



STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

January 20, 2022

TO: The Honorable Kaimana Barcarse
Chairperson, Human Resources Committee

FROM: Keith T. Hayashi 
Interim Superintendent

SUBJECT: **Presentation on Teacher Positions Filled; 5-Year Teacher Retention Rates; and Effectiveness of Teacher Shortage Differentials in the Areas of Special Education, Hard-to-Staff, and Hawaiian Language Immersion Programs on Teacher Vacancies and Retention**

1. EXECUTIVE SUMMARY

This memorandum presents an overview of teacher positions filled, 5-year retention rates, and the impact of the teacher shortage differentials on teacher vacancies and retention in Special Education, hard-to-staff geographical locations, and Hawaiian Language Immersion Programs (HLIP).

Teacher recruitment and retention are important issues for the Hawaii State Board of Education (Board) and the Hawaii State Department of Education (Department). The Department has attempted to address teacher recruitment and retention in a myriad of ways. One effort to address teacher position vacancies and retention was the implementation of the teacher shortage differentials for Special Education, hard-to-staff geographical locations, and HLIP.

[On December 5, 2019, the Department requested Board Action on Extra Compensation for Classroom Teachers in Special Education, Hard-to-staff Geographical Locations, and Hawaiian Language Immersion Programs.](#)

The Board subsequently approved the shortage differentials, which the Department implemented on January 7, 2020, to address teacher vacancies in the areas of Special Education, hard-to-staff geographical locations, and HLIP.

2. SUMMARY OF ALL TEACHER SHORTAGE DIFFERENTIALS

Special Education	Annual Differential
Licensed Special Education Teacher in a Special Education Titled Position	\$10,000
Hard to Staff	Annual Differential
Tier 1: Hawaii District: Keaau and Pahoia	\$3,000
Tier 2: Hawaii District: Kealakehe, Kohala, and Konawaena Maui District: Lahainaluna	\$5,000
Tier 3: Hawaii District: Honokaa and Kau	\$7,500
Tier 4: Maui District: Hana, Lanai, and Molokai Leeward District: Nanakuli and Waianae Special Schools: Olomana School and HSDB	\$8,000
Hawaiian Language Immersion Programs	Annual Differential
Licensed Hawaiian Immersion Teacher	\$8,000

