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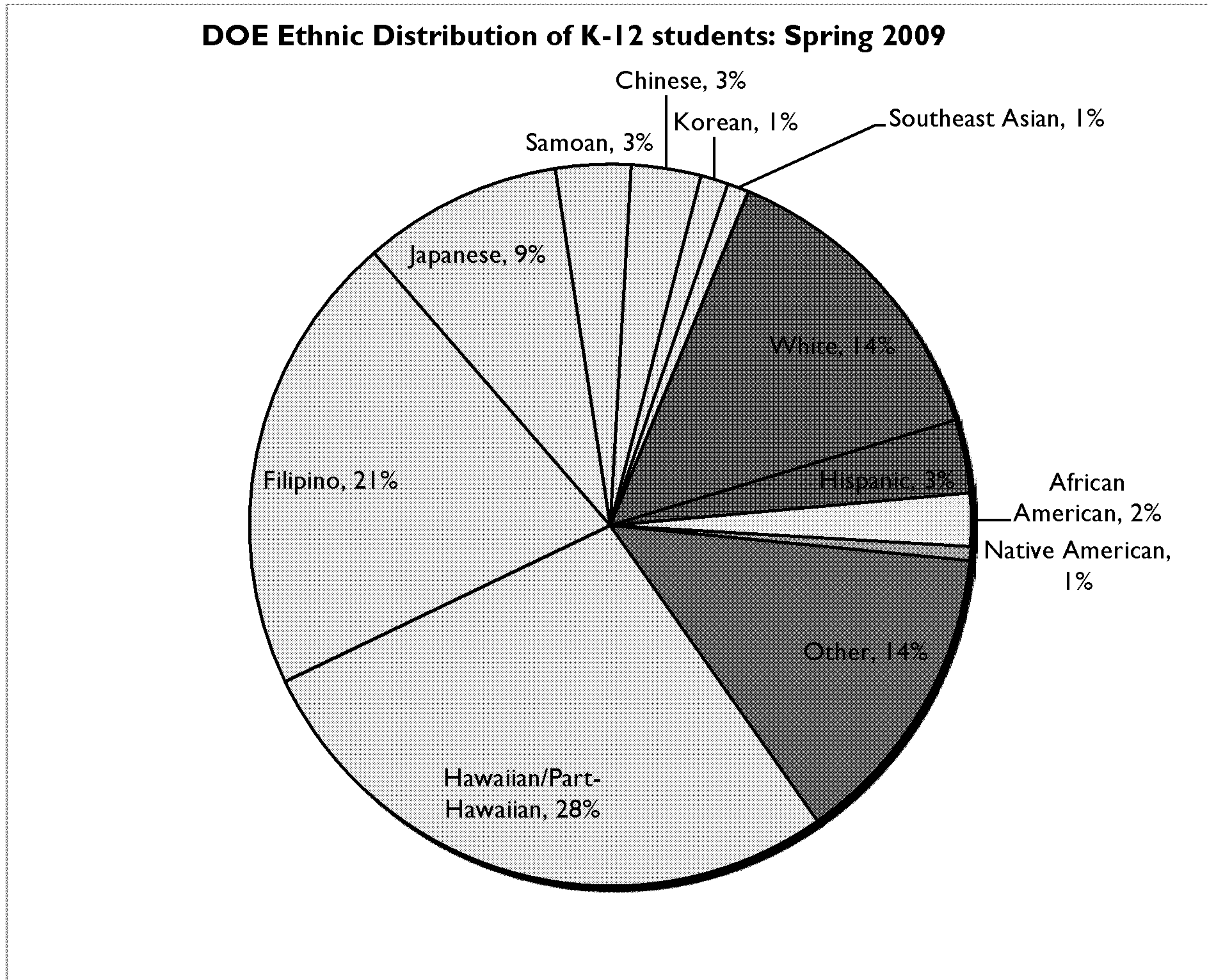
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