# Hawai'i State Department of Education

# Equitable Access to Excellent Educators
# Phase I Submission – August 3, 2015

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# Executive Summary

To be developed at the conclusion of Phase III and included in the final Plan for Equitable Access to Excellent Educators.

Summary to date for Phase I:

This submission initiates Hawai'i's Phase I continuous process towards Equitable Access to Excellent Educators. The focus identified in this document is the start of our plan to close the gap of excellent educators for all students.

**Plan Development Process**

Phase I Submission to USDOE (The plan to plan): August 3, 2015

- Preliminary definition of terms
- Preliminary identification of gaps
- Preliminary analysis of gaps
- Plan for development and consultation
- Plan for measuring and reporting progress

Phase II Submission to USDOE (A status report): October 2, 2015

- Status on plan implementation
- Summary of stakeholder focus groups
- Data analysis from stakeholder focus groups
- Refined analysis of gaps
- Preliminary identification of strategies to address gaps

Phase III Submission to USDOE (HIDOE Plan for Equitable Access to Excellent Educators): November 2, 2015

- Definition of terms
- Identification of gaps
- Gap analysis
- Root cause analysis
- Strategies to address gaps
- Plan, policies, and resources to implement strategies
- Plan for monitoring, measuring and reporting progress

# Introduction

## The Hawai'i State Department of Education

Hawai‘i's public school system was founded on October, 15, 1840 by King Kamehameha III. It is the oldest public school system west of the Mississippi.

The Hawai‘i State Department of Education's (HIDOE) governance and administrative structure differs from that of other states in that it is a single, unitary system, led by the State Superintendent of Education. Because of its unitary status, Hawai‘i is both the State Educational Agency (SEA) and Local Educational Agency (LEA); there is no separate governing entity or governance for the LEA. Use of the term "Hawai‘i State Department of Education" and "HIDOE" references both the SEA and LEA.

The Hawai‘i State Board of Education appoints the Superintendent, who oversees the 10th largest school system in the nation, serving approximately 180,000 students. The Superintendent of Education is assisted by the Deputy Superintendent managing the academic and educational programs, and the Senior Assistant Superintendent supervising the administrative offices. Public schools are divided into 15 Complex Areas. Each complex area is supervised by a Complex Area Superintendent who reports directly to the Deputy Superintendent. A Complex Area consists of one or more complexes, with each complex consisting of a high school and its feeder middle and elementary schools.

*Hawai'i State Department of Education's Leadership Team (2014-2015)*

There are forty-two (42) complexes grouped on a geographic basis into the 15 Complex Areas. Educational programs and services of the public schools regularly encompass grades Kindergarten through 12, and pre-school programs where established. The Complex Area Superintendents oversee personnel, fiscal and facilities support; monitor compliance with applicable state and federal laws; and oversee curriculum development, student assessment, and staff development services – all with the goal of increasing student achievement. Approximately 11,300 teachers work within Hawai'i's 15 Complex Areas.

In alignment with the Hawai'i State Board of Education, HIDOE embarked on an ambitious path to ensure significantly more public school children graduate from high school college, career and community ready. The guiding document for this work is the HIDOE Strategic Plan. The Strategic Plan is focused on three main goals — Student Success, Staff Success and Successful Systems of Support — with detailed measures for each. To increase both efficiency and accountability, the Board of Education monitors the Department's progress through its aligned committees (Student Achievement, Human Resources, Finance and Infrastructure.

**Hawai'i's Public School Students**

The Hawai'i State Department of Education is committed to the success of all students by providing equitable access to excellent educators for all students. Student achievement is at the core of our Strategic Plan. All initiatives align to the goal of achieving student success. (Please Watch: I am a Hawai'i public school student.)

HIDOE has worked over the past last five years throughout the public school system to raise the quality of educational opportunity for students including the development and implementation of new standards, new assessments, new organizational structures to improve collaboration and system-wide use of data teams to monitor the effectiveness of those initiatives. The reforms are

starting to pay off — more students are graduating, more students are taking advanced coursework, more students are going to college and are prepared for college-level classes, more students are attending school, and more ninth graders are transitioning successfully into high school. See our factsheet, "Our Schools" — bit.ly/HIDOEschools.

Today, Hawai'i public school students attend one of the 256 Department or 34 Charter public schools located on seven of Hawai'i's eight main islands. Each of these islands is unique in its representation of the range of the country's diverse educational landscape. Hawai'i public schools are a study in contrasts, spanning dense urban areas characterized by concentrated poverty and its accompanying social and educational impacts; schools with homeless student populations; and schools in some of the wealthiest areas in the country. Seventeen percent of Hawai'i's K-12 schools are designated as "rural" by the National Center for Education Statistics. Of these rural schools, 42% are considered "distant" or "remote" and can only connect to metropolitan centers by costly air transport.

Students at PCS Kawakini, http://kawaikini.com/language/

**Continued development on Introduction:** The introduction presented above is for Phase I submission. As HIDOE continues to work on the plan for Equitable Access to Excellent Educators, updates to this section will be included to provide additional information or to update information that may have changed over time.

# Definitions

Hawai'i has elected to use the following definitions for the Equitable Access to Excellent Educators Plan:

**Inexperienced Teacher:** A teacher who has not yet completed one full year of full-time teaching.

**Unqualified Teacher:** A teacher who does not have full licensure in the state of Hawai'i.

- The Hawai'i Teacher Standards Board (HTSB) is the agency responsible for teacher licensing in Hawai'i. The HTSB Licensing standards and policies are governed by the Hawai'i Revised Statue 302A-802 Licensing standards; polices. A fully licensed teacher is an individual who: 1) holds at minimum of a Bachelor's degree, 2) has completed an approved teacher preparation program, and 3) has met the specific requirements for a Provisional, Standard, or Advanced license in the State of Hawai'i. Information on the varying license options and requirements can be found at the HTSB website in the Licensing and Permits overview.

**Out-of-Field Teacher:** A teacher of core content who is not highly qualified (HQ) for the core contents subjects to which he/she is assigned.

- A Highly Qualified Teacher (HQT) as set forth by the No Child Left Behind Act of 2001 and further defined by HIDOE is a teacher who 1) holds at least a bachelor's degree, 2) has obtained full State certification (a valid Hawai'i teaching license), 3) is teaching at the grade levels and in the content areas specified by that license, and 4) has demonstrated knowledge, as defined by HIDOE, in the core academic subjects to which he or she is assigned. Information on the Highly Qualified Teacher requirements can be found on the Teacher Quality website.
- Core content subjects are:
    - English/language Arts (including reading and writing)
    - Mathematics
    - Science
    - Civics/Government
    - Economics
    - Geography
    - History
    - Foreign Languages (Note: Hawaiian is an indigenous language for Hawai'i, not a foreign language)
    - Arts

**Poor Student:** A student who qualifies for free or reduced price lunch (FRL).

**Minority:** All students who are Native Hawaiian and/or Pacific Islanders.

- Pacific Islander includes the following ethnic groups: Native Hawaiian, Guamanian/Chamorro, Micronesian, Tongan, Other Pacific Islander, and two or more Pacific Islander.

**Equity:** When the percentage of poor or minority students who are taught by inexperienced, unqualified or out-of-field teachers is the same or lower than other children.

**Equity Gap:** The percentage point difference between the percentage of poor or minority students taught by inexperienced, unqualified or out of field teachers compared to the rate at which other students are taught by inexperienced, unqualified, or out of field teachers.