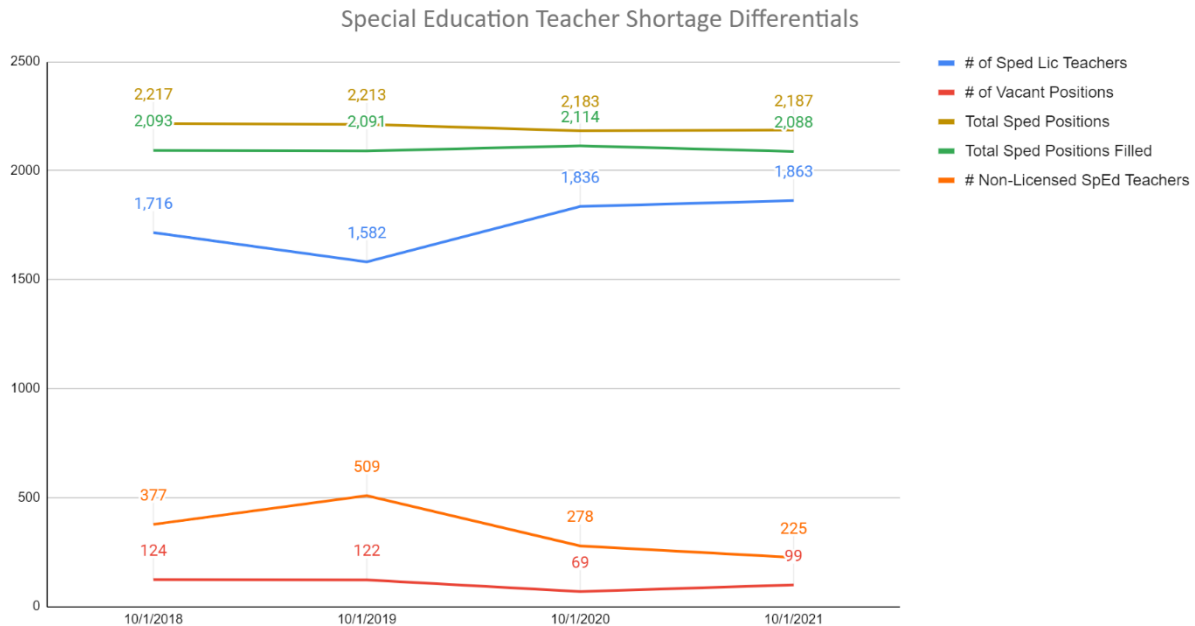
3. GENERAL CRITERIA APPLICABLE TO ALL SHORTAGE DIFFERENTIALS

- Applicable to only Bargaining Unit 5 positions, regardless of 10-month or 12-month designation;
- Applicable to only teachers teaching in Department schools, unless otherwise stated;
- Individuals must be in a classroom teaching position and providing direct instruction and services to students unless otherwise stated;
- Individuals must possess the appropriate subject area(s)/teaching field(s) on a Provisional, Standard, or Advanced license issued by the Hawaii Teacher Standards Board (HTSB);
- The amount will be adjusted based on the position's full-time equivalency (FTE);
- The effective date of the differential payout will be based on when individuals obtain the appropriate subject area(s)/teaching field(s) on licenses issued by HTSB; and
- Individuals must be on a paid status and cannot be on leave without pay.

4. SPECIAL EDUCATION TEACHER SHORTAGE DIFFERENTIAL IMPACT ON SPECIAL EDUCATION TEACHER POSITIONS

