhat disagree	4%	9%	7%
	Strongly disagree	3%	3%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	83%	75%	78%
	Somewhat agree	14%	20%	18%
	Somewhat disagree	3%	2%	3%
	Strongly disagree	0%	1%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- A significantly higher proportion of respondents who have children in K-12, compared to those who do not, also strongly agreed that innovation and creativity among students should be encouraged in the classroom.

Have Oldest Child in Public School vs. Private School

		OLDEST CHILD IN		
		Public school	Private school	Total
Quality of Public Schools in Hawaii	Excellent/Good	37%	18%	31%
	Unacceptable/Not very good	28%	48%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	53%	30%	45%
	Unacceptable/Not very good	21%	38%	22%
Public Schools– Over last 5 Years	Improved	39%	19%	31%
	Gotten worse	12%	11%	11%
Public Schools–Vs. Own Experience	Better	41%	24%	35%
	Worse	30%	49%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	14%	3%	11%
	Somewhat agree	38%	44%	38%
	Somewhat disagree	27%	30%	27%
	Strongly disagree	19%	24%	22%

* Yellow highlight denotes significance at 95% level

30% (n=218) of the residents surveyed reportedly have children in K-12. Among them, 79% (n=173, or 24% of the total sample) have their oldest child enrolled in public school while 19% (n=41, or 6% of the total sample) have their oldest child enrolled in private school.

- Public school parents had far more positive opinions of public schools than did private school parents. Significantly higher proportions of them:
  - Felt the public schools in Hawaii and in their neighborhood are excellent or good;
  - Felt the public schools in their neighborhood have improved over the last five years
  - Felt that children today get a better education than they did; and
  - Strongly agreed that the state public school system does a good job of preparing students for success in the workplace.

Have Oldest Child in Public School vs. Private School

		OLDEST CHILD IN		
		Public school	Private school	Total
Direction of Education in Hawaii	Continue in same direction	34%	20%	28%
	Change directions	60%	60%	60%
Standards for Education in Hawaii	Same as in many states	54%	52%	50%
	Different standards	43%	41%	46%
Standardized Testing in Hawaii	Too much emphasis	46%	35%	44%
	Are necessary	52%	63%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	26%	28%	25%
	Somewhat support	33%	26%	31%
	Somewhat oppose	17%	12%	18%
	Strongly oppose	22%	24%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	22%	17%	16%
	Somewhat agree	16%	10%	16%
	Somewhat disagree	20%	13%	19%
	Strongly disagree	42%	60%	48%

* Yellow highlight denotes significance at $p \leq .05$ level

- Directionally, public school parents were more likely than private school parents to say that for education in Hawaii:
  - We should continue in the same direction we have been heading;
  - There is too much emphasis on standardized testing.
- There was less opposition to the opt-out option for standardized tests among public school parents than there was among private school parents.

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Oldest Child in Public vs Private School

		OLDEST CHILD IN		
		Public school	Private school	Total
Classrooms don't even seem to have adequate equipment...which makes me believe not enough funding gets to the classroom	Strongly agree	70%	65%	65%
	Somewhat agree	17%	22%	22%
	Somewhat disagree	5%	2%	6%
	Strongly disagree	6%	2%	4%
The DOE should...focus on empowering schools and delivering resources to the school level	Strongly agree	49%	49%	46%
	Somewhat agree	37%	27%	37%
	Somewhat disagree	3%	3%	6%
	Strongly disagree	3%	11%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	13%	14%	11%
	Somewhat agree	33%	37%	34%
	Somewhat disagree	16%	9%	15%
	Strongly disagree	13%	13%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	66%	74%	65%
	Somewhat agree	25%	23%	24%
	Somewhat disagree	5%	0%	7%
	Strongly disagree	3%	0%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	83%	81%	78%
	Somewhat agree	14%	14%	18%
	Somewhat disagree	3%	5%	3%
	Strongly disagree	0%	0%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- Differences in levels of agreement with the agree/disagree statements tested in the survey between public school parents and private school parents were not statistically significant.

Born and Raised in Hawaii vs. Born and Raised Elsewhere

		YEARS IN HAWAII		
		Born & raised	Not born & raised	Total
Quality of Public Schools in Hawaii	Excellent/Good	32%	28%	31%
	Unacceptable/Not very good	27%	37%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	47%	42%	45%
	Unacceptable/Not very good	19%	25%	22%
Public Schools– Over last 5 Years	Improved	35%	27%	31%
	Gotten worse	14%	7%	11%
Public Schools–Vs. Own Experience	Better	38%	31%	35%
	Worse	33%	39%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	10%	12%	11%
	Somewhat agree	40%	35%	38%
	Somewhat disagree	27%	27%	27%
	Strongly disagree	22%	23%	22%

* Yellow highlight denotes significance at $p \leq .05$ level

55% (n=402) of the residents surveyed reportedly were born and raised in Hawaii, while 45% (n=328) were born and raised elsewhere.

- Respondents who were born and raised in Hawaii felt more positively about the quality of public schools in Hawaii than did those who were born and raised elsewhere.

Born and Raised in Hawaii vs. Born and Raised Elsewhere

		YEARS IN HAWAII		
		Born & raised	Not born & raised	Total
Direction of Education in Hawaii	Continue in same direction	30%	26%	28%
	Change directions	60%	61%	60%
Standards for Education in Hawaii	Same as in many states	46%	53%	50%
	Different standards	50%	41%	46%
Standardized Testing in Hawaii	Too much emphasis	42%	47%	44%
	Are necessary	53%	49%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	25%	24%	25%
	Somewhat support	32%	30%	31%
	Somewhat oppose	19%	18%	18%
	Strongly oppose	19%	22%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	14%	17%	16%
	Somewhat agree	17%	15%	16%
	Somewhat disagree	19%	18%	19%
	Strongly disagree	49%	46%	48%

* Yellow highlight denotes significance at $p \leq .05$ level

- Significantly higher proportions of respondents who were born and raised in Hawaii than those born and raised elsewhere felt Hawaii should use different education standards that are more specific to Hawaii.
- Other response differences between the two subsamples, on issues such as the direction of education in Hawaii and standardized testing in Hawaii, were not statistically significant.

EDUCATION INSTITUTE OF HAWAII

Born and Raised in Hawaii vs. Born and Raised Elsewhere

		YEARS IN HAWAII		
		Born & raised	Not born & raised	Total
Classrooms don't even seem to have adequate equipment...which makes me believe not enough funding gets to the classroom	Strongly agree	67%	63%	65%
	Somewhat agree	23%	22%	22%
	Somewhat disagree	5%	6%	6%
	Strongly disagree	3%	5%	4%
The DOE should...focus on empowering schools and delivering resources to the school level	Strongly agree	45%	47%	46%
	Somewhat agree	39%	34%	37%
	Somewhat disagree	6%	5%	6%
	Strongly disagree	3%	5%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	11%	13%	11%
	Somewhat agree	39%	29%	34%
	Somewhat disagree	16%	15%	15%
	Strongly disagree	12%	14%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	61%	70%	65%
	Somewhat agree	28%	18%	24%
	Somewhat disagree	7%	8%	7%
	Strongly disagree	3%	3%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	76%	80%	78%
	Somewhat agree	20%	17%	18%
	Somewhat disagree	3%	2%	3%
	Strongly disagree	1%	1%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- With the agree/disagree statements, levels of agreement between respondents born and raised in Hawaii and those born and raised elsewhere were similar. One of the differences between the subgroups: significantly higher proportions of those born and raised elsewhere strongly agreed that the DOE needs to provide air conditioning in classrooms to help improve learning.