**Quartiles Analysis:** A measure required by USDOE to be used in the analysis of equity gaps including the percentage of inexperienced, unqualified and out-of-field teachers serving students in the highest poverty and minority student quartiles. The quartile analysis for data used in this Phase I submission was based on school year 2013-2014, which was the latest year for which the required data was available.

In these analyses, data including the percentage of inexperienced, unqualified, and out-of-field teachers at each of Hawai‘i’s public schools was listed from the highest to the lowest percentages. A line was drawn after the first 25% of schools with the highest scores. These schools are designated as the highest quartile. A second line was drawn after the next highest 25% of schools and at 50% of schools (the second quartile), and a third line at 75% of schools (the third quartile). The remaining 25% of schools is designated lowest quartile.

**Continued development on Definitions:** The definitions presented above are for Phase I submission. As HIDOE continues to work on the plan for Equitable Access to Excellent Educators, updates to this section may be included to provide additional information or to update information that may have changed over time for more accuracy or clarity.

# Data Analysis

## Data Sources

**Employee Data:** Employee and employment data is stored and maintained in HIDOE's Electronic Human Resources system (eHR). Such data includes personal and demographic information, employment history, compensation, benefits, leaves, education, Highly Qualified Teacher status, licenses, other professional certifications and accomplishments, performance evaluation ratings, and other employment related records. Positions, position history, reporting structure, position status, and other position related data are also maintained in eHR.
More detailed data related to Highly Qualified Teachers is maintained in a second system (eHQ). eHQ holds data from 2006 to the present time. The system provides real time data including tables, graphs, and individual reports used by end users to track and monitor progress toward HQ status. eHQ produces an annual list of Non-Highly Qualified Teachers by teacher, school, complex area, district, and statewide. Teachers have access to their own reports. Principals have access to school wide reports and for each teacher assigned to that principal's school. Complex Area Superintendents have access to these data at the complex area level and may designate viewing rights to others within the complex area such as School Renewal Specialists. Those with state level authority can view information aggregated to the state or complex area levels or filter as needed. Additional information on the eHQ system and tutorials on how to navigate the system can be found on our Teacher Quality site under the eHQ How To section. (Note: the system requires a username and password to login. USDOE personnel may request a login to the system by email to carol_tenn@notes.k12.hi.us).

**Student Data**

Student achievement and other data, including economic status and ethnicity, are maintained by HIDOE's Accountability and Resource Center of Hawai'i (ARCH). ARCH provides services that include:

- Developing and implementing initiatives related to school accountability,
- Conducting research and development work on educational indicators and analyses, and
- Preparing reports of school performance and improvement efforts.

Reports published by ARCH provide data on schools and their progress for improvement. The majority of reports produced by the ARCH are mandated by the state legislature. Reports such as the School Status and Improvement Report (SSIR), School Quality Survey (SQS), and Trend Report provide data regarding the performance of schools on a variety of indicators.

One of several major accountability reports produced annually by the HIDOE, the SSIR, addresses standard-based education reporting requirements in §302A-1004, Hawai'i Revised Statutes "Educational accountability system; annual reports".

HIDOE prepares an individual SSIR for each school. Each school report contains a description of the school and its setting, a summary of school improvement progress, available resources, and vital signs on school performance.

All individual school reports contain the following:

- School Setting - Describes the student population and the school community.
- School Improvement - Summarizes progress made in accomplishing school improvement goals.
- School Resources - Includes teacher credentials, staffing levels as well as the adequacy of school facilities.
- Vital Signs - Includes School Quality Survey (SQS) results, student conduct, test results, dropouts, and graduation/retention rates.

## Data Analysis

School year data from 2013-14 was used by HIDOE for the data analyses contained in this report. These analyses included data from both the employee data systems and the ARCH system containing SSIR student data was used in the Phase I analysis.

Employment history, education, licensure, certification, highly qualified teacher status, and assignment data on student ethnicity, economic status, and school assignment was combined to produce reports and analyses used to identify definitions for this equity plan. The combined data was then separated based on the identified definitions. The data reports, charts, and tables are based on the separated results.

Additional data from additional school years may be added for Phase II and III submissions of this Plan.

**POVERTY ANALYSIS**

As discussed in the introduction above, HIDOE has elected to define a poor student as a student who is eligible to receive Free or Reduced Price Lunch (FRL). Data from all schools was gathered and the percentage of FRL student population for each school was identified. The schools were then ranked from lowest percentile of FRL to highest percentile of FRL. In school

year 2013-2014 there were a total of 288 schools, including charter schools. We note that one new charter school was added in school year 2014-2015; and one new HIDOE school was added in school year 2015-2016. Table 1 Breakdown of Poverty Schools by Quartile School Year 2013-2014 show the number of schools in each quartile.

*Table 1 Breakdown of Poverty Schools by Quartile School Year 2013-2014*

| Breakdown of Poverty Schools by Quartile School Year 2013-2014 | | |
|---|---|---|
| **Poverty Quartile** | **Quartile** | **# of Schools** |
| Low Poverty | 1 | 65 |
| Low -Mid Poverty | 2 | 65 |
| Mid-High Poverty | 3 | 66 |
| High Poverty | 4 | 65 |
| Unknown | Data not available | 27* |
| **Total Schools** | | **288** |

*Missing data will be obtained for Phase II and Phase III of this Plan.

- Inexperienced Teacher
    - Low Poverty Quartile. In the lowest poverty quartile of schools, the count of inexperienced teachers ranges from zero (0) to twelve (12) teachers. The average percentage (%) of inexperienced teachers, teaching in a low poverty school is 8.91%.

    - High Poverty Quartile. In the highest poverty quartile schools, the count of inexperienced teachers ranges from zero (0) to seventeen (17) teachers. The average percentage (%) of inexperienced teachers, teaching in a high poverty school is 11.70%.

Table 2 on page 13 shows the calculated gap between the low poverty schools and high poverty schools for inexperienced teachers is 2.79%.

Exhibit 1 on page 14 shows the distribution of the inexperienced teachers based on the quartile distribution of students in low poverty and high poverty schools.

- Unqualified Teacher
    - Low Poverty Quartile. In our low poverty quartile schools, the count of unqualified teachers ranges from zero (0) to eleven (11) teachers. The average percentage (%) of unqualified teachers, teaching in a low poverty school is 2.89%.

    - High Poverty Quartile. In our high poverty quartile schools, the count of unqualified teachers ranges from zero (0) to seventeen (17) teachers. The average percentage (%) of unqualified teachers, teaching in a high poverty school is 4.35%.

Table 2 on page 13 shows the calculated gap between the low poverty schools and high poverty schools for unqualified teachers is 1.46%.

Exhibit 1 on page 14 shows the distribution of the unqualified teachers based on the quartile distribution of students in low poverty and high poverty schools.

- Out-of-Field Teacher
    - Low Poverty Quartile. In our low poverty quartile schools, the count of inexperienced teachers range from zero (0) to thirteen (13) teachers. The average percentage (%) of out-of-field teachers, teaching in a low poverty school is 2.68%.

    - High Poverty Quartile. In our high poverty quartile schools, the count of inexperienced teachers ranges from zero (0) to eighteen (18) teachers. The average percentage (%) of out-of-field teachers, teaching in a high poverty school is 5.43%.

As shown in Table 2 on page 13, the gap between the low poverty schools and high poverty schools for of out-of-field teachers is 2.75%.

Exhibit 1 on page 14 shows the distribution of the out-of-field teachers based on the quartile distribution of students in low poverty and high poverty schools.

Table 2 and Exhibit 1.