The chart below indicates a significant impact in school year 2020-2021:

- A 16% increase in the number of licensed Special Education Teachers;
- A 45% decrease in the number of non-licensed Special Education Teachers; and
- A 43% decrease in the number of Special Education Teacher position vacancies.



5. HARD-TO-STAFF SHORTAGE DIFFERENTIALS IMPACT ON HARD-TO-STAFF GEOGRAPHIC AREAS

Since the implementation of the hard-to-staff teacher shortage differential on January 7, 2020, the data indicates the following:

- An initial 38% decrease in the number of teacher position vacancies in hard-to-staff geographic areas;
- A 2% increase in the number of licensed teachers working in hard-to-staff geographic areas; and
- An overall increasing trend of filling teaching positions in hard-to-staff geographic areas and a general maintenance of the teaching workforce.

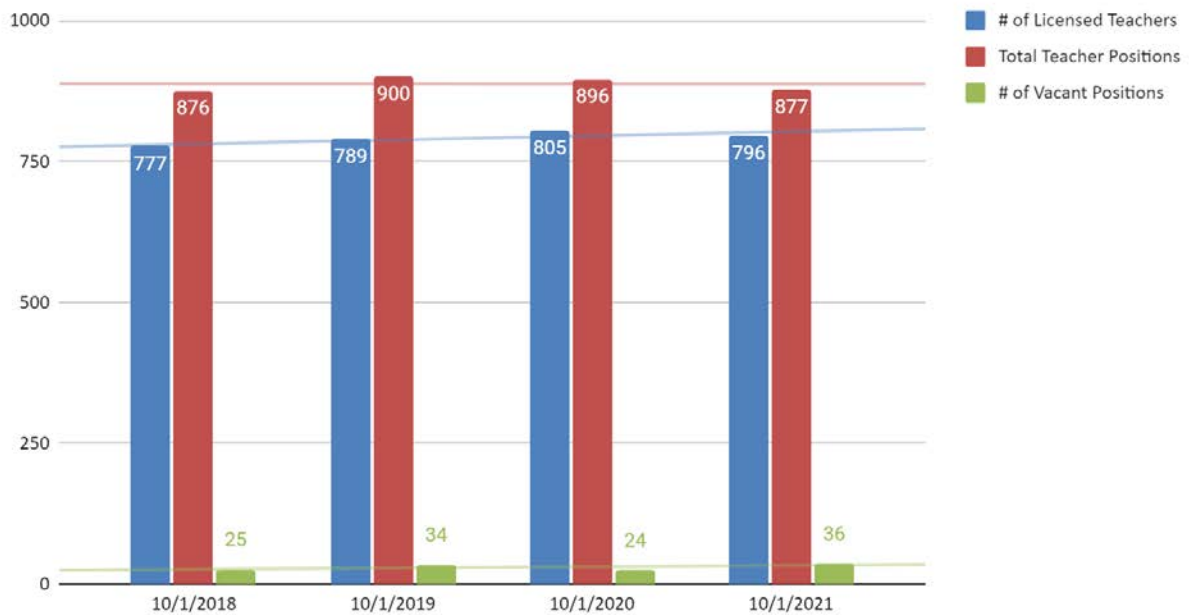
Subsequent charts display data by tier. Trend lines have been added to the charts for a quick overview of the impact of the differentials, whether upward or downward.