EDUCATION INSTITUTE OF HAWAII

Registered Voters vs. Non-Voters

		REGISTERED TO VOTE		
		Yes	No	Total
Quality of Public Schools in Hawaii	Excellent/Good	28%	39%	31%
	Unacceptable/Not very good	35%	18%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	43%	52%	45%
	Unacceptable/Not very good	23%	17%	22%
Public Schools– Over last 5 Years	Improved	31%	34%	31%
	Gotten worse	11%	9%	11%
Public Schools–Vs. Own Experience	Better	33%	43%	35%
	Worse	38%	23%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	9%	18%	11%
	Somewhat agree	38%	38%	38%
	Somewhat disagree	27%	25%	27%
	Strongly disagree	24%	15%	22%

* Yellow highlight denotes significance at $p \leq .05$ level

80% (n=583) of the residents surveyed reportedly are registered to vote, while 20% (n=146) are not registered to vote.

- Compared to non-voters, registered voters had a less positive opinion of the quality of public schools in Hawaii and of the public schools in their neighborhood.
- Significantly greater proportions of registered voters than non-voters also felt that children today receive a worse education than they did.
- Additionally, registered voters were less likely than non-voters to feel that the state public school system does a good job of preparing students for success in the workplace.

EDUCATION INSTITUTE OF HAWAII

Registered Voters vs. Non-Voters

		REGISTERED TO VOTE		
		Yes	No	Total
Direction of Education in Hawaii	Continue in same direction	26%	38%	28%
	Change directions	64%	47%	60%
Standards for Education in Hawaii	Same as in many states	48%	57%	50%
	Different standards	48%	40%	46%
Standardized Testing in Hawaii	Too much emphasis	45%	43%	44%
	Are necessary	51%	51%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	24%	27%	25%
	Somewhat support	30%	36%	31%
	Somewhat oppose	18%	20%	18%
	Strongly oppose	22%	13%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	16%	16%	16%
	Somewhat agree	15%	23%	16%
	Somewhat disagree	18%	20%	19%
	Strongly disagree	50%	39%	48%

* Yellow highlight denotes significance at $p \leq .05$ level

- It follows, then, that registered voters were far more likely than non-voters to say that, when it comes to education in Hawaii, we should change the direction we are heading.
- When it comes to standardized tests, significantly greater proportions of registered voters than non-voters strongly opposed the current requirement that public schools administer additional hours of standardized tests, but also strongly opposed the parent opt-out option for standardized tests.

EDUCATION INSTITUTE OF HAWAII

Registered Voters vs. Non-Voters

		REGISTERED TO VOTE		
		Yes	No	Total
Classrooms don't even seem to have adequate equipment...which makes me believe not enough funding gets to the classroom	Strongly agree	67%	57%	65%
	Somewhat agree	21%	27%	22%
	Somewhat disagree	6%	7%	6%
	Strongly disagree	4%	5%	4%
The DOE should...focus on empowering schools and delivering resources to the school level	Strongly agree	47%	43%	46%
	Somewhat agree	36%	39%	37%
	Somewhat disagree	6%	7%	6%
	Strongly disagree	4%	3%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	11%	13%	11%
	Somewhat agree	33%	37%	34%
	Somewhat disagree	16%	11%	15%
	Strongly disagree	14%	11%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	64%	67%	65%
	Somewhat agree	25%	18%	24%
	Somewhat disagree	7%	9%	7%
	Strongly disagree	3%	5%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	79%	72%	78%
	Somewhat agree	18%	22%	18%
	Somewhat disagree	2%	6%	3%
	Strongly disagree	1%	0%	1%

* Yellow highlight denotes significance at $p \leq .05$ level

- A significantly higher proportion of registered voters than non-voters strongly agreed with the statement, "Classrooms don't even seem to have adequate equipment, like books and computers---which makes me believe not enough funding actually gets to the classroom."
- Levels of agreement with the other statements tested in the survey, between the subgroups, were not statistically significant.

Work in Education vs. Work in Other Fields

		WORK IN EDUCATION		
		Yes	No	Total
Quality of Public Schools in Hawaii	Excellent/Good	24%	33%	31%
	Unacceptable/Not very good	37%	30%	31%
Quality of Public Schools in Neighborhood	Excellent/Good	48%	43%	45%
	Unacceptable/Not very good	22%	21%	22%
Public Schools– Over last 5 Years	Improved	37%	29%	31%
	Gotten worse	11%	11%	11%
Public Schools–Vs. Own Experience	Better	34%	35%	35%
	Worse	37%	35%	35%
The state public school system does a good job of preparing students for success in the workplace	Strongly agree	10%	11%	11%
	Somewhat agree	41%	36%	38%
	Somewhat disagree	27%	27%	27%
	Strongly disagree	22%	23%	22%

* Yellow highlight denotes significance at p≤.05 level

27% (n=200) of the residents surveyed reportedly work in education, while 73% (n=530) work in other fields.

- The residents surveyed who work in education had less a less positive opinion about the quality of public schools in Hawaii as a whole than did those who work in other fields. However, compared to those who work in other fields, their opinions about the quality of public schools in their neighborhood were slightly more positive and slightly higher proportions of them said the schools in their neighborhood have improved over the last five years.

Work in Education vs. Work in Other Fields

		WORK IN EDUCATION		
		Yes	No	Total
Direction of Education in Hawaii	Continue in same direction	22%	31%	28%
	Change directions	66%	58%	60%
Standards for Education in Hawaii	Same as in many states	42%	52%	50%
	Different standards	53%	44%	46%
Standardized Testing in Hawaii	Too much emphasis	57%	39%	44%
	Are necessary	39%	56%	51%
Support or oppose the current requirement that public schools administer additional hours of standardized tests	Strongly support	21%	26%	25%
	Somewhat support	27%	33%	31%
	Somewhat oppose	16%	19%	18%
	Strongly oppose	31%	16%	20%
Parents should be able to opt out of (standardized tests) for their children	Strongly agree	18%	15%	16%
	Somewhat agree	16%	16%	16%
	Somewhat disagree	19%	18%	19%
	Strongly disagree	43%	49%	48%

* Yellow highlight denotes significance at $p \leq .05$ level

- Higher proportions of respondents who work in education than those who work in other fields (and the total sample):
  - Said that, when it comes it education in Hawaii, we should change the direction we are heading;
  - Said that we should use different education standards that are specific to Hawaii;
  - Said that there is too much emphasis on standardized testing in public schools; and
  - Strongly opposed the current requirement that public schools administer additional hours of standardized tests.

Work in Education vs. Work in Other Fields

		WORK IN EDUCATION		
		Yes	No	Total
Classrooms don't even seem to have adequate equipment...which makes me believe not enough funding gets to the classroom	Strongly agree	67%	65%	65%
	Somewhat agree	20%	23%	22%
	Somewhat disagree	7%	6%	6%
	Strongly disagree	2%	4%	4%
The DOE should...focus on empowering schools and delivering resources to the school level	Strongly agree	55%	43%	46%
	Somewhat agree	30%	39%	37%
	Somewhat disagree	6%	6%	6%
	Strongly disagree	3%	4%	4%
The appointed Board of Education is an improvement over the formerly elected Board	Strongly agree	12%	11%	11%
	Somewhat agree	33%	35%	34%
	Somewhat disagree	17%	15%	15%
	Strongly disagree	15%	13%	13%
The DOE needs to provide air conditioning to help improve learning	Strongly agree	67%	64%	65%
	Somewhat agree	24%	23%	24%
	Somewhat disagree	6%	8%	7%
	Strongly disagree	3%	3%	3%
Innovation and creativity among students should be encouraged in the classroom	Strongly agree	78%	78%	78%
	Somewhat agree	18%	18%	18%
	Somewhat disagree	3%	3%	3%
	Strongly disagree	1%	1%	1%

* Yellow highlight denotes significance at p≤.05 level

- Compared to those who work in other fields, a significantly higher proportion of respondents who work in education strongly agreed that the DOE should stop issuing mandates from the state office and instead focus on empowering schools and delivering resources to the school level.
- Levels of agreement between the two subsamples with the other statements tested in the survey were comparable and, the differences, were not statistically significant.