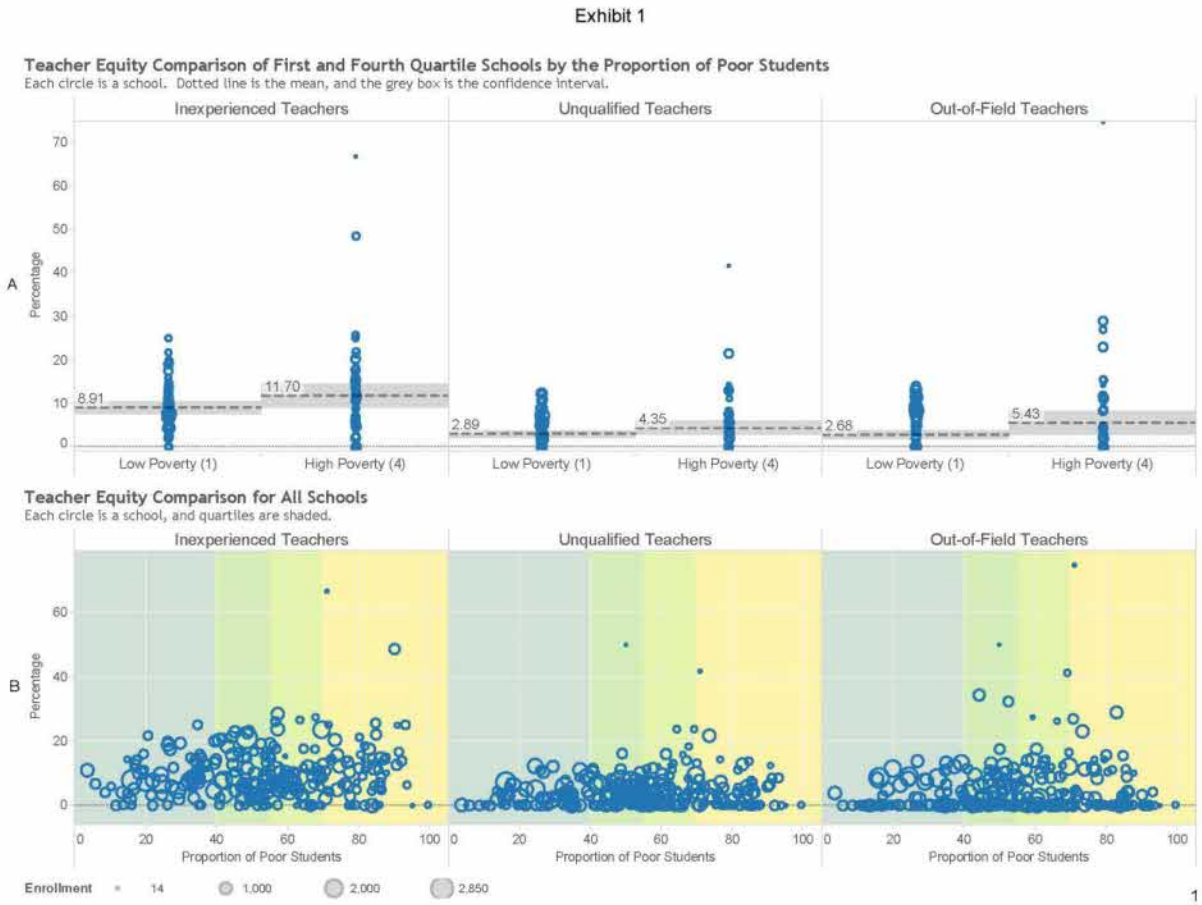
*Table 2 Average Percentage of Inexperienced, Unqualified, and Out-Of-Field teachers for Low and High Poverty Quartile Schools*

**Table 2: Low and High Poverty Quartile of Schools (Based on Free and Reduced Lunch of all schools )**

| Educator Type | Low Poverty Quartile (65 schools) | High Poverty Quartile (65 schools) | GAP % |
|---|---|---|---|
| Inexperienced Teachers | 8.91% | 11.70% | 2.79% |
| Unqualified Teacher | 2.89% | 4.35% | 1.46% |
| Out of Field Teacher | 2.68% | 5.43% | 2.75% |

*Exhibit 1: Distribution of Educators based on Free and Reduced Lunch Student Population*

(The colored shading in the bubble charts represent the four quartiles of distribution. The yellow shaded area is the high poverty quartile)




## MINORITY STUDENT ANALYSIS

<u>Federal Definition: Minority Student Analysis:</u>

Hawai'i's federally defined minority student population is approximately 86%. The range of ethnic diversity in our schools ranges from 100% minority in our highest minority population schools to 23% minority. To determine which schools are low minority and which schools are high minority, we gathered ethnicity data for all schools. The count of students defined as minority based on federal definition was then counted and the percentage of minority was calculated based on the total student count for the school. The schools were then ranked from lowest percentile of minority students to highest percentile of minority students. Table 3

Breakdown of Minority Schools by Quartile School Year 2013-2014 show the number of schools in each quartile.

*Table 3 Breakdown of Minority Schools by Quartile School Year 2013-2014*

| Breakdown of Minority Schools by Quartile School Year 2013-2014 Using Federal Minority Definition | | |
|---|---|---|
| **Minority Quartile** | **Quartile** | **# of Schools** |
| Low Minority | 1 | 65 |
| Low -Mid Minority | 2 | 65 |
| Mid-High Minority | 3 | 65 |
| High Minority | 4 | 66 |
| Unknown | Data not available | 27 |
| **Total Schools** | | **288** |

Table 4 below shows the calculated gaps for the federally defined minority student percentile in in low and high minority schools based on the percentage of inexperienced, unqualified and out-of-field teacher percentages in the low and high minority schools.

Table 4 and Exhibit 2.

*Table 4 Average Percentage of Inexperienced, Unqualified, and Out-Of-Field teachers for Low and High Minority (Federal Definition) Quartile School*

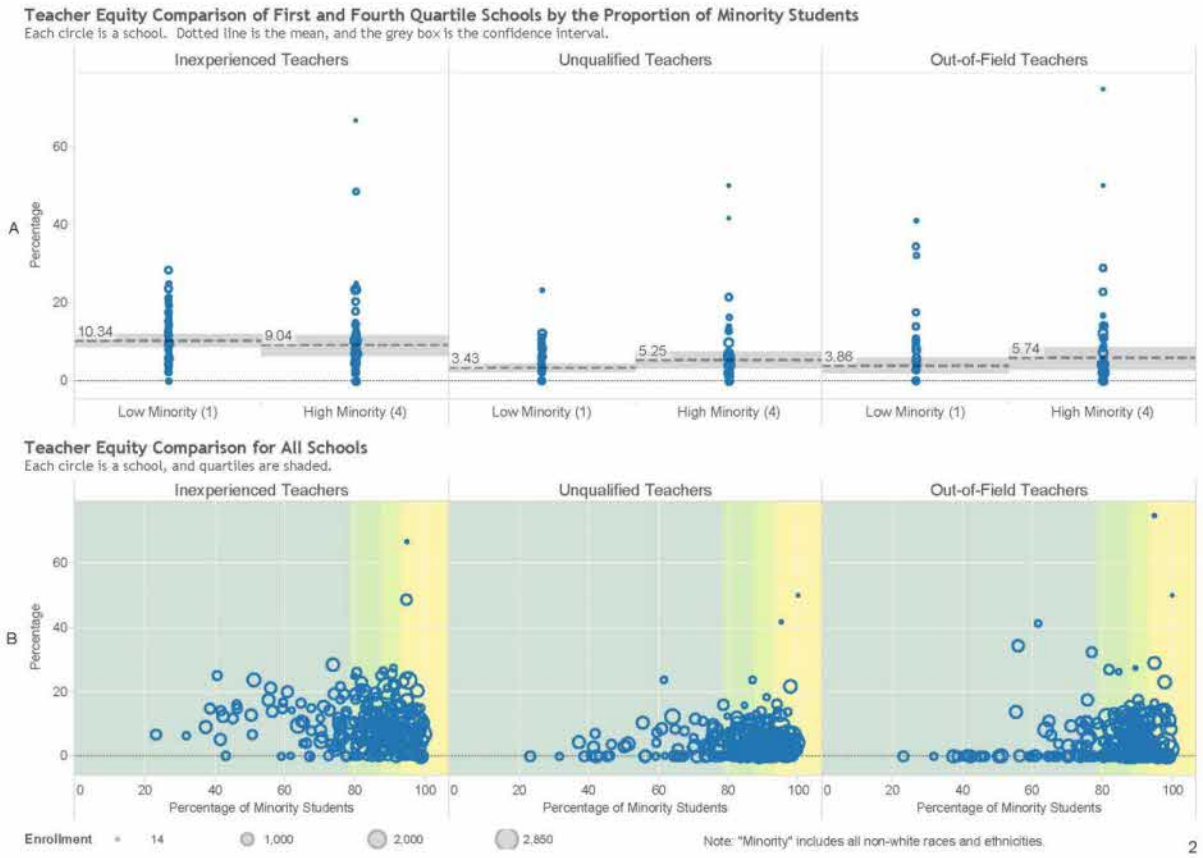
**Table 4: Federal Definition of Minority Student Low and High Quartile School**