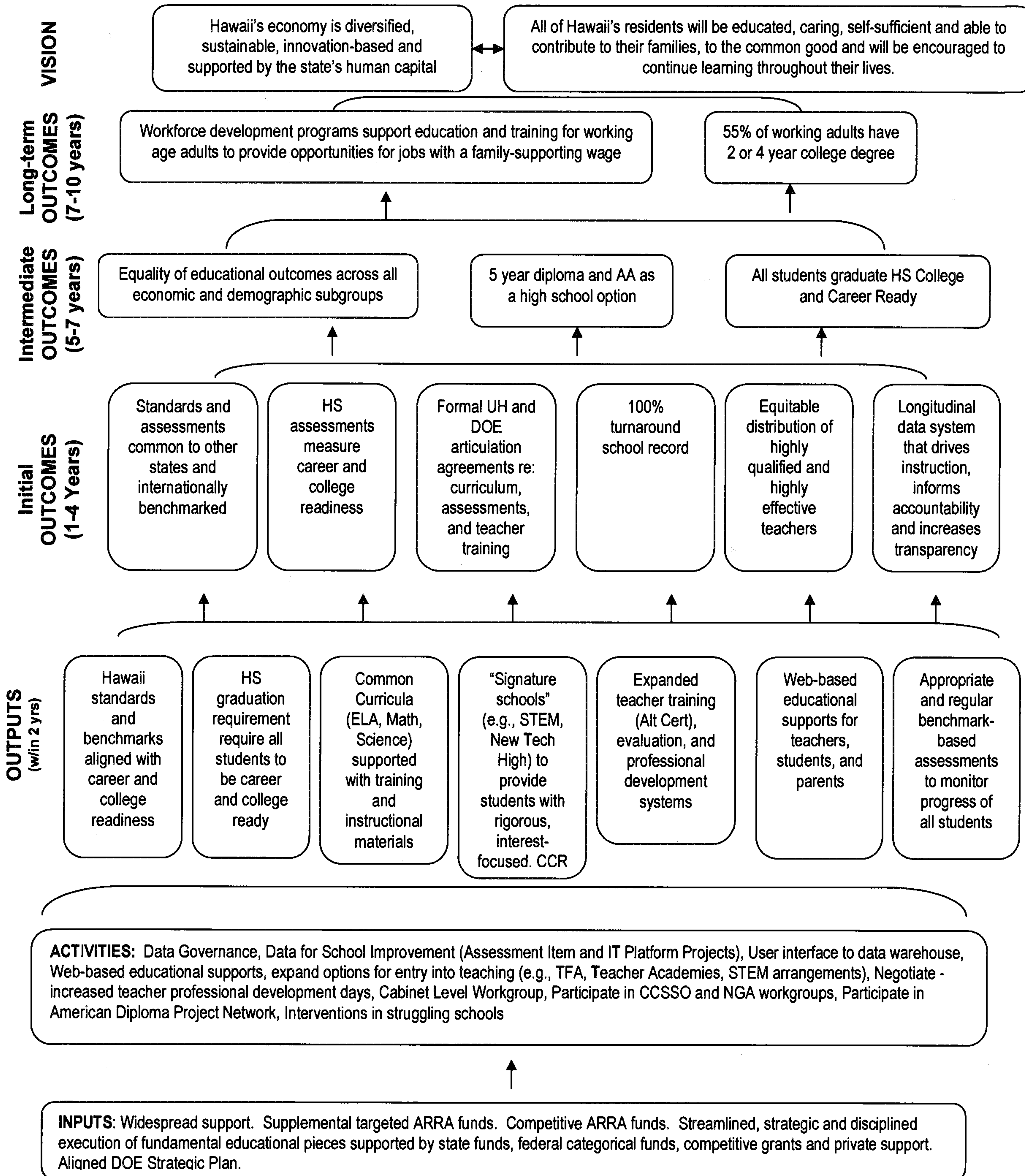
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Hawaii's Common Educational Agenda