Appendices

Final Survey Instrument
Banner Tables I
Banner Tables II

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Making the Most of the Every Student Succeeds Act:

A Reference Guide (and Our Advice)
for States, Districts, Advocates & Funders
to Advance State Goals

MAY 4, 2016

Education First developed this reference guide to help state and district leaders, advocates and funders make the most of ESSA.

Who We Are and What We Do

We are **Education First,** a national, mission-driven strategy, policy and grantmaking effectiveness organization with unique and deep expertise in P20 education.

Our mission is to deliver exceptional ideas, experience-based solutions and results so all students—particularly low-income students and students of color—are prepared for success in college, career and life.

Since 2006 we have worked in nearly 40 states with state policymakers, district leaders, funders, practitioners and advocates to provide support for strategic planning, policy research and program implementation.

Why We Created This Guide

This ESSA reference guide is intended to **spark a sense of possibility** and offer some **clear guidance** to state and district leaders, funders and advocates.

There's **a lot of information** in this guide. We've gone beyond explaining the new law to **share our point of view**. Many of our suggestions are **concrete and directive.**

Not all of these ideas will work for everyone. But we hope our ideas will **inform your thinking** and **jumpstart important conversations about the future of education** in your state.

This reference guide contains information and advice to:

Navigate key ESSA requirements and changes from NCLB

Design ESSA plans that advance equity and each state's guiding vision

Identify opportunities to innovate and challenges for design and implementation

We encourage you to print or save and share this reference guide.
We look forward to your feedback and a rich dialogue.

What you'll find in this reference guide:

1	Making the Most of ESSA	Slide 5
2	Key Changes and Opportunities to Achieve Your State's Vision	
	Stakeholder Engagement	Slide 11
	Standards and Assessments	Slide 16
	Accountability and School Improvement	Slide 20
	High-Quality Educators	Slide 25
	Funding Flexibility	Slide 29
3	Appendix: Early State ESSA Actions	Slide 34
4	Appendix: References and Acknowledgements	Slide 37

ESSA continues NCLB's focus on equity: college and career readiness, equitable access to effective educators and funding directed to low-income children.

Our focus in this document is on using these five areas of ESSA to **advance state goals to increase equity** of opportunity and achievement **for low-income children and children of color.**

But while ESSA puts states and school districts in charge by setting up new opportunities, it also requires states to balance many decisions.

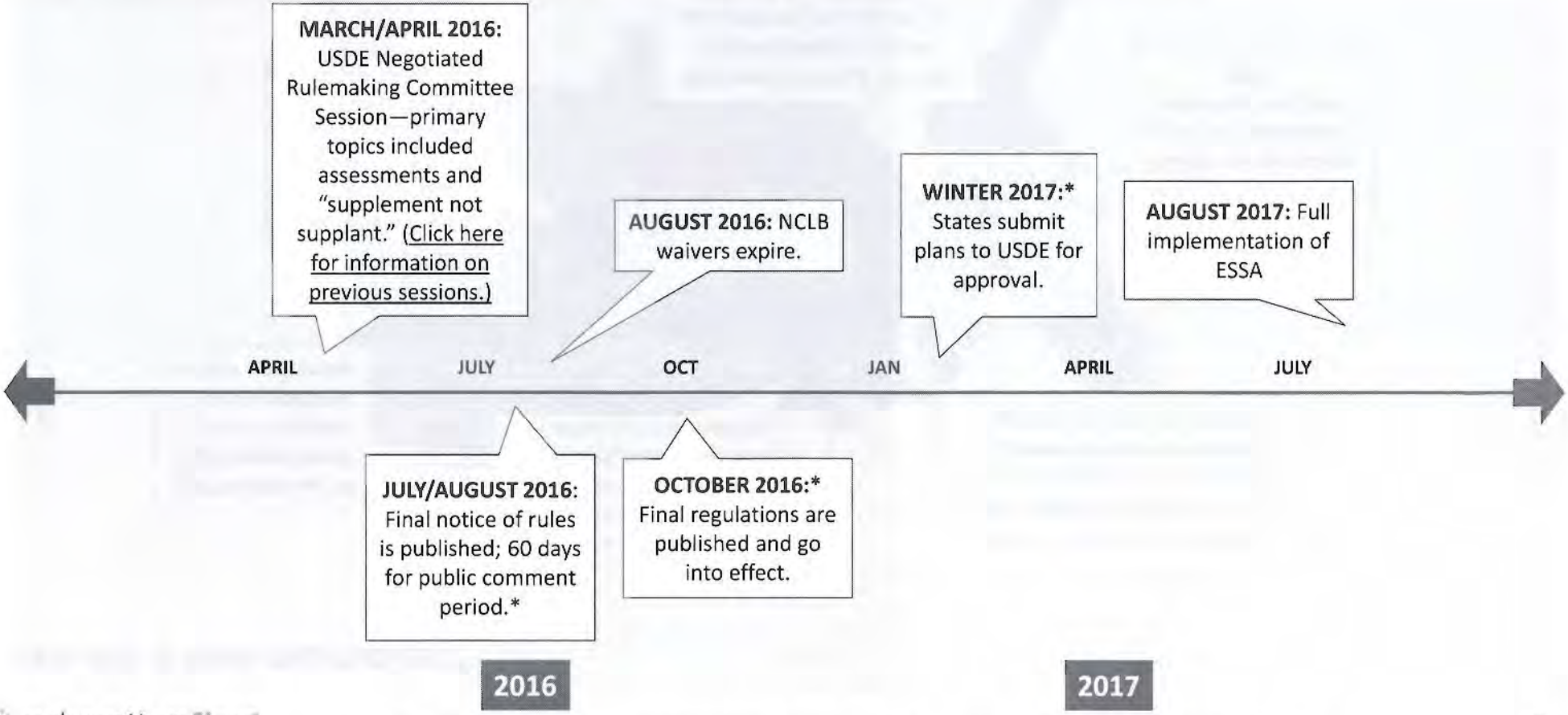
More flexibility: SEA leaders can...

- 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.