| Educator Type | Low Minority Quartile (65 schools) | High Minority Quartile (66 Schools) | GAP % |
|---|---|---|---|
| Inexperienced Teachers | 10.34% | 9.04% | -1.30% |
| Unqualified Teacher | 3.43% | 5.25% | 1.82% |
| Out of Field Teacher | 3.86% | 5.74% | 1.88% |
| **See Exhibit 2** | | | |

Exhibit 2 shows the distribution of the federally defined minority student percentile in low and high minority schools based on the percentage of inexperienced, unqualified and out-of-field teacher percentages in the low and high minority schools.

(The colored shading in the bubble charts represent the four quartiles of distribution. The Yellow shaded area is the high minority quartile)

Exhibit 2




As demonstrated by exhibit 2, HIDOE has a high percentage of minority students with high density in the high minority quartile for inexperienced, unqualified, and out-of-field teachers.

The population in Hawai‘i is made up of a variety of minorities (non-white), which accounts for the high percentage (86%) of students meeting the federal definition of minority. Hawai‘i has therefore elected to expand the definition for minority student as discussed in the next section.

Hawai'i Definition: Minority Student Analysis:

Due to the high minority population in our state, we have chosen to look at ethnicity at a more discrete level appropriate for our ethnic diversity. The analysis of our initial data review indicates that the ethnicity group of Native Hawaiians and Pacific Islanders are both of greater relevance to the diverse population of Hawai'i and also the poorest as well as the lowest achieving sub-groups. Therefore, as discussed below, HIDOE analyzed the data on these two sub-groups in relation to Inexperienced, Unqualified, and Out-of-Field teachers.

**Native Hawaiian Minority Student:** To determine which schools are low Native Hawaiian minority and which schools are high Native Hawaiian minority, we gathered ethnicity data for all schools, then counted the students identified as Native Hawaiian. The percentage of students considered Native Hawaiian was calculated by dividing the number of Native Hawaiian students by the total number of students at each school. The schools were then ranked from lowest percentile of Native Hawaiian students to highest number of Native Hawaiian students. Table 5 Breakdown of Native Hawaiian Schools by Quartile School Year 2013-2014 show the number of schools in each quartile.

*Table 5 Breakdown of Minority Native Hawaiian Schools by Quartile School Year 2013-2014*

| Breakdown of Native Hawaiian Schools by Quartile School Year 2013-2014 | | |
|---|---|---|
| **Minority Quartile** | **Quartile** | **# of Schools** |
| Low Native Hawaiian | 1 | 65 |
| Low -Mid Native Hawaiian | 2 | 65 |
| Mid-High Native Hawaiian | 3 | 65 |
| High Native Hawaiian | 4 | 66 |
| Unknown | Data not available | 27 |
| **Total Schools** | | **288** |

- Inexperienced Teacher
  - Low Hawaiian Minority Quartile. In our low Hawaiian minority quartile schools, the count of inexperienced teachers ranges from zero (0) to seventeen (17) teachers. The average percentage (%) of inexperienced teachers, teaching in a low Hawaiian minority school is 8.37%.

- High Hawaiian Minority Quartile. In our high Hawaiian minority quartile schools, the count of inexperienced teachers ranges from one (0) to twenty-seven (27) teachers. The average percentage (%) of inexperienced teachers, teaching in a high Hawaiian minority school is 11.11%.

Table 6 on page 19 shows the calculated gap between the low poverty schools and high poverty schools for inexperienced teachers is 2.79%.

Exhibit 3 on page 20 shows the distribution of the inexperienced teachers based on the quartile distribution of students in low poverty and high poverty schools.

- Unqualified Teacher
  - Low Hawaiian Minority Quartile. In our low Hawaiian minority quartile schools, the count of unqualified teachers ranges from zero (0) to ten (10) teachers. The average percentage (%) of unqualified teachers, teaching in a low Hawaiian minority school is 2.42%.

  - High Hawaiian Minority Quartile. In our high Hawaiian minority quartile schools, the count of unqualified teachers ranges from one (0) to seventeen (17) teachers. The average percentage (%) of unqualified teachers, teaching in a high Hawaiian minority school is 6.50%.

Table 6 displayed on page 19 shows the calculated gap between the low Native Hawaiian minority schools and high Native Hawaiian minority schools for unqualified teachers is 4.08%.

Exhibit 3 displayed on page 20 shows the distribution of the unqualified teachers based on the quartile distribution of students in low Native Hawaiian minority and high Native Hawaiian schools.

- Out-of-Field Teacher
  - Low Hawaiian Minority Quartile. In our low Hawaiian minority quartile schools, the count of out-of-field teachers range from zero (0) to eighteen (18) teachers. The average percentage (%) of out-of-field unqualified teachers, teaching in a low Hawaiian minority school is 2.37%.

  - High Hawaiian Minority Quartile. In our high Hawaiian minority quartile schools, the count of out-of-field teachers ranges from one (0) to eighteen (18) teachers. The average percentage (%) of out-of-field teachers, teaching in a high Hawaiian minority school is 7.43%.

Table 6 below shows the calculated gap between the low Native Hawaiian minority schools and high Native Hawaiian minority schools for out-of-field teachers is 5.06%.

Exhibit 3 shows the distribution of the out-of-field teachers based on the quartile distribution of students in low Native Hawaiian minority and high Native Hawaiian schools.