DRAFT (1.10.10)

For Discussion Purposes Only

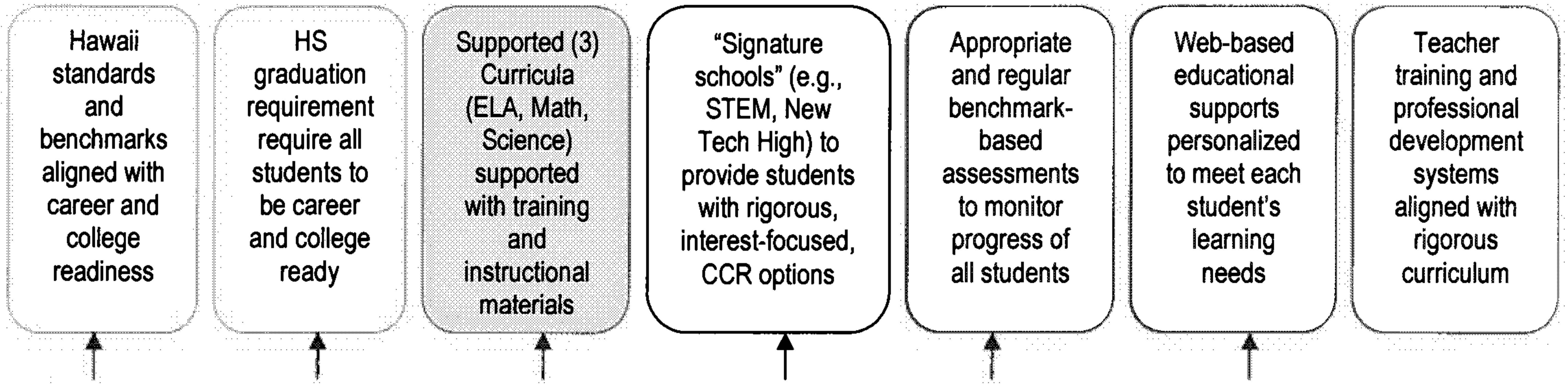


Hawaii's Common Educational Agenda

DRAFT (1.10.10)

For Discussion Purposes Only

OUTPUTS
(w/in 2 yrs)



High standards and assessments	College and Career Ready	Support to struggling students	Support to struggling schools	Use of information: Inform Instruction	Use of information: SLDS	Teacher equity and effectiveness
BOE adopted Common Core Standards	<i>Mandatory ADP by SY??</i>	<i>Designation of "supported" curriculum</i>	<i>Superintendent memo requiring all secondary schools in planning for restructuring to include required actions to become CCR</i>	Data Governance	<i>See Table on the next page for LDS</i>	<i>Renegotiated incentive pay</i>
Participant in Common Core Standards	<i>Incentives for % and % increase in BOE recognition diploma</i>	<i>RTI for struggling students</i>	<i>Expansion of joint CC and DOE classes</i>	Research agenda	<i>Reengineered data warehouse</i>	<i>Incentives for schools with highest percentage of HQT classes</i>
Streamlining HCPSIII	Expansion of on line learning	Aligned K-12 Math curriculum	<i>Enhanced and expanded AYP response team analysis to include CCR</i>	Data for school improvement project	<i>Development of web based secure user interface with data warehouse</i>	<i>State initiated NHQ targets</i>
Standards review process	HBOE recognition diploma	Framework for school improvement	Signature schools	State endorsed AIR quarterly assessment	<i>Development of web based student parent and teacher interface with data warehouse</i>	<i>Strategies to increase access to general curriculum (co teaching)</i>
	24 credits for graduation	Extended learning opportunities for struggling students	STEM	Requirement for all schools to do quarterly assessments since SY05-06	<i>On line standards workbook</i>	<i>PDE3 for school lists to better determine assignments</i>
						<i>PDE3 for teacher qualification, assignment and qualifications Title II, Part A PD plan</i>
						<i>Incentive pay for hard to fill</i>

Memorandum of Agreement
Between
The Governor of the State of Hawaii
And
The Department of Education
And
The University of Hawaii
To
Significantly Improve Student Achievement in Hawaii by Using American Recovery and Reinvestment Act (“ARRA”) Resources to Advance Education Reform