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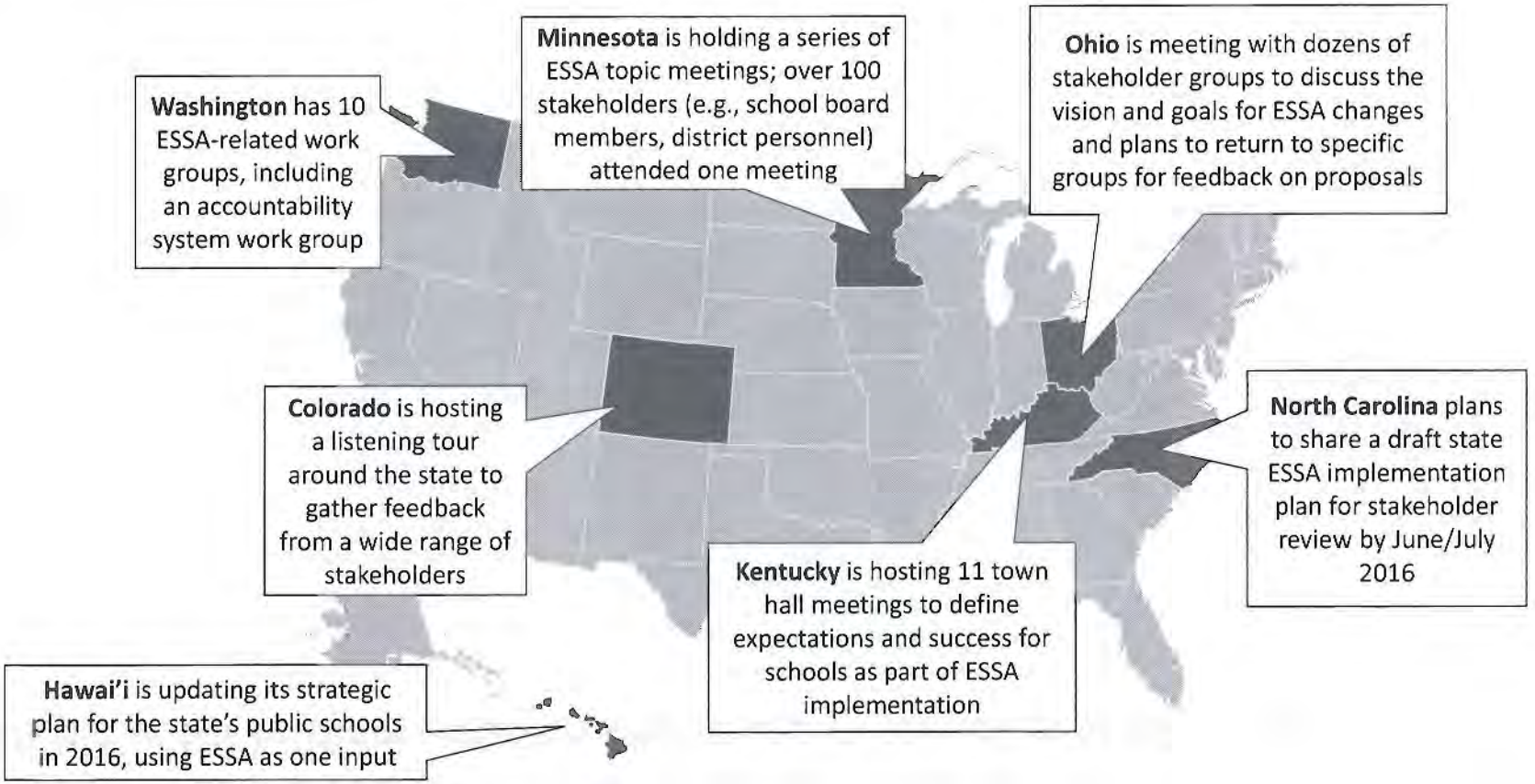
*Estimated dates. See a more detailed timeline from ASCD here and USED's more detailed ESSA transition guidance.

Many states have already started seeking stakeholder input into ESSA plans. Here are a few examples:*



*See appendix to learn about the work of additional states.

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**.

The guidance we provide in *Making the Most of ESSA* can help you take the reins and drive forward your own state vision.

ESSA planning in Delaware, Hawai'i and Wisconsin is guided by each state's North Star vision for education success.*

Delaware's statewide vision is "Student Success 2025, an education that prepares every Delaware child for success in 2025." State leaders see ESSA as an opportunity for policy alignment toward this vision, which the plan calls its North Star.

Hawai'i's statewide goal is "55 by '25": 55% of adults will earn a college degree by the year 2025. State education leaders are updating their strategic plan with ESSA in mind, still aiming for this statewide goal.

Wisconsin's statewide vision is "Agenda 2017—every child a graduate, college and career ready." State leaders aim to increase graduation rates to 92%, close achievement gaps and make school finance more equitable and transparent.

*CCSSO's State Strategic Vision Guide for ESSA can help.

STAKEHOLDER ENGAGEMENT

What's the work ahead?

- **States:** *Approach "engagement" differently to ensure stakeholders feel heard, informed and involved. Roll out a strategic approach that enables input from a wide range of stakeholders.*
- **Districts:** *Collaborate on plan design with your SEA and urge community members and teachers to participate.*
- **Funders & Advocates:** *Encourage grantees and partners to get involved and seek opportunities to contribute.*

Key Provisions: ESSA requires states to engage with a multitude of stakeholders to inform decision-making

Stakeholder Engagement

ESSA requires states to **engage in and provide evidence of "meaningful consultation" with a variety of stakeholders** in virtually every major state-level decision.*

- A variety of **local education agencies:**
  - ✓ **Geographically diverse**—suburban, rural and urban
  - ✓ Serving a high percentage of schools identified for and those implementing **comprehensive support and improvement plans**
- **Charter school** leaders
- **Teachers, principals,** specialized instructional support personnel, paraprofessionals and other staff
- Representatives of **early education organizations**
- **Parents and families** of students of all ages
- The **Governor**, members of the **state legislature** and **state board of education**
- Representatives of **American Indian tribes** located in the state
- Teacher and school leader **professional standards, certification and licensing** organizations
- Individuals, organizations or partners connected to related **strategies, programs and activities** being conducted in the state

***CCSSO's** *Let's Get This Conversation Started* guide for stakeholder engagement can help.

What's the **work ahead for...**

Stakeholder Engagement

SEAs AND STAKEHOLDERS?

Approach "engagement" differently to ensure stakeholders feel heard, informed and involved.

Old Approach	New Approach
Field questions	Have a dialogue
Cursory engagement done after decisions are made	Authentic, deep engagement done in time to inform decision-making
No follow-up	Clear follow-up that lets stakeholders know how their input was used
Let others define the message	Own the message

What's the **work ahead for...**

Stakeholder Engagement

SEAs AND OTHER POLICYMAKERS?

Roll out a strategic approach that enables input from a wide range of stakeholders.

- **Assign key staff to develop, carefully implement and monitor** an effective stakeholder engagement strategy. Don't let this be "owned" solely by the Communications Director; the Chief or Deputy driving your overall planning should be deeply involved.
- Create a **guiding coalition of stakeholders** to help during the initial planning. Aim to **turn new connections into long-term relationships** to inform implementation and to build and maintain support for the plan over the coming years.
- **Prepare your guiding coalition for "meaningful engagement":**
  - ✓ Clearly articulate your state's stakeholder engagement approach early in the process.
  - ✓ Define the role of stakeholders and how they can participate.
  - ✓ Be clear about what is on—and off—the table for discussion.
  - ✓ Work with coalition members to define and refine your state's North Star early on, and refer back to this vision regularly.
- Identify **ambassadors** who are already trusted and respected by stakeholders to connect with groups with whom the SEA is not closely tied.
- **Create effective communication channels and engagement formats** to gather feedback, share back what the SEA has heard, and let stakeholders know how their input will inform plan development.
- Work with stakeholders to **identify what is most important for their students and schools**; collaborate on developing or confirming your **state's vision for an effective school system** with the goal of crafting a plan over which everyone feels ownership and can collectively support.
- **Don't get stuck in the weeds**—be clear, transparent and concise, providing stakeholders with only the information most relevant to them.
- Select stakeholders who will come with **solutions and thoughtful feedback.**
- **Go beyond the usual suspects** to identify new stakeholders and partners that represent all communities, including those left off the required list—like the business community and communities of color.
- **Keep your internal team informed** through formal and informal meetings and information sessions.

What's the **work ahead for...**

SCHOOL SYSTEMS?

Collaborate on plan design with your SEA and urge community members and teachers to participate.

- **Gather feedback from your own community** and share it with your SEA.
- Identify the **most important things your state can do—or not do—to support LEAs in delivering results for students** in districts, schools and classrooms.
- **Identify current strengths, barriers or challenges** that a new plan could build upon or address.
- **Contribute solutions and thoughtful feedback** to inform a cohesive state plan that can be implemented well at the local level.
- **Work in coalition with other LEAs** to influence deliberations and inform decision-making.
- **Urge parents to participate** in statewide stakeholder conversations, surveys and feedback.

FUNDERS & ADVOCATES?

Encourage grantees and partner organizations to get involved and seek opportunities to contribute.

- Help states consider the **non-negotiables to hold onto** during this process.
- **Help your grantees figure out the best ways to get involved** with state and district ESSA planning.
- Consider providing resources to support **bringing in an outside organization** to help your SEA lead a meaningful, wide-reaching stakeholder engagement process.
- **Keep equity at the forefront** of the conversations about ESSA design and implementation by calling attention to the needs of subgroups of students.
- **Seek opportunities to contribute** to and **encourage members of your community to participate** in stakeholder conversations.
- **Push for transparent and inclusive conversations** about ESSA design and implementation.