Table 6 and Exhibit 3

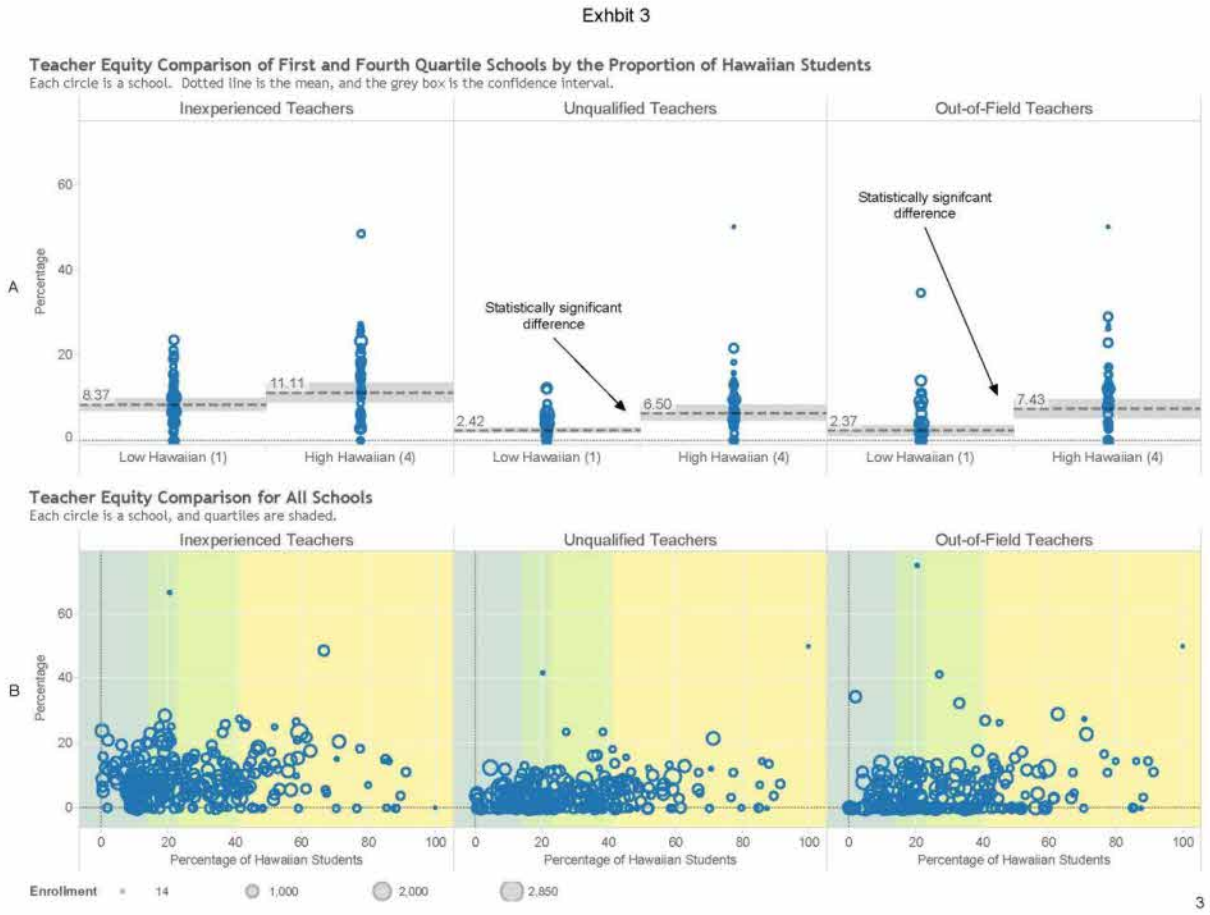
*Table 6 Average Percentage of Inexperienced, Unqualified, and Out-Of-Field teachers for Low and High Minority Native Hawaiian Quartile School*

**Table 6: Low and High Quartile of Native Hawaiian Minority Student Population**

| Educator Type | Low Native Hawaiian Minority Student Population Quartile (65 Schools) | High Native Hawaiian Minority Student Population Quartile (66 Schools) | GAP % |
|---|---|---|---|
| Inexperienced Teachers | 8.37% | 11.11% | 2.74% |
| Unqualified Teacher | 2.42% | 6.50% | 4.08% |
| Out of Field Teacher | 2.37% | 7.43% | 5.06% |
| **See Exhibit 3** | | | |

*Exhibit 3: Distribution of Educators based on Native Hawaiian Students Population*

(The colored shading in the bubble charts represent the four quartiles of distribution. The yellow shaded area is high Native Hawaiian quartile)




**Pacific Islander Minority (including Native Hawaiian Minority) Student:** To determine which schools are low Pacific Islander minority and which schools are high Pacific Islander minority, we gathered ethnicity data for all schools, then counted the students identified as Pacific Island including Native Hawaiian students. The percentage of students considered Pacific Islander was calculated by dividing the number of Pacific Islander students by the total number of students at each school. The schools were then ranked from lowest percentile of Pacific Islander students to highest percentile of Pacific Islander students. Table 7 Breakdown of

Pacific Islander Schools by Quartile School Year 2013-2014 shows the number of schools in each quartile.

*Table 7 Breakdown of Pacific Islander Minority Schools by Quartile School Year 2013-2014*

| Breakdown of Pacific Islander Schools by Quartile School Year 2013-2014 | | |
|---|---|---|
| **Minority Quartile** | **Quartile** | **# of Schools** |
| Low Pacific Islander | 1 | 64 |
| Low -Mid Pacific Islander | 2 | 66 |
| Mid-High Pacific Islander | 3 | 65 |
| High Pacific Islander | 4 | 66 |
| Unknown | Data not available | 27 |
| **Total Schools** | | **288** |

- Inexperienced Teacher
    - Low Pacific Islander Minority Quartile. In our low Hawaiian minority quartile schools, the count of inexperienced teachers ranges from one (1) to seventeen (17) teachers. The average percentage (%) of inexperienced teachers, teaching in a low Pacific Islander minority school is 9.49%.

    - High Pacific Islander Minority Quartile In our high Pacific Islander minority quartile schools, the count of inexperienced teachers ranges from one (1) to twenty-seven (27) teachers. The average percentage (%) of inexperienced teachers, teaching in a high Pacific Islander minority school is 11.85%.

Table 8 on page 23 shows the calculated gap between the low Pacific Islander Minority schools and high Pacific Islander minority schools for inexperienced teachers is 2.36%.

Exhibit 4 on page 24 shows the distribution of the inexperienced teachers based on the quartile distribution of students in low Pacific Islander minority and high Pacific Islander minority schools.

- Unqualified Teacher
    - Low Pacific Islander Minority Quartile. In our low Pacific Islander minority quartile schools, the count of unqualified teachers ranges from zero (0) to eleven (11) teachers. The average percentage (%) of unqualified teachers, teaching in a low Hawaiian minority school is 2.68%.

- High Pacific Islander Minority Quartile. In our high Pacific Islander minority quartile schools, the count of unqualified teachers ranges from one (0) to seventeen (17) teachers. The average percentage (%) of unqualified teachers, teaching in a high Pacific Islander minority school is 6.56%.

Table 8 on page 23 shows the calculated gap between the low Pacific Islander Minority schools and high Pacific Islander minority schools for unqualified teachers is 3.88%.

Exhibit 4 on page 24 shows the distribution of the unqualified teachers based on the quartile distribution of students in low Pacific Islander minority and high Pacific Islander minority schools.

- Out-of-Field Teacher
  - Low Pacific Islander Minority Quartile. In our low Pacific Islander minority quartile schools, the count of out-of-field teachers ranges from zero (0) to eighteen (18) teachers. The average percentage (%) of out-of-field unqualified teachers, teaching in a low Hawaiian minority school is 2.42%.

  - High Pacific Islander Minority Quartile. In our high Pacific Islander minority quartile schools, the count of out-of-field teachers ranges from one (0) to eighteen (18) teachers. The average percentage (%) of out-of-field teachers, teaching in a high Hawaiian minority school is 7.23%.