Total Number of Licensed Teachers in Designated Hard to Staff Areas (All Tiers) and Total Teacher Positions



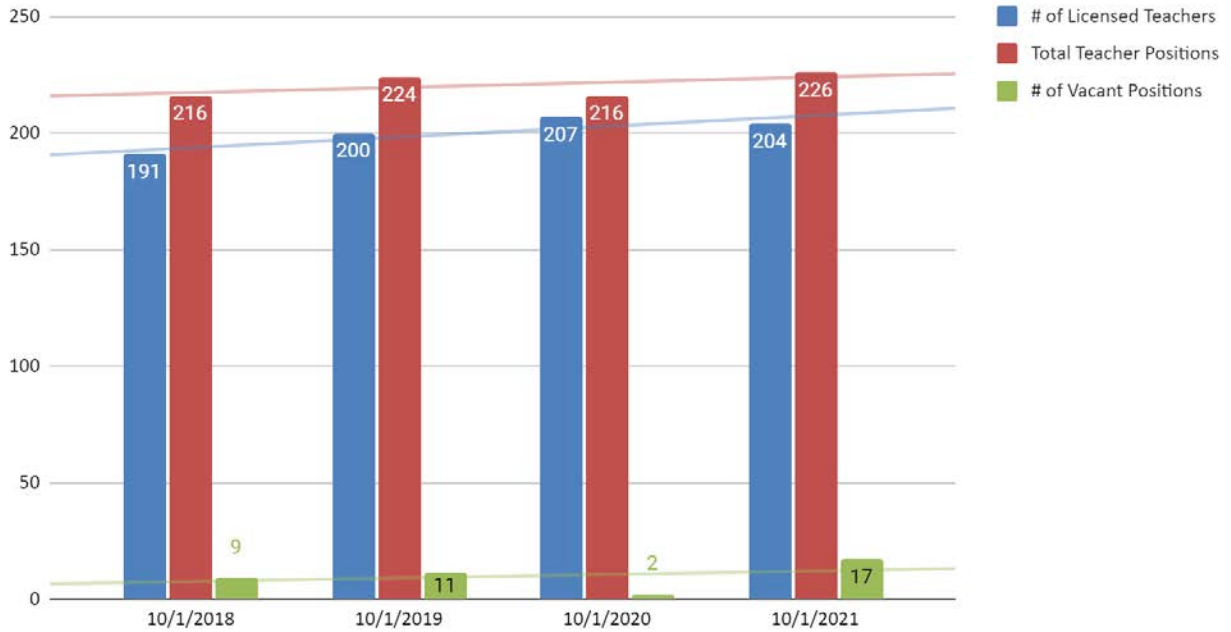
*Tier 1: Hawaii District: Keaau and Pahoa

Total Number of Licensed Teachers in Designated Hard to Staff Areas (Tier 2) and Total Teacher Positions