STANDARDS AND ASSESSMENTS

What's the work ahead?

- **States:** *Consider the quality of your state standards and tests. Look for opportunities to innovate and improve.*
- **Districts:** *Build your educators' ability to teach to higher standards and use data from all types of assessments.*
- **Funders & Advocates:** *Combat opt-outs and ensure assessments are fewer, better and more meaningful.*

Key Provisions: ESSA enables increased alignment, variety and innovation for standards and assessments

1

REINFORCES ALIGNMENT FROM K–12 TO POSTSECONDARY

- States must still have K–12 academic standards, but **now standards must align with entrance requirements for credit-bearing coursework** in their public higher education systems **and the state's career and technical education standards.**
- **English-language proficiency standards also must align** with the state's academic standards.
- States may still adopt **alternate standards for students with the most significant disabilities**, but the standards must now lead to students' college or career readiness.

2

ENCOURAGES MORE VARIETY IN STATE ASSESSMENT TYPES

- State flexibility to **choose a variety of assessment types** within their required system of annual summative assessments—including relying more heavily on performance assessments, combining interim assessments, and making ACT or SAT part of their system at high school—is reiterated (and encouraged).
- BUT, **requirement remains for statewide annual assessment** of at least 95% of students in grades 3–8 and HS for math/language arts and once each in ES, MS & HS for science.
- Indicators for school success now include **reporting on the progress of English learners toward English proficiency**.

3

ENCOURAGES ASSESSMENT INNOVATION AND IMPROVEMENT

- Seven states (or groups of states) will have the opportunity to **pilot "innovative assessment systems,"** which can include competency-based, performance-based, and other types of assessments in select districts.
- All states and districts have the opportunity (and now funding) to create more streamlined systems of high-quality assessment—within the law's annual testing requirements for grades 3–8 and high school—by **conducting assessment audits and streamlining tests**.

What's the **work ahead for...**

Standards and Assessments

SEAs AND OTHER POLICYMAKERS?

Consider the quality of your state standards and tests.

- What work, if any, do you need to do with **higher education leaders and employers to confirm your state standards really do align** with college and career expectations? Find out if these groups value your state tests.
- **Verify whether state tests signal the classroom instruction you expect** by truly measuring critical thinking, problem-solving and writing. If you're not sure, commission an outside validation study to identify any gaps.
- **If you're considering SAT or ACT** in place of your current HS state test, **carefully weigh the pros** (nationally recognized, accepted by colleges, fewer HS tests) **and cons** (outside of state control, not designed to measure HS learning, possible lack of alignment to state standards).
- Remember that **annual state testing is still the backbone of federal law**: while individual parents may opt out of state testing, states remain accountable for maintaining a 95% participation rate. Take responsibility for encouraging students to "opt in," support districts in maintaining participation and step in when they falter, and **work proactively to streamline duplicative state and local testing**.

Look for opportunities to innovate and improve.

- Coming on the heels of a transition to a new state test in most places, **ESSA's new flexibility could be viewed as "yet another change"** and destabilize progress. Scrutinize whether your goals for improving assessment strategies are best accomplished through the Assessment Pilot, or whether the existing flexibility under ESSA to evolve your approach is good enough. CCSSO has great tools to help.
- Use ESSA flexibility to **explore new assessment approaches that make sense in your state context**: could you add more performance items to state tests in any subject areas, for example?
- **Think strategically about funding for local assessment audits.** Focus review criteria on high-quality systems of assessment and eliminating state/local overlaps—not simply on cutting the longest tests. Give districts tools (Achieve and Education First both have extensive free resources). Look to lessons from CT, DE, IL and NY.

What's the **work ahead for...**

SCHOOL SYSTEMS?

Build your educators' ability to teach to higher standards and use data from all types of assessments.

- Don't let up on efforts to **support teachers' instructional practices to meet the demands of college/career-aligned standards**: focus on effective adult learning, grade-level content and choosing high-quality teaching materials. Find more advice here.
- **Help educators use all the data** assessments generate, including data from summative tests.
- **Eliminate any reliance on traditional "test prep,"** which doesn't work on tests measuring skills needed for college and careers.
- Seize the opportunity to **audit and streamline your own assessments**: How many different benchmark, diagnostic and interim tests are used in your district, and why? Which are higher quality? Which give the best information to educators, parents and students? Genuinely engage educators and parents in these reviews and answer these questions. These free resources from Achieve and Education First can help.

FUNDERS & ADVOCATES?

Combat opt-outs and ensure assessments are fewer, better and more meaningful.

- **Discourage opting out:** Provide accurate and persuasive information to parents and educators about the value proposition for state tests. These new videos and tools for advocates can help.
- Research and frame solutions to **help fix the problem of too many HS tests**. Each test has trade-offs—publish pros and cons of each.
- Keep shining a spotlight on state testing in particular to **insist on high-quality tests that accurately reflect state standards**—and ask state leaders to prove it. Consider convening teacher review panels.
- **Offer support to districts** trying to organize assessment audits to streamline testing.
- Advocate with state leaders for better data systems and **faster turnaround of summative test results** so that educators can use these data.
- Continue to actively **support strategic teacher development efforts at the state and district levels—and demand evidence** that these activities are effective at helping teachers improve their practice.

ACCOUNTABILITY AND SCHOOL IMPROVEMENT

What's the work ahead?

- **States:** *Start with your North Star—then consider indicators and design school ratings. Incent schools to help all students achieve college and career readiness. Empower districts by giving them control over some indicators. Help low-performing schools attract and retain great teachers and principals.*
- **Districts:** *Help develop your state's North Star. Engage teachers, principals, families and others in school improvement.*
- **Funders & Advocates:** *Advocate for school ratings and indicators that drive equity. Provide political cover for changes.*

Key Provisions: ESSA drives state ownership of achievement goals, ratings indicators and supports

1

STATES **SET THEIR OWN ACHIEVEMENT GOALS**

- No more "100% proficient" with annual targets: **states set their own goals from their own starting points**.
- No more AYP: states are required to set **statewide, long-term goals and interim progress targets** for improving outcomes **for all students and each student group** (e.g., race/ethnicity, income, students with disabilities, English learners, homeless, foster and military youth).
- States set **four-year cohort graduation rate goals** with interim progress targets. States may set higher extended goals.

2

STATES **CHOOSE INDICATORS** FOR SCHOOL RATINGS

- States **choose at least 4 indicators,** with the first 3 getting a "substantial" and, collectively, "much greater weight" than the 4th:
  1. **Academic achievement**—including at least math and reading proficiency
  2. **Another academic indicator**—must include HS cohort graduation rate; for EMS can be growth
  3. **English language proficiency** for English learners
  4. **At least one other indicator of school quality or student success**—e.g., postsecondary readiness, school climate, social-emotional learning—that must be valid, reliable and available statewide for all subgroups

3

STATES AND DISTRICTS **DETERMINE IMPROVEMENT SUPPORTS**

- States must identify schools and provide support and intervention to at least 2 categories of schools:
  1. **Comprehensive Support and Improvement Schools**: lowest-performing 5% of Title I schools and HS with graduation rates below 67%. Identified every 3 years. **State approves improvement plan.**
  2. **Targeted Support and Improvement Schools:** annual list of schools with one or more student subgroups consistently underperforming on ALL state indicators. Schools in the bottom 5% of subgroup performance for ALL indicators must identify resource inequities. **District approves plan.**

What's the **work ahead for...**

Accountability and School Improvement

SEAs AND OTHER POLICYMAKERS?

Start with your North Star—then consider indicators and design school ratings.