Table 8 on page 23 shows the calculated gap between the low Pacific Islander Minority schools and high Pacific Islander minority schools for out-of-field teachers is 4.81%.

Exhibit 4 on page 24 shows the distribution of the out-of-field teachers based on the quartile distribution of students in low Pacific Islander minority and high Pacific Islander minority schools.

Table 8 and Exhibit 4

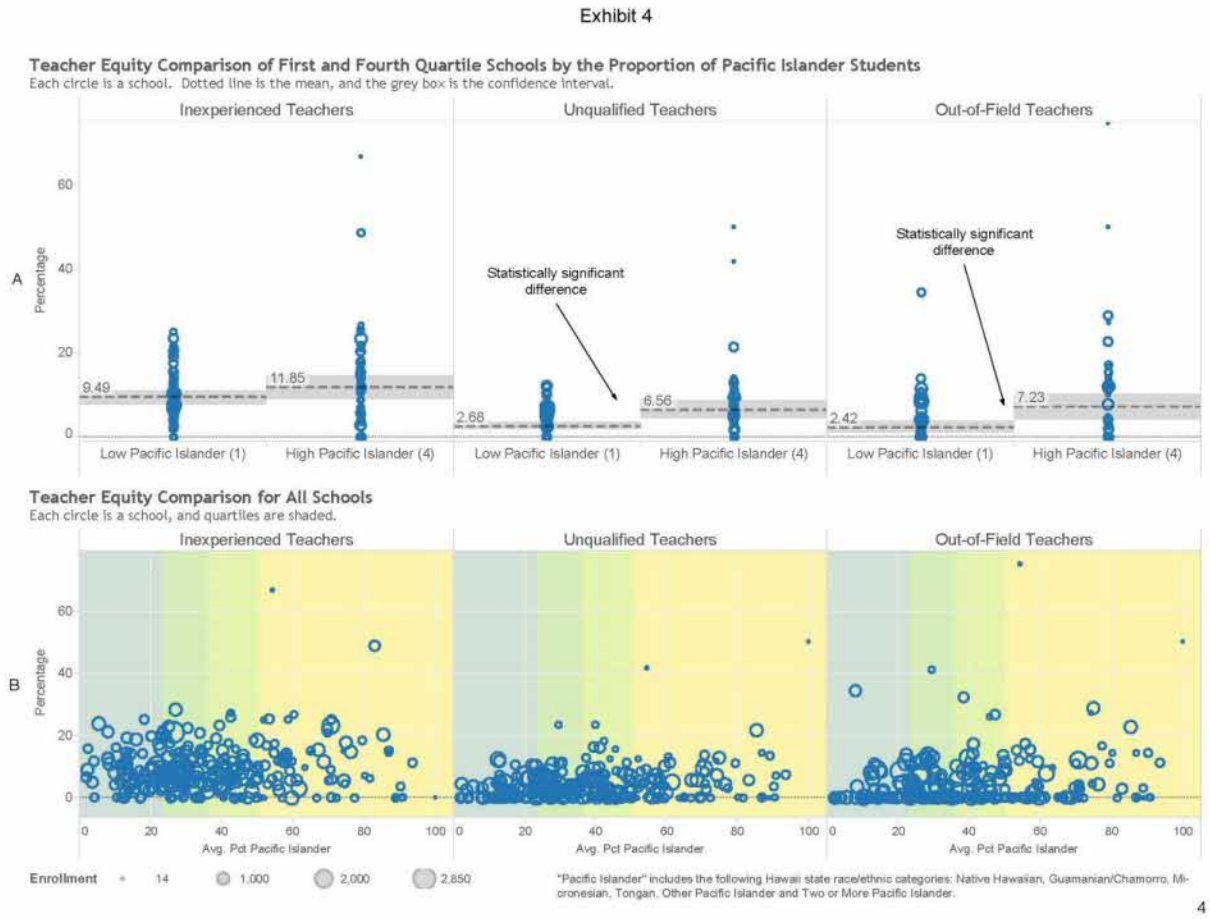
*Table 8 Average Percentage of Inexperienced, Unqualified, and Out-Of-Field teachers for Low and High Minority Pacific Islander School Quartile School*

**Table 8: Low and High quartile Pacific Islander Minority Student Population (Includes Native Hawaiian)**

| Educator Type | Low Pacific Islander Minority Student Population Quartile (64 Schools) | High Pacific Islander Minority Student Population Quartile (66 Schools) | GAP % |
|---|---|---|---|
| Inexperienced Teachers | 9.49% | 11.85% | 2.36% |
| Unqualified Teacher | 2.68% | 6.56% | 3.88% |
| Out of Field Teacher | 2.42% | 7.23% | 4.81% |

*Exhibit 4: Distribution of Educators based on Pacific Islander Students Population*

(The colored shading in the bubble charts represent the four quartiles of distribution. The Yellow shaded area is the high Native Hawaiian quartile)




## DATA ANALYSIS SUMMARY

The review of our data analysis above for poor and minority students in relation to the distribution of excellent educator categories indicates that we have potential areas of concern. Specifically our Nanakuli-Waianae complex area schools on the island of Oahu, Kau-Keaau-Pahoa schools on the island of Hawai'i, Niihau School on the island of Niihau, and Hawai'i School for the Deaf and Blind, special school on Oahu. In former reports on equity and Race to the Top efforts, we identified our Nanakuli-Waianae complex area schools and our Kau-Keaau-Pahoa complex area schools as our Zones of School Innovation (ZSI). This conclusion is consistent with the schools identified in the top 10% of concern of the data analysis.

**High Poverty:** Tables 9, 10, and 11 shown below are the top 10% of schools in the high poverty quartile with the highest percentage of inexperienced, unqualified and out-of-field teachers.

*Table 9 Top 10% of inexperienced teachers at High Poverty Schools*

| High Poverty School Name | % of Inexperienced Teacher |
|---|---|
| Hawai'i School for the Deaf and Blind | 67% |
| Waianae Elem | 49% |
| Jarrett Middle | 28% |
| Kau High & Pahala Elem | 26% |
| Naalehu Elem | 25% |
| Honaunau Elem | 25% |

*Table 10 Top 10% of unqualified teachers at High Poverty Schools*

| High Poverty School Name | % of Unqualified Teacher |
|---|---|
| Hawai'i School for the Deaf and Blind | 42% |
| Nanakuli High & Inter | 22% |
| Ke Kula `O `Ehunuikaimalino | 14% |
| Kualapu'u Elem PCS | 14% |
| Royal Elem | 13% |
| Waianae Inter | 13% |
| Honaunau Elem | 13% |

*Table 11 Top 10% of out-of-field teachers at High Poverty Schools*

| School Name | % of Out-of-Field Teacher |
|---|---|
| Hawaii School for the Deaf and Blind | 75% |
| Waianae Inter | 29% |
| Konawaena Middle | 27% |
| Nanakuli High & Inter | 23% |
| Kau High & Pahala Elem | 15% |
| Pahoa High & Inter | 15% |
| Ke Kula `O `Ehunuikaimalino | 14% |
| Molokai Middle | 14% |

**High Minority Native Hawaiian:** Tables 12, 13, and 14 shown below are the top 10% of schools in the high minority Native Hawaiian quartile with the highest percentage of inexperienced, unqualified and out-of-field teachers.