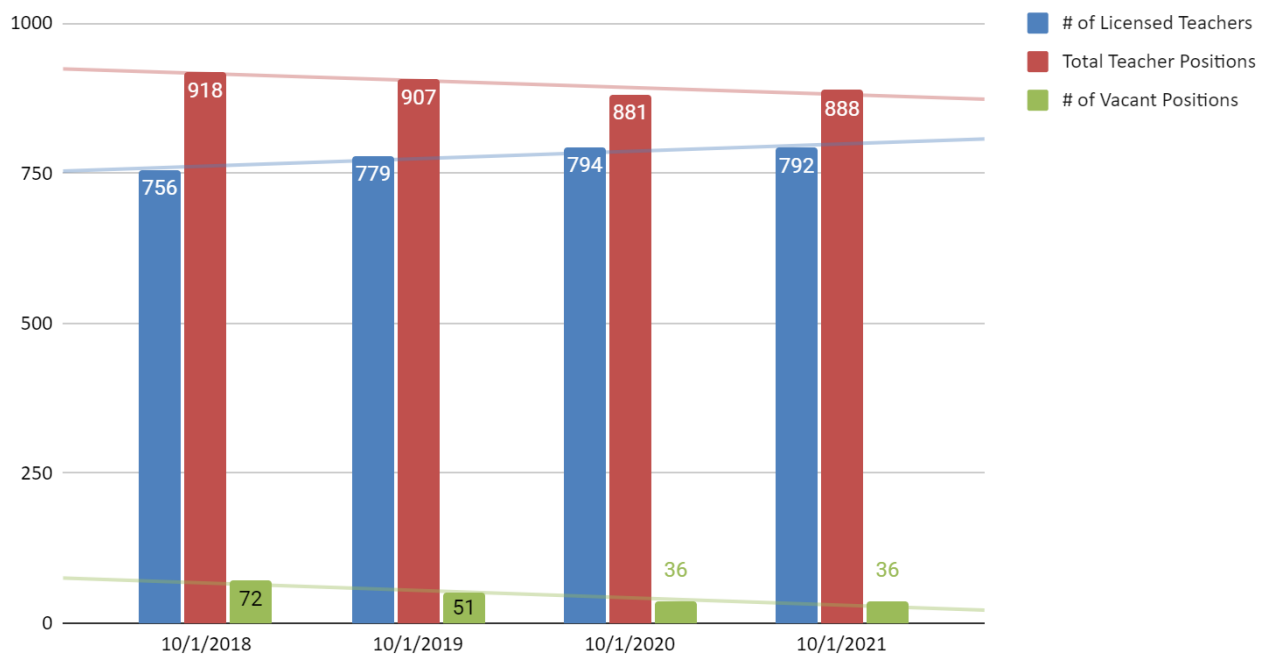
*Tier 2: Hawaii District: Kealakehe, Kohala, and Konawaena; Maui District: Lahainaluna

Total Number of Licensed Teachers in Designated Hard to Staff Areas (Tier 3) and Total Teacher Positions



*Tier 3: Hawaii District: Honokaa and Kau

Total Number of Licensed Teachers in Designated Hard to Staff Areas (Tier 4) and Total Teacher Positions