- Before diving in, consider: **how do we want our school and LEA accountability system to help educators improve outcomes**? What values and priorities do we want our accountability system to embody? What unintended consequences do we want to avoid? CCSSO's Critical Area Outline for Accountability can help.
- Consider **innovating with indicators in areas that matter to your state, even if the measures are imperfect**, like SEL measures. Choose a coherent set of indicators that encourages the teaching and learning your state values, even if the current measures and data need work.
- Articulate the qualities of high-performing schools, then identify **student success/school quality indicators that are closely correlated with student success,** like equitable access to effective teachers; chronic absenteeism; early literacy in pre-K–2; access to AP/IB/rigorous CTE coursework; or college readiness, enrollment and persistence.

Incent schools to help all students achieve college and career readiness.

- Extend **beyond simple "percent proficient" for achievement**: calculate what percentage of students are at basic, solid, proficient and advanced, and incent schools to move students up to proficient and advanced.
- Consider also using **student growth to standard**—not annual average growth—or students who are behind likely will never catch up to college and career readiness.
- **Differentiate measures and data** to determine school ratings and identify which schools are struggling from data you want to collect to represent a broader picture of school performance or to diagnose problems.
- Be **inclusive but selective**, especially with student success/school quality indicators. ESSA asks states to use *at least one* of these new indicators—that doesn't mean only one. But remember: "if everything matters, then nothing matters," and schools won't know where to focus.

What's the **work ahead for...**

SEAs AND OTHER POLICYMAKERS?

Empower districts by giving them control over some indicators.

- Because the data schools and systems collect are often richer than what the state can collect, **leave room in your school ratings system for LEAs to choose and report some indicators**. Engaging schools in this way not only helps take into account local context and values, but it also builds stronger support for the system and allows for more innovation. Study a sample approach here.
- Look to **high-quality indicators from leading district accountability systems** as possible statewide indicators. California's CORE District dashboard is a terrific model for how ESSA-required elements could come together in a new accountability and reporting system.
- Using real data, **model how the entire proposed accountability system will play out for different types of districts and schools.** Select 2–4 partner districts for the modeling. Make the process very transparent to increase stakeholder buy-in.

Help low-performing schools attract and retain great teachers and principals.

- In low-performing schools, **teachers and principals matter most.** Carve out autonomies for great teachers and principals in low-performing schools. Incent and support effective educators to work in low-performing schools and enable distributed leadership in these schools.
- Internally and/or with partners such as regional service centers, **build your capacity** to support districts to place great teachers and principals in low-performing schools, and to adopt evidence-based strategies.
- Research interventions that have worked in your districts and in other states to move schools out of the lowest categories of performance. As schools improve, **maintain the conditions** that helped schools improve in the first place.

What's the **work ahead for...**

Accountability and School Improvement

...SCHOOL SYSTEMS?

Help develop your state's North Star. Engage teachers, principals, families and others in school improvement.

- Collaborate with state leaders on your statewide **North Star.**
- Do your homework: What **"evidence-based" supports, services and interventions have proven effective** in your district or similar settings? What strategies do you need for schools with consistently-underperforming subgroups?
- **Adopt school models that incent your best principals and teachers** to work in your lowest-performing schools. Give them autonomy from district policies and practices and work with them to identify needed supports. What state support, funding and flexibility will help?
- Foster **greater engagement and buy-in from teachers, staff** and others in your school improvement strategies.
- **Prepare the school board, staff and school leaders** to communicate effectively about this work, since these leaders will bear responsibility for possibly unpopular interventions.

...FUNDERS & ADVOCATES?

Advocate for school ratings and indicators that drive equity. Provide political cover for changes.

- If this doesn't already exist, **help your state develop a North Star** to guide overall ESSA planning.
- Identify **research-based indicators** (beyond test scores) that show promise for positive outcomes for all students, and especially for the state's lowest-performing students.
- Advocate for **transparency and simplicity** so that school ratings don't mask what's really happening in schools.
- Help your state **take advantage of ESSA's focus on English learners**; promote policies that support bi-literacy for all youth.
- Support states in coming up with rigorous definitions of **"consistently underperforming"** student subgroups and **"evidence-based"** supports and interventions.
- Help states and districts **prepare the school board, the media and other civic leaders** to communicate effectively about why school turnaround efforts, while sometimes painful and messy, are necessary for better schools.

HIGH-QUALITY EDUCATORS

What's the work ahead?

- ☑ **States:** *Be much more strategic about Title II and teacher leadership. Increase the equitable distribution of teachers. Strengthen your educator evaluation process to help develop teachers, not sort or fire them.*
- ☑ **Districts:** *Be much more strategic about Title II.*
- ☑ **Funders & Advocates:** *Help districts and the state take greater advantage of Title II flexibilities and requirements.*

Key Provisions: ESSA drives educator equity, evaluation, preparation and leadership

High-Quality Educators

1

EQUITY

- ESSA **strengthens the provision that addresses disparities in teacher quality across income groups and ethnicities.** SEAs are now required to report data on teachers' qualifications in high- and low-poverty schools.
- State and district plans must describe strategies to **ensure low-income and minority students are not taught at a disproportionate rate** by ineffective, out-of-field or inexperienced teachers—***with "ineffective" crucially replacing NCLB's "unqualified."***

2

EVALUATION

- Under ESSA, **the Secretary may not require teacher or leader evaluations** or define any aspect of evaluation systems and cannot put any parameters around how a state defines "effectiveness." There is no longer a "highly qualified teacher" requirement.
- While states are not required to implement teacher and leader evaluation systems under ESSA, they **may use federal professional development funds** to do so if their evaluations are based in part on evidence of student academic achievement.
- States that use teacher evaluations will need to **review, use and report on evaluation data to demonstrate equitable access** to "effective" teaching.

3

PREPARATION AND LEADERSHIP

- **Professional development funding expands** to include a range of teacher and leader improvement activities: preparation and certification, incentive programs, subject-matter PD and technical assistance
- States can use up to 2% of their Title II funds for new **teacher "academies" designed to prepare excellent teachers for schools serving high-need students.** Operating outside state regulations and colleges of education, academies must focus on clinical preparation and issue credentials only when teachers show an impact on student learning.
- Title II dollars can also now be used for **teacher leadership** activities.

What's the **work ahead for...**

SEAs AND OTHER POLICYMAKERS?

Be much more strategic about Title II and teacher leadership. Increase the equitable distribution of teachers.

- Instead of using Title II funds just to reduce class size or for professional development, develop **stronger guidance about evidence-based professional learning** for districts.
- Use 2% of total state Title II funds to **create educator development academies**, like teacher residency programs. **Partner with school districts** to strengthen teacher preparation (this roadmap can help).
- **Apply for Teacher and School Leader Incentive Fund** (formerly TIF) grants to support performance-based compensation systems and innovative approaches to evaluation, career ladders and school-leader autonomy.
- Adopt a **rigorous statewide definition** of teacher leadership, incent more **innovative teacher leadership models** and more **effective principal training** and support for your districts.
- **Build upon your existing educator equity plan**. Use effectiveness ratings if your current evaluation model accurately identifies effective teaching.

Strengthen your educator evaluation process to help develop teachers, not sort or fire them.

- Increase the **quality of evaluation implementation and feedback to teachers.** Insist on high-quality training for all evaluators on effective feedback, support and professional learning for teachers. Expand the evaluator pool to include other instructional experts, such as peer observers and literacy coaches.
- Maintain student growth data, but **vary the weights and measures** for educators in different subjects, grades and roles. Consider **growth measures that better match teacher subject areas**, such as student surveys, student learning objectives (SLOs), performance tasks, portfolios and evidence collections.
- If your evaluation model is working well, engage teachers, principals and other stakeholders to build more political support for your **implementation timeline and inclusion of student growth measures.**
- Get more ideas from leading districts and states here, here and here.