I. Background

- A. Human skills, creativity, and the capacity to innovate are the sources of future growth for Hawaii’s economy.
- B. Therefore, our most important public investment is in a workforce that has the capacity to innovate and is globally competitive. In large part, this workforce will be prepared by Hawaii’s public education system.
- C. All of Hawaii’s residents deserve the opportunity to receive a world class education that prepares them for participation in a global economy.
- D. Our immediate challenge and focus, in this time of declining state resources, is to expand system-wide, the “pockets of excellence” that exist today in Hawaii’s single school district and higher education system. We are faced with the necessity of dramatically improving the outcomes of our education system in a very short period of time.
- E. We believe that our public policy choices impact student achievement significantly. Even in times of declining resources, we can make advances by following steps that have proven to be successful elsewhere:
 1. Upgrade Hawaii standards by adopting a common core of college-and career-ready standards and high quality, valid and reliable assessments, in math and language arts for grades K-12 for all students.
 2. Leverage the ability of Hawaii’s single school district structure to ensure that textbooks, digital media, curricula, and assessments are aligned to college-and career-ready standards.
 3. Revise Hawaii’s policies for recruiting, preparing, developing, and supporting, teachers and school leaders. Make improvements in teacher effectiveness and in the equitable distribution of highly qualified teachers for all students, particularly students who are most in need.
 4. Establish a pre-K to College and Career data system that tracks progress and fosters continuous improvement. Measure state-level education performance globally by examining student achievement and attainment using internationally benchmarked standards to ensure that over time, students are receiving the education they need to compete in the 21st century economy.
 5. Provide intensive support and effective interventions for the bottom ten percent (10%) of Hawaii’s public schools, as measured by federally approved criteria on

student achievement, such that we can document progress in closing the achievement gap between these schools and Hawaii's top 10% of public schools over the next eight years.

II. Purpose

The purpose of this Memorandum of Agreement ("MOA") is to:

- A. Better align education, workforce development, and economic development policies.
- B. Document for the public and the U.S. Department of Education, the reform actions agreed upon by the Governor, the President of the University of Hawaii, and the Superintendent of Education for the Hawaii Department of Education, upon acceptance, dispersal, and use of the Hawaii's share of the ARRA State Fiscal Stabilization Fund, Part A.
- C. Document progress, memorialize agreements, and create the framework for future cooperation between the undersigned parties on a common reform agenda that will result in dramatic improvement in student achievement and outcomes in Hawaii's public education systems over the next eight years.

III. Collaboration

Each party to this MOA has a role and responsibility in advancing this reform agenda:

- A. Together:
 1. Develop a common reform agenda that will drive student achievement and make Hawaii's students and workforce competitive internationally.
 2. Attract federal investment under ARRA Race to the Top and other competitive opportunities.
 3. Provide a framework to close identified "achievement gaps."
 4. Report publicly on progress.
 5. Be accountable for results under this MOA.
- B. Governor:
 1. Participate in public outreach campaigns to inform our communities and stakeholders about the importance of pursuing excellence in education.
 2. Ultimately be accountable to the federal government for progress under this MOA.
 3. Align workforce and economic policy development with this agreement.
- C. Department of Education ("DOE"):
 1. Develop and implement strategic and operational plans based on a common reform agenda to increase educational outcomes significantly and to close achievement gaps over the next eight years.
 2. Operate the Hawaii public school system efficiently.

D. University of Hawaii (“UH”):

1. Cooperate with DOE on planning and implementing a common reform agenda (including, for example, curriculum development, teacher training and degree attainment).
2. Achieve UH Strategic Performance Goals related to increasing Hawaii’s educational capital.
3. Set goals for higher education, provide reports on progress, and cooperate with the DOE on strategies to achieve goals.

IV. Goals

We agree to the following goals:

- A. Hawaii’s expectations for its students should be benchmarked internationally so that graduates will be competitive in a global economy.
- B. Using multiple and rigorous methods, all students will be assessed regularly for progress in achieving the internationally benchmarked standards and informed of their progress toward career and college readiness.
- C. All students will graduate high school “college and career” ready by 2018 and be able to move on to the next step in their lives without the need to repeat classes or take remedial training.
- D. All students will be taught by highly qualified educators (K-12 and higher education) who are receiving support to continuously improve their effectiveness in facilitating student achievement.
- E. A statewide, inter-agency data system will be developed to track students longitudinally through Hawaii’s public educational systems and into the workforce in order to improve education, shape educational and workforce policy development, guide resource allocation decisions, and document program improvements.
- F. Hawaii’s educational attainment and achievement levels should meet or exceed the national average.
- G. Over the next six years, we will make dramatic progress to close the achievement gaps among Hawaii’s students with respect to race, ethnicity, geography or economic status as identified by the U.S. Department of Education.
- H. 55% of Hawaii’s working adults will have a 2 or 4 year degree by 2025 so that Hawaii, through its workforce, will be competitive in the global economy.