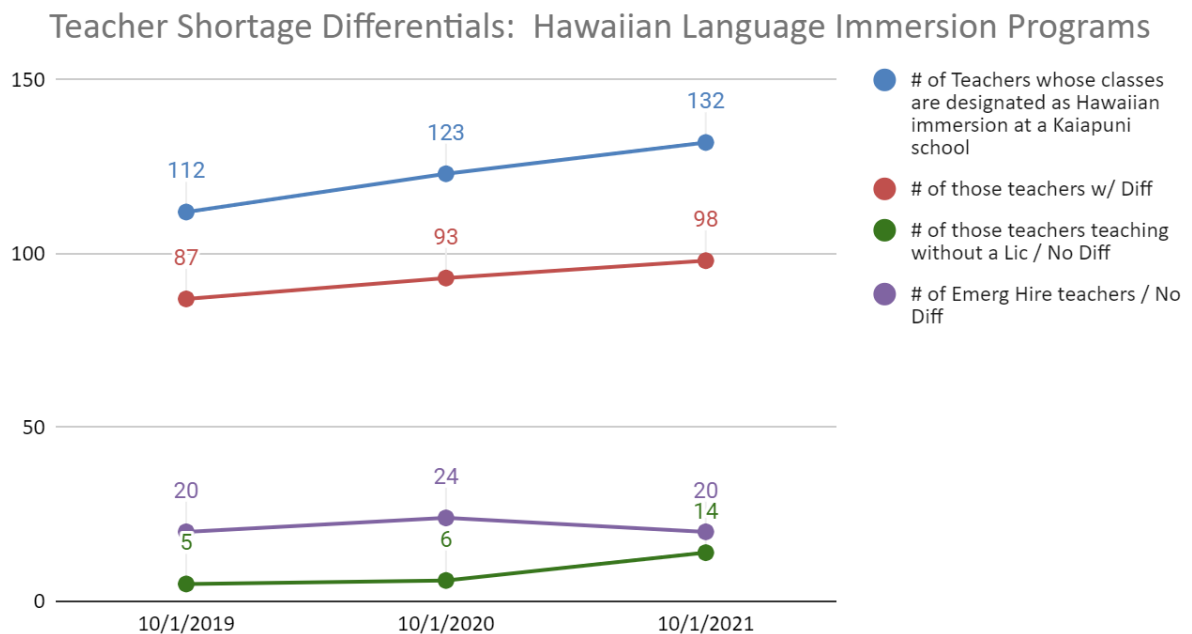
*Tier 4: Maui District: Hana, Lanai, and Molokai; Leeward District: Nanakuli and Waianae; Special Schools: Olomana School and HSDB

6. SHORTAGE DIFFERENTIALS IMPACT ON HAWAIIAN LANGUAGE IMMERSION PROGRAMS

The Department contributes to Hawaiian language revitalization by providing for K-12 Hawaiian language education. Kaiapuni schools deliver instruction exclusively through the medium of the Hawaiian language. English is introduced as a subject starting in grade 5.

The chart below depicts the number of teachers whose classes are designated as Hawaiian Language Immersion classes at a Kaiapuni school. It also indicates the number of teachers who are not receiving the differential because they are not qualified at this time.

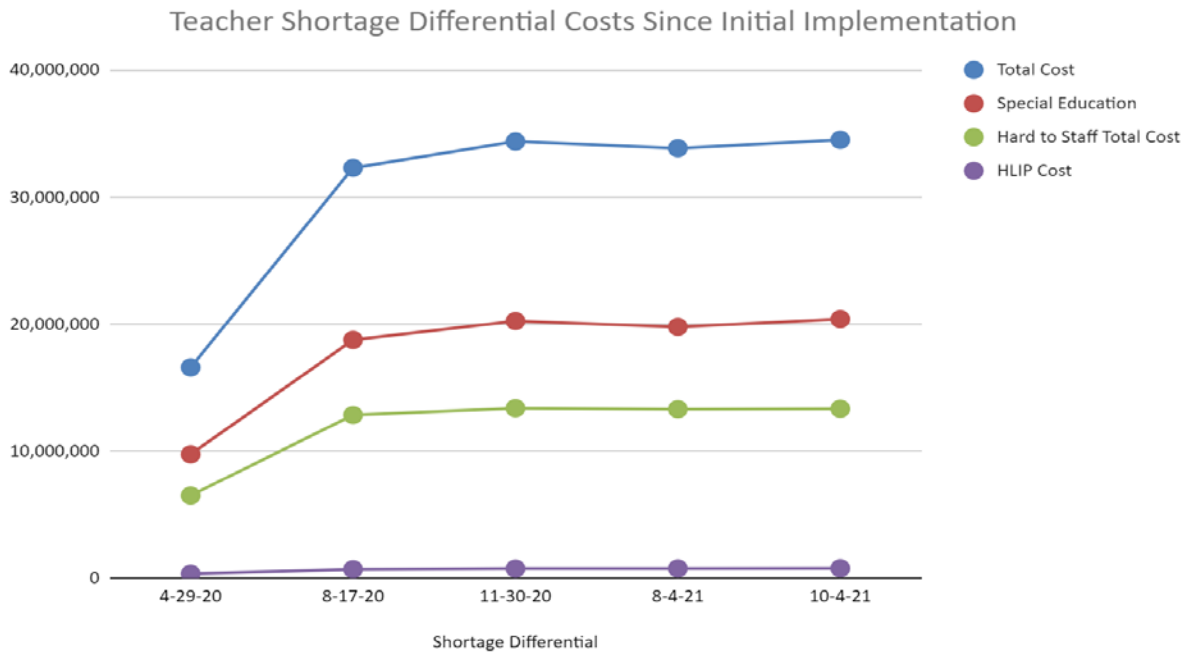
However, now in its third year, the Hawaiian Special Permit, known as Palapala A’o Kūikawā, was launched by the Office of Hawaiian Education to help address critical shortages for certified teachers in the areas of Kaia’ōlelo-Kaiapuni Hawai’i, Hawaiian Language Immersion, and Hawaiian Studies/Knowledge.