What's the **work ahead for...**

High-Quality Educators

SCHOOL SYSTEMS?

Be much more strategic about Title II.

- Reallocate Title II dollars away from class-size reduction and toward effective and **high-quality professional learning.**
- Allocate additional Title II dollars to **recruit and hire excellent teachers**, particularly in schools serving the highest-need students.
- Build **systems of feedback and support** (this roadmap from Education First can help) to provide your teachers with useful and timely feedback on practice.
- Consider applying for **Teacher and School Leader Incentive Fund** (formerly TIF) grants, which continue to support performance-based compensation systems and innovative approaches to evaluation, career ladders and school-leader autonomy—either individually, with partner districts or through a state-supported application.

FUNDERS & ADVOCATES?

Help districts and the state take greater advantage of Title II flexibilities and requirements.

- Take positions and/or develop **high-level guiding principles** for the effective use of Title II dollars in your state and districts.
- Be prepared to **share research and data** highlighting the importance of equitable distribution of teachers in your state.
- When thinking about the equitable distribution of teachers in your state, encourage state leaders to **build upon the equity plans** they developed through the Equitable Access Support Network.
- Offer to **help your SEA with the stakeholder engagement process around teacher quality** (see here for details).
- Support your state to **monitor educator evaluation implementation and revision** and **build political will** for your state's educator evaluation system. If you don't currently have an ongoing council or advisory group that monitors implementation, consider helping your SEA/state board put a group like this together.

FUNDING FLEXIBILITY

What's the work ahead?

- ☑ **States:** *Use your guiding vision to reorganize state funds. Push out dollars to LEAs more strategically.*
- ☑ **Districts:** *Engage community partners and innovate with funding models.*
- ☑ **Funders & Advocates:** *Help ensure dollars go to effective programs.*

Key Provisions: ESSA provides funding flexibility, transferability and new pre-K and teacher quality support

Funding Flexibility

1

INCREASED **FLEXIBILITY**

- The Title IV "Student Support and Academic Enrichment Grant" **rolls funding for 50+ previously distinct programs into one** flexibly-allocated grant.
- The Title I weighted funding pilot allows up to 50 LEAs across the country to apply to **flexibly combine and spend local, state and federal funding.**
- States can **set aside 3% of Title I** funds for LEAs to apply to provide **direct student services (DSS)**.

2

TRANSFERABILITY

- States and districts can now **transfer funds between and into programs**, but not out of programs supporting sub-groups.
- States and districts are **no longer required to itemize expenses for "supplement not supplant"** reporting; they must show compliance only every two years instead of annually.
- For a detailed breakdown of new transferability and flexibility regulations in ESSA, see this resource from CCSSO.

3

PRE-K AND **TEACHER QUALITY SHIFT**

- The **Preschool Development Grants** through the Department of Health and Human Services aim to **broaden access to early childhood education** through expanded or new state-driven programs that prepare children for kindergarten.
- The Title II teacher quality grant will **increase the weight of poverty rates in allocations** over the next four years, accounting for 80% of the allocation by 2020.

What's the **work ahead for...**

Funding Flexibility

...SEAs AND OTHER POLICYMAKERS?

Use your guiding vision to reorganize state funds.

- **Evaluate your SEA's strengths** (e.g., data tracking, partnering with agencies to delivery pre-K) and **align your SEA's ESSA funding plan** to these strengths.
- **Conduct a financial audit** to pinpoint current funding streams and consider how to **focus funding effectively across the state and across the titles to work toward your North Star,** ensuring that funding plans and activities do not become siloed by title.
- **Consider the 3% Title I set-aside for direct student services** (DSS), which could fund LEAs to provide wraparound/Integrated Student Services, tutoring or AP coursework; **weigh your state's preparedness to administrate** these funds. Chiefs for Change provides helpful guidance for the DSS set-aside.
- Engage SEA staff in **trainings to rethink bureaucratic processes for managing title funding** to **emphasize cross-title collaboration** and innovation to support new policies.

Push out dollars to LEAs more strategically.

- **Evaluate which discrete programs have been rolled into the Title IV block grant**; consider how to apply for the block grant to streamline/maintain programs.
- Award **funds to LEAs with an emphasis on innovation—deemphasizing "compliance."**
- **Weigh the potential impact of fund transfers** to avoid inadvertently diverting funds from underserved students.
- **Help districts strategically implement the new Title II Teacher Quality formula,** which is **based more on poverty rates.** Take steps to expand, streamline or preserve programs that are directly correlated with student achievement, based on your state's anticipated allocation. **Eliminate** programs that are **not backed up by research**, like class size reduction in the upper grades.

What's the **work ahead for...**

Funding Flexibility

...SCHOOL SYSTEMS?

Engage community partners and innovate with funding models.

- Use ESSA's direct call-out of wraparound services among allowable Title I expenses to **forge partnerships with Integrated Student Services providers that connect students with needed wraparound services**; apply to your SEA to **fund these programs under Title I**, possibly via the Title I DSS set-aside if your SEA chooses to use it.
- Consider your current funding models. **If you already have experience with weighted funding,** you may be well-positioned to apply to USDE for the weighted funding pilot; be sure to **stay apprised of upcoming pilot details.** Current information:
  - ✓ 3-year pilot duration for 50 LEAs
  - ✓ Flexibility to combine federal, state and local funding to better serve low-income students and students with particular needs (e.g., English learners)
  - ✓ Assurance that high-poverty schools receive more per-pupil funding than previously

...FUNDERS & ADVOCATES?

Help ensure dollars go to effective programs.

- Engage with SEAs and LEAs to **advocate for money to be spent more effectively or innovatively** to improve education for underserved students; participate in stakeholder engagement activities to **ensure that new programs (or providers) use a strong evidence base** and will **not inadvertently divert funds away from underserved students.**
- **Consider which new funding opportunities** (e.g., Preschool Development Grants) **fit with your organization**'s theory of action and **consider partnering with districts and states to help or co-fund pilots.**

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Appendix: Early ESSA State Actions* (1)

State	ESSA-Related State Action Examples
Alaska	The Alaska Department of Education and Early Development is considering new assessment structures, and will be replacing the Alaska Measures of Progress (AMP) assessment for the 2016–17 school year.
Arizona	A new law in Arizona allows school districts and charter schools to fulfill the state assessment requirement by choosing from a menu of assessments, including the state produce assessment and options by vendors.
California	The California State Board of Education is currently engaged in a process to create an "evaluation rubric" as part of its work to revamp the state's accountability system (to replace API). It will include measures beyond test scores and will likely include consideration for high-need students, and other data like suspension rates.
Colorado	In May, Colorado Department of Education staff and other education officials will launch a statewide, seven stop tour to gather the public's input and feedback on how Colorado should implement vital components of ESSA.
Connecticut	The state unveiled a new accountability system in March that rates schools based on 12 indicators that the Connecticut Department of Education says is aligned to ESSA requirements.
Delaware	The Delaware Department of Education is using their state vision 2025 to craft a plan for ESSA.
District of Columbia	District of Columbia released a draft of its accountability principles and timeline, which is guiding its policy development.
Georgia	The Georgia Department of Education is pursuing a waiver from ESSA requirements that speaking and listening be assessed by the state summative assessment.
Hawai'i	The governor formed a team that will work to develop a blueprint for Hawai'i's public schools that is consistent with ESSA and will maximize opportunities and possibilities for Hawai'i to transform education. The state plans to hold an education summit as well as town halls to share plans and collect public input.

*Note: These examples are meant to be illustrative, and are not comprehensive. They were collected in April 2016.