V. Common Core Standards and Related Assessment

The Governor and Superintendent of Education share a concern for improved educational outcomes. Thus, they signed the state’s initial application for ARRA Part A funds for education as well as the State’s agreement to participate in the National Governors’ Association and Council of Chief State School Officers’ Common Core State Standards Initiative.

The undersigned agree to:

- A. Participate in the development and review of the National Governors' Association and Council of Chief State School Officers' Common Core State Standards and related assessments, during the 2009-10 academic year, to establish expectations that Hawaii's graduates will be prepared for career and college success by meeting international benchmarks.
- B. Recommend, by June 30, 2010, to the Board of Education revision of Hawaii Content and Performance Standards in relation to Common Core State Standards.
- C. Adopt revisions to Hawaii State Assessment with respect to the Common Core State Standards, so long as the revised assessments continue to meet federal requirements of No Child Left Behind.
- D. Participate in a joint public information campaign to educate the public about the importance of career and college readiness for high school graduates and the value of Common Core State Standards and assessments.

VI. College and Career Ready Diploma

A Hawaii public high school diploma should certify to recipients, employers, parents and the community that the recipient is prepared for success in career or college after high school. In March 2008, the Board of Education ("BOE") revised its graduation policy (Board Policy 4540) to upgrade the BOE Recognition Diploma requirements to align the voluntary diploma with expectations for career and college readiness beginning with the graduating Class of 2013 (this year's ninth graders).

The DOE's Implementation Plan for Board Policy 4540 sets goals for 50% of the Class of 2013 and 80% of the Class of 2018 high school graduates earning the BOE Recognition Diploma aligned with career and college readiness expectations.

The DOE's Vision of a High School Graduate states:

All public high school graduates will realize their individual goals and aspirations, possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society, exercise the rights and responsibilities of citizenship, and pursue post-secondary education and/or careers without need for remediation.

Hawaii's economic growth depends on improved student achievement and outcomes. In addition, the U.S. Department of Education recognizes that college and career-ready high school graduates are necessary for individuals, the state and the country to be competitive in a global economy. Thus, it has become necessary to make explicit Hawaii's commitment to preparing its graduates.

The undersigned agree:

- A. The requirements of a Career and College Readiness (CCR) diploma are the same as the optional Board of Education (BOE) Recognition Diploma, as defined in BOE

Policy 4540, including: algebra I and II, and geometry or the equivalent; 3 credits of science including at least 2 credits of chemistry, biology and/or physics; 4 credits of English including .5 credits in expository writing or the equivalent; and demonstration of proficiency in these courses/subjects.

- B. By December 31, 2009, to jointly propose a revision to the BOE policy for graduation requirements to make mandatory, beginning with the high school graduating class of 2018, the CCR diploma with an “opt-out” waiver to the CCR diploma. High school students may only “opt-out” if the student’s parent or legal guardian applies for the “opt-out” in writing, and the application may be approved by the complex area superintendent only upon written verification that the student and the student’s parent or legal guardian has reviewed and understands the CCR diploma and “opt-out”.
- C. By December 31, 2009, the DOE will adopt the following percentage targets for CCR diploma attainment:

<i>Class of</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
CCR target	5%	10%	25%	50%	60%	70%	80%	85%	All

- D. To support and participate in the “Step-Up” campaign to encourage students and parents to select the CCR diploma option (currently recommended but not required).
- E. By March 31, 2010, to report and publish annually the number of CCR diplomas awarded and other college and career readiness indicators by school on a public website.
- F. By June 30, 2011, to meet ARRA benchmarks for college and career standards and the alignment of high school expectations and requirements for college and career ready success, as identified by Achieve, Inc.’s *Closing the Expectation Gap* report (<http://www.achieve.org/ClosingtheExpectationsGap2008>).

VII. Defining the Achievement Gap in Hawaii

Educational achievement gaps refer to the disparity in academic performance between student groups. Gaps exist between educational achievement and attainment of Hawaii’s youth and other states and nations (“external”) as well as between different student groups in Hawaii defined by geography, race/ethnicity, income, special education status, and English language proficiency (“internal”). We must make significant progress in closing the achievement and attainment gaps in our public education systems to meet the three goals of:

1. 55% of working age adults having a two or four year degree;
2. all high school graduates being career and college ready; and
3. having a workforce that is competitive in the global economy.