7. TEACHER SHORTAGE DIFFERENTIAL COSTS

The chart below depicts the current costs of the teacher shortage differentials since its implementation on January 7, 2020. Since the differentials were enacted in the second semester of School Year 2019-2020, that school year's differential cost was approximately half what it is today.

The chart dates include snapshots taken at various intervals to monitor the cost of the teacher shortage differentials. As of October 4, 2021, the teacher shortage differential cost to the Department is approximately \$34,492,750. If all positions were filled, the potential cost to the Department could approach \$37,000,000.



8. PERCENTAGE OF TEACHER POSITIONS FILLED

The Department and Board 2017-2020 Strategic Plan contains the following metric:

Percentage filled by teachers with State Approved Teacher Education Program (SATEP) as of the first week of August each year. 2020 Target: 93%

The data below indicates that the Department has maintained a fill rate of approximately 94% of SATEP teachers in non-special education teacher positions. However, the fill rate of SATEP teachers in Special Education Teacher positions has increased from 84% in 2019 to 90% in 2020 and 2021.

% Filled Teacher Positions (SPED and Non-SPED)

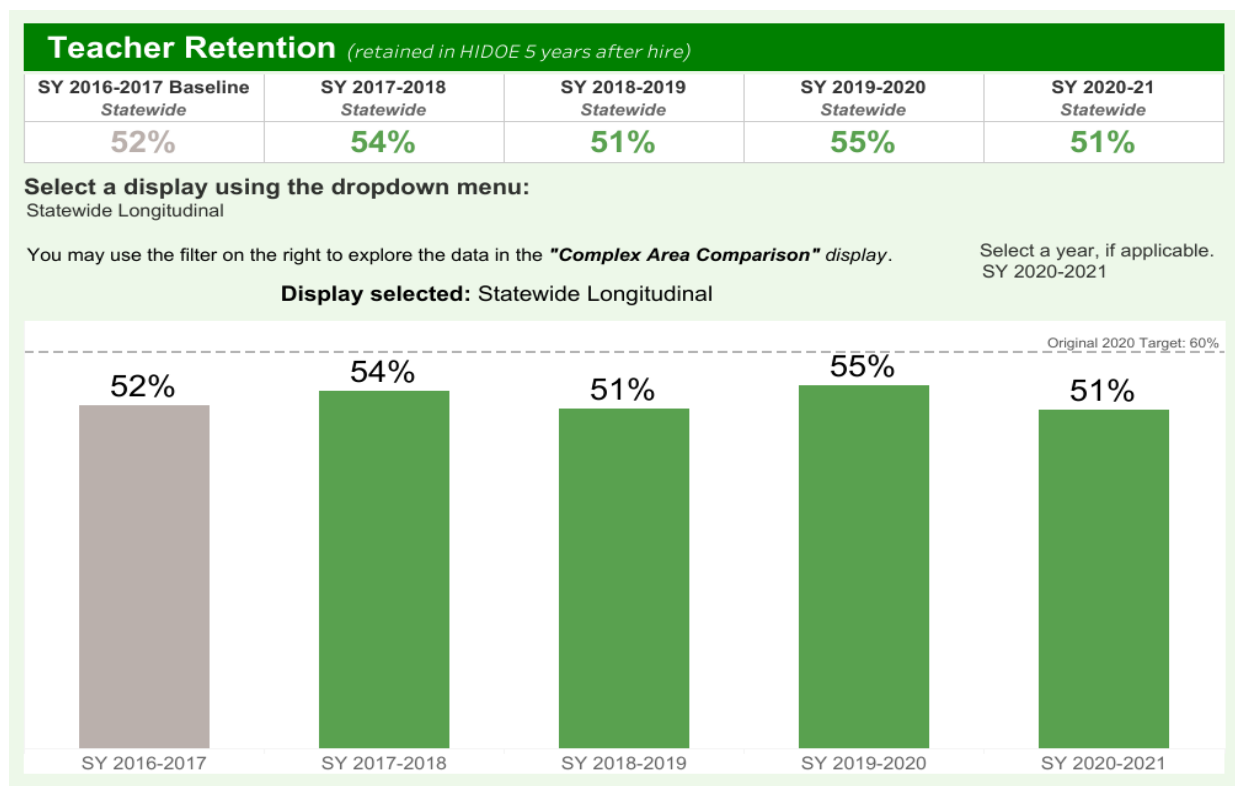
	Special Education Teacher Positions		Non-Special Education Teacher Positions	
2016	86% (SATEP)	93% (TOTAL)	94% (SATEP)	97% (TOTAL)
2017	86% (SATEP)	93% (TOTAL)	94% (SATEP)	97% (TOTAL)
2018	84% (SATEP)	93% (TOTAL)	94% (SATEP)	97% (TOTAL)
2019	84% (SATEP)	93% (TOTAL)	94% (SATEP)	97% (TOTAL)
2020	90% (SATEP)	96% (TOTAL)	95% (SATEP)	97% (TOTAL)
2021	90% (SATEP)	95% (TOTAL)	94% (SATEP)	97% (TOTAL)

9. 5-YEAR TEACHER RETENTION

The Department and Board 2017-2020 Strategic Plan contains the following metric:

Percentage of teachers retained after five years. Continuing employment of qualified and effective teachers results in benefits to students as teachers gain experience and expertise, and reduces expenditures of recruitment resources. 2020 Target: 60%

The data below indicates that the Department has maintained an overall average retention rate of 52% within the Department.



Based on the teacher shortage differential data, it is evident that the implementation of the teacher shortage differentials may begin having a more significant impact on teacher retention. However, these differentials were only implemented on January 7, 2020; therefore, the Department must monitor the teacher cohort hired after this date to determine the extent of the impact, if any.

10. OVERALL IMPACT

The cost to the Department for the teacher shortage differentials is significant. However, it is clear that teacher differentials are having a positive impact on increasing the number of licensed/qualified teachers in Special Education classrooms, hard-to-staff schools, and HLIP. The Department is especially pleased

to see a strong positive trendline in Special Education. To sustain these efforts, a dedicated and recurring appropriation will be needed. As such, we are very appreciative that \$32.5 million has been included for teacher shortage differentials in the Governor's Supplemental Budget Request and Multi-Year Financial Plan and will be looking to the Legislature for similar support.

Thank you for your continued support during these unprecedented times as we work to address teacher position vacancies innovatively. Ensuring these positions are filled with qualified teachers will, in turn, positively impact our students, our schools, and our communities.

KTH:sb