Appendix: Early ESSA State Actions* (2)

State	ESSA-Related State Planning Examples
Idaho	The Idaho Department of Education announced they will form working groups focused on Idaho's transition under ESSA. The groups will look at specific issue areas including migrant education, English learners, standards and assessment, accountability, educator effectiveness and others.
Illinois	The Illinois State Board of Education is working with the Regional Offices of Education to host a listening tour across the state this spring to give an opportunity to provide feedback on ESSA implementation. There will be a series of eight meetings.
Kentucky	Commissioner of Education Stephen Pruitt is holding a series of 11 Education Town Hall Meetings across the state to determine how Kentuckians define school success.
Maryland	The Maryland State Department of Education is working with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan.
Minnesota	The State Department of Education held the first in a series of ESSA topic meetings. Nearly 100 stakeholders from many school boards, district personnel and other associations attended and discussed revamped accountability systems, specifically, the process used to identify schools for improvement or recognition.
Montana	The Office of Public Instruction released guiding principles for the implementation of ESSA.
Nevada	Nevada Superintendent Steve Canavero indicated at the CCSSO annual legislative conference that the state is considering using industry recognized credentials or certificates as an indicator to measure career readiness into their accountability systems.
New Hampshire	The New Hampshire Department of Education will facilitate advisory teams of educators, policymakers, partners and other stakeholders to gather input into the plan design. Each team will focus on specific policy areas.
New Jersey	New Jersey's Department of Education issued a memo in March 2015 outlining several goals for the state's implementation of ESSA

*Note: These examples are meant to be illustrative, and are not comprehensive. They were collected in April 2016.

Appendix: Early ESSA State Actions* (3)

State	ESSA-Related State Planning Examples
New Jersey	The Department of Education issued a memo in March 2015 outlining several goals for the state's implementation of ESSA
North Carolina	At the State Board planning and work session, North Carolina Department of Public Instruction's Dr. Lou Fabrizio presented on ESSA implementation in the state. He highlighted a series of six public hearings (4 in April and 2 in May) around the state on ESSA. North Carolina also plans to have a first draft of the state implementation plan for stakeholder review by June/July 2016.
North Dakota	Superintendent Baesler established an ESSA Planning Committee to develop the state's ESSA plan, beginning in May 2016.
Ohio	Ohio's Department of Education is engaging stakeholders on high level vision for ESSA implementation during February-April. They will follow up with specific stakeholder groups as certain policies develop.
Oregon	The Department of Education released a press release announcing 11 education forums in April and May across the state and inviting all community members to come discuss ESSA. ODE also has appointed four workgroups comprised mainly of district leaders and teachers to develop recommended plans and strategies in the major areas of ESSA.
Pennsylvania	The Pennsylvania State House and Senate Education Committees held a joint hearing on ESSA featuring two representatives from the state's Department of Education.
South Dakota	South Dakota create four policy workgroups to formulate sections of the state's ESSA plan.
Tennessee	Tennessee plans to build off the work outlined in its approved ESEA waiver and its statewide strategic plan lead by its unifying vision – success for all students upon graduation from high school.
Vermont	The Vermont Agency of Education has identified over 40 key ESSA decision points, and has committed to applying the following lenses to its proposed solutions: equity, alignment, efficiency and practicality. The Agency is currently seeking input from stakeholders for several face-to-face discussions and via online public surveys.
Washington	Washington has 10 ESSA-related work groups, including an accountability system work group.

*Note: These examples are meant to be illustrative, and are not comprehensive. They were collected in April 2016.

Appendix: References and Acknowledgements (1)

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Special Education Inclusion In Classrooms Called 'Ethical Issue'

Education leaders and advocates agree special education students need to spend more classroom time with peers. But how?

April 5, 2016 · By Jessica Terrell

The Department of Education is looking to increase the amount of time that special education students spend in classrooms with their general education peers — an area where the state continues to lag far behind the national average.

Studies show that special education students tend to do better when they interact more with their peers and are taught in inclusion classrooms.

Nationwide, about 62 percent of special education students spend at least 80 percent of the day in a traditional classroom; in Hawaii, only 36.3 percent of students do.

The state of special education in Hawaii appears to be an increasing issue of concern for the Board of Education.
Cory Lum/Civil Beat

That's a big improvement from 2011, when fewer than 16 percent of special education students in Hawaii met that 80 percent mark. But 36.3 percent is not enough, special

education advocates, Department of Education administrators, and teachers told a Board of Education committee Tuesday.

"It's an ethical issue," Patricia Sheehey, an associate professor at University of Hawaii Manoa's College of Education, told the BOE. "We shouldn't be asking, 'Does inclusion work?' but 'How does it work? What can we be doing to make it work?'"

Although everyone seems to agree on the need to improve special education and increase inclusion rates, the state faces some significant challenges in turning those numbers around.

Resistance To Inclusion?

Part of the challenge is that inclusion often doesn't work if implemented as a top-down mandate, Sheehey said. Everyone on the campus — from the administrators to teachers and aides — has to be on board.

And inclusion that is poorly implemented can ruin the potential for future programs to work.

"I've heard so often, 'Inclusion doesn't work,'" Sheehey said. "Well, did everyone have the support and training they needed? And not just one time, but continued professional development?"

Schools also need more qualified special education teachers and educational assistants, and better training for everyone involved. Co-teaching in an inclusion setting also requires more time planning, which can be difficult to get, said Justin Hughey, a special education teacher and vice president of the Hawaii State Teachers Association.

Teachers and administrators may also be resistant to inclusion for a variety of reasons.

"Anytime we make changes to a system it's challenging,"Sheehey said.

Parents need to be brought on board as well, Board of Education member Grant Chun said, adding that there's often an unfounded fear on the part of parents of students without special needs.

While studies show that special education students do better when they are in classes with general education peers, there are no studies that show students in general education suffer or lose academic ground in inclusion classrooms, Sheehey said.

"As a parent you don't realize that is a good thing for both parties, and frankly no one tells you that," Chun said.

How does Hawaii fare?

Disability Category	> 80% of Day (Hawaii)	> 80% of Day (National)
All disabilities	36.3	62
Autism	29.5	39.7
Intellectual Disability	8.7	16.7
Multiple Disabilities	2.1	13.4
Other Health Impairment	28.9	64.7
Specific Learning Disabilities	40.0	68.2

Hawaii lags behind the national average when it comes to special education inclusion, according to this presentation by UH Assistant Professor Patricia Sheehey. University of Hawaii

Efforts Underway

Assistant Superintendent Suzanne Mulcahy, a former special education teacher now in charge of special education at the DOE, said several efforts are underway to improve inclusion rates and special education in general.

Her office has been working to increase professional development and improve communication and collaboration among complex areas. One step in that direction has been to mandate monthly meetings for district educational specialists.

At the core of the challenge is the need for qualified special education teachers, Mulcahy said.

Sheehey said UH is trying to help in that area. The university has been working to increase enrollment in its special education teacher licensing programs. UH also used

a federal grant to launch a new program last year that uses a co-teaching model to train teachers in both special education and general education.

Although Hawaii — like many mainland states — has been facing a shortage of special education teachers for years, there may also be challenges in how teachers and educational assistants are assigned.

There's no consistency — and not enough transparency — in how complex areas assign special education staff to schools, Mulcahy said.

She's hoping that mandating monthly meetings between district educational specialists and improved communications can help increase consistency and collaboration across the state. That would let her office focus more on replicating successful programs or "bright spots."

Mulcahy says one of those "bright spots" is Maunawili Elementary School in Kailua, where a majority of special education students are taught in an inclusion setting. Last year the school posted some of the highest test scores in the Kailua-Kalaheo Complex Area.

Maunawili Principal Christine Udarbe credits her school's success, at least in part, to a collaborative school environment where special teams monitor student progress and help with interventions.

What would Udarbe's school need to do even better? BOE Vice Chair Brian De Lima asked.

Udarbe's wish list echoed that of many schools: Another special education teacher, one or two more educational assistants, more consistent professional development, and more time.

"We have a lack of time," Mulcahy told the BOE. "That doesn't mean we need to extend a school day, it means we have to make time for this."

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