*Table 12 Top 10% of inexperienced teachers at High Minority Native Hawaiian Schools*

| School Name | % of Inexperienced Teacher at High Native Hawn School |
|---|---|
| Waianae Elem | 49% |
| Paauilo Elem & Inter | 27% |
| Puohala Elem | 27% |
| Kau High & Pahala Elem | 26% |
| Honaunau Elem | 25% |
| Naalehu Elem | 25% |
| Waianae High | 24% |

*Table 13 Top 10% of unqualified teachers at High Minority Native Hawaiian Schools*

| School Name | % of Unqualified Teachers at High Native Hawn Schools |
|---|---|
| Niihau School** | 50% |
| Nanakuli High & Inter | 22% |
| Paauilo Elem & Inter | 18% |
| Kohala Middle | 16% |
| Ke Kula `O `Ehunuikaimalino | 14% |
| Kahuku Elem | 14% |
| Kualapu'u Elem PCS | 14% |
| Puohala Elem | 13% |

*Table 14 Top 10% of Out-of-Field teachers at High Minority Native Hawaiian Schools*

| School Name | % of Out-of-Field Teacher at High Native Hawn Schools |
|---|---|
| Niihau School | 50% |
| Waianae Inter | 29% |
| Olomana School | 27% |
| Kohala Middle | 26% |
| Nanakuli High & Inter | 23% |
| King Inter | 17% |
| Molokai High | 17% |

**High Minority Pacific Islander:** Tables 15, 16, 17 shown below are the top 10% of schools in the high minority Pacific Islander quartile with the highest percentage of inexperienced, unqualified and out-of-field teachers.

*Table 15 Top 10% of inexperienced teachers at High Minority Pacific Islander Schools*

| School Name | % of Inexperienced Teachers at High Pacific Islander Minority Schools |
|---|---|
| Hawai'i School for the Deaf and Blind | 67% |
| Waianae Elem | 49% |
| Puohala Elem | 26% |
| Kau High & Pahala Elem | 26% |
| Honaunau Elem | 25% |
| Jarrett Middle | 25% |
| Naalehu Elem | 25% |
| Waianae High | 24% |

*Table 16 Top 10% of inexperienced teachers at High Minority Pacific Islander Schools*

| School Name | % of Unqualified Teacher at High Pacific Islander Minority Schools |
|---|---|
| Niihau School** | 50% |
| Hawai'i School for the Deaf and Blind | 42% |
| Nanakuli High & Inter | 22% |
| Ke Kula `O `Ehunuikaimalino | 14% |
| Kahuku Elem | 14% |
| Kualapu'u Elem PCS | 14% |
| Puohala Elem | 13% |
| Waianae Inter | 13% |

*Table 17 Top 10% of inexperienced teachers at High Minority Pacific Islander Schools*

| School Name | % of Out-of-Field Teacher at High Pacific Islander Minority Schools |
|---|---|
| Hawai'i School for the Deaf and Blind | 75% |
| Niihau School** | 50% |
| Waianae Inter | 29% |
| Olomana School | 27% |
| Nanakuli High & Inter | 23% |
| King Inter | 17% |
| Molokai High | 17% |

** Niihau school has a total of two (2) teachers. The Island of Niihau is a privately owned island in the State of Hawaii. The population on Niihau is approximately 125 individuals and the student population is approximately 25.

**Continued development on Data Analysis:** The descriptions and discussion of the data analysis presented above are for Phase I submission. As HIDOE continues to work on the Plan for Equitable Access to Excellent Educators, updates to this section may be included to provide additional information or to update information that may have changed over time for more accuracy or clarity.

# Stakeholder Groups

Stakeholders input is integral in the process of identifying the root cause(s) of gaps and development of strategies to close the gaps in distribution of excellent educators. The involvement of stakeholders includes the collaboration, partnership, and commitment from our parents, community members, SEA personnel and LEA personnel to improve the distribution of excellent educators in our schools and communities, with the end goal of increased student success.

In Phase 1 of this plan, HIDOE gathered a panel of 15 members representing SEA stakeholders, LEA stakeholders, and parents. Our Phase I stakeholder group meeting was held on July 24, 2015. The Agenda included the purpose of the meeting, the role of the stakeholders in attendance, presentation and explanation of the data collected and interpretation of the data charts and exhibits. Following the introduction, the stakeholders were broken into small role alike groups to review the data, identify gaps, determine possible root causes and brainstorm strategies to close identified gaps. The recommendations of that first stakeholder group are reported in the Gap Identification, Root-Cause Analysis and Strategies sections below.

HIDOE will continue to engage stakeholder groups in Phase II and Phase III of the plan. The current timeline for the Phase II stakeholder meetings is:

| | |
|---|---|
| August 2-4: | Develop Focus Group Meeting Agenda and Script; select focus group teams |
| August 4-5: | Train focus group teams |
| August 8-12: | Conduct SEA focus group stakeholder meetings |
| August 14-28: | Conduct external to DOE stakeholder focus group meetings |
| August 29-Sept 4 | Analyze data from stakeholder meetings; Draft initial plan; Identify policy and resource questions;<br>Meet with senior leadership at DOE for guidance; |
| Sep 7-18: | Design second series of focus group meetings with stakeholder groups; train focus group teams; complete round two of focus groups to gain input on initial plan |

Based on our data analysis and the identification of our potential areas of concern, we will begin our wider stakeholder group input process by holding meetings in Nanakuli-Waianae complex area schools and Kau-Keaau-Pahoa complex area schools. We welcome the participation of the employee stakeholders in those complex areas, the parents in those communities, other community members, and other institutions that have an interest in helping to ensure that the children in those communities have an equal opportunity to have excellent educators in their schools.

**Continued development on Stakeholder Groups:**

As we continue to develop our stakeholder group(s) and increase the stakeholder involvement, our plan is to develop the relationship, commitment, and involvement of our stakeholders in continuing to meet, implement, and deliver strategies that will close the gaps in distribution of excellent educators. As part of this process, we will continue to seek stakeholders committed to the success of our students in Hawai‘i, and to look towards an on-going review process to ensure progress over time.

# Gap Identification

The initial stakeholder group discussion focused on using the data collected and presented to determine any significant gaps. The initial stakeholder group came to consensus that the group is greatest concern after studying the data and taking into consideration the identified confidence intervals the identified most significant gaps were: Native Hawaiian and Pacific Islander students.

**Equity Gap 1 (Minority – Unqualified)**: Low and High Hawaiian / Pacific Islander Schools with Unqualified Teachers.

Our data indicates that minority students, of Native Hawaiian and/or Pacific Islander ethnicity are more likely to have an ***Unqualified*** teacher in comparison to schools with low Hawaiian and/or Pacific Islander ethnic student population(s).

**Equity Gap 2 (Minority – Out-of-Field)**: Low and High Hawaiian / Pacific Islander Schools with Out-of-Field Teachers

Our data indicates that minority students, of Native Hawaiian and/or Pacific Islander ethnicity are more likely to have and ***Out-of-Field*** teacher in comparison to schools with low Hawaiian and/or Pacific Islander ethnic student population(s).

Table 6 and Table 8 are re-displayed here to show the equity gap percentage for Equity Gap 1 and Equity Gap 2.

**Table 6: Low and High Quartile of Native Hawaiian Minority Student Population**

| Educator Type | Low Native Hawaiian Minority Student Population Quartile (65 Schools) | High Native Hawaiian Minority Student Population Quartile (66 Schools) | GAP % |
|---|---|---|---|
| Inexperienced Teachers | 8.37% | 11.11% | 2.74% |
| Unqualified Teacher | 2.42% | 6.50% | 4.08% |
| Out of Field Teacher | 2.37% | 7.43% | 5.06% |

**Table 8: Low and High quartile Pacific Islander Minority Student Population (Includes Native Hawaiian)**

| Educator Type | Low Pacific Islander Minority Student Population Quartile (64 Schools) | High Pacific Islander Minority Student Population Quartile (66 Schools) | GAP % |
|---|---|---|---|
| Inexperienced Teachers | 9.49% | 11.85% | 2.36% |
| Unqualified Teacher | 2.68% | 6.56% | 3.88% |
| Out of Field Teacher | 2.42% | 7.23% | 4.81% |

**Continued development on Gap Identification:**

As HIDOE builds on its outreach efforts to continue to develop our stakeholder group(s) increases the stakeholder involvement, and refine the data and data analysis, the Plan will continue to be updated and reviewed as any new gaps may be identified.

# Root Cause Analysis

The initial stakeholder group brainstormed possible root causes for the two equity gaps they identified. The possible root causes for the two equity gaps focused on 1) recruitment, 2) leadership, and 3) teacher qualification. The results of the initial analysis is shown below in Table 18.

**Table 18: Root Cause Analysis by Equity Gap:**

| Equity Gap 1<br>(Minority – Unqualified) | Equity Gap 2<br>(Minority – Out-of-Field) |
|---|---|
| **-RECRUITMENT:** Perception that economically deprived areas are more challenging and less desirable to teach in<br>**-RECRUITMENT:** These schools are in communities that are geographically far or remote from where teachers live<br>**-LEADERSHIP:** Ineffective principals causing teachers to leave<br>**-LEADERSHIP:** Principals have the authority to hire and assign teachers at their discretion<br>**-LEADERSHIP:** Using long-term subs inappropriately | **-LICENSURE:** K-12 schools may have teachers teaching in grade levels for which they are not certified/licensed<br>**-LICENSURE:** Basic licensure issues for DOE charter / immersion schools re: Hawaiian language and studies teachers<br>**-LEA PRACTICE (SPED):** Underlying cause could be that schools with a higher percentage of Pacific Islander students are classified as SPED<br>**-LEA PRACTICE (SPED)**: For SPED students, the teacher of record identified may impact HQ<br>**-LEADERSHIP:** Principals have the authority to hire and assign teachers at their discretion<br>**-LEADERSHIP:** Using long-term subs inappropriately |

**Continued development on Root Causes:**

The identification of root causes will be validated and refined by additional stakeholder input.

# Strategies

Our initial stakeholder group suggested the following strategies to consider in addressing the root cause(s) and helping to close the gap(s) of equitable distribution of excellent educators. See Table 19 and Table 20.

**Table 19: Possible Strategies for Equity Gap #1: Unqualified Teachers for Minority Students**

| Equity Gap 1 (Minority – Unqualified) | Key Strategies |
|---|---|
| **RECRUITMENT:** Perception that economically deprived areas are more challenging and less desirable to teach in | • Recruit within the community/develop community members to pursue careers in teaching<br>• Provide support to meet the challenges faced by teachers in these schools<br>• Provide training for cultural awareness and acceptance<br>• Develop a teacher partnership program with community Institutions of Higher Education<br>• Promote the schools/community in these areas. |
| **RECRUITMENT:** These schools are in communities that are geographically far from where teachers live | • Recruit within the community/develop community members to pursue careers in teaching<br>• Stipend/Bonus for geographic hard to staff areas<br>• Get community involved in supporting the teachers (i.e. socialization and acceptance)<br>• Promote the community and geographic location (i.e. Great Place to Live/Work, Work-Life Balance) |
| **COMPENSATION:** Teacher pay is not comparable to other professions, especially for the high cost of living in Hawai'i, and oftentimes the remote areas are more expensive than the urban areas for basic needs such as food and gas. | • Stipend for teaching in high need area<br>• Negotiate Increases in the salary schedule for teachers of special populations (i.e. SPED) |
| **WORKING CONDITIONS:** Non-Teaching Responsibilities, large caseload, | • Reduce clerical burden on teachers, provide office assistance to help with clerical duties such as data input, letters, typing of reports and documents. |

| | |
|---|---|
| **LEADERSHIP:** Ineffective principals causing teachers to leave | • Support and professional development for principals as identified<br>• Support and development for principals from HIDOE Leadership Institute<br>• Specialized training for principals in high minority schools<br>• Hawai'i Leadership Competency model http://bit.ly/1MAwGtN |
| **LEADERSHIP:** Principals have the authority to hire teachers at their discretion | • Training and Support for principals on Statewide goals and objectives<br>• Training and Support for principals on best hiring practices and policies<br>• Holding principals accountable for their hiring decisions and meeting state goals and objectives |
| **LEADERSHIP:** Using long-term substitute teachers inappropriately | • Training and Support for Principals on Statewide goals and objectives<br>• Training and Support for Principals on best hiring practices and policies<br>• Holding Principals accountable for their hiring decisions and meeting state goals and objectives<br>• Tracking and monitoring overall teacher quality at schools<br>• Adopt policies to allow use of long term substitutes only in an emergency |

**Table 20: Possible Strategies for Equity Gap #2: Out-Of-Field Teachers for Minority Students**

| Equity Gap 2 (Minority – Out-of-Field) | Key Strategies |
|---|---|
| **LICENSURE/HQT:** K-12 schools may have teachers teaching in grade levels in which they are not certified/HQT | • Recruit within the community/develop community members to pursue careers in teaching<br>• Develop a teacher partnership program with community Institution of Higher Education.<br>• Promote the schools/community in these areas.<br>• Technical assistance from HQT staff in understanding teacher assignment to teacher qualifications |
| **LICENSURE/HQT:** Basic licensure issues for DOE charter / immersion schools re: Hawaiian language and studies teachers | • Work with Institutes of Higher Education on requirements for Hawaiian Language education degree candidates graduating with core content qualification(s) in addition to indigenous language qualification.<br>• Technical assistance from HQT staff in understanding teacher assignment to teacher qualifications |
| **LEA PRACTICE (SPED):** Underlying cause could be that schools with a higher percentage of Pacific Islander students are classified as SPED | • Dual-Certification programs<br>• Work with IHE to increase Dual certification graduates<br>• Increase the salary for SPED assigned teachers in areas of need |
| **-LEA PRACTICE (SPED)**: For SPED students, the teacher of record identified may impact HQ | • Increase inclusion model of student assignment to a qualified in-field teacher<br>• Use a co-teacher model, where at least one teacher is highly qualified/license |
| **-LEADERSHIP:** Principals have the authority to hire and assign teachers at their discretion | • Training and Support for Principals on Statewide goals and objectives<br>• Training and Support for Principals on best hiring practices and policies<br>• Holding Principals accountable for their hiring decisions and meeting state goals and objectives<br>• Tracking and monitoring overall teacher |

| | |
|---|---|
| | quality as schools |
| **LEADERSHIP:** Using long-term substitute teachers inappropriately | • Training and Support for principals on statewide goals and objectives<br>• Training and support for principals on best hiring practices and policies<br>• Holding principals accountable for their hiring decisions and meeting state goals and objectives<br>• Tracking and monitoring overall teacher quality as schools<br>• Adopt policies to allow out of field assignments only in an emergency<br>• |

Before committing to any strategies, HIDOE will collect and consider the findings from additional stakeholder groups that broaden the outreach to community members, parents, and school staff. Further development and validation of the strategies will be completed in Phase II and III of the Plan.

**Continued development on Strategies:**

The possible strategies will be refined and prioritized through additional stakeholder input. Once our strategies are fully developed and prioritized, we will implement an action plan on how to implement the strategies, who will be responsible for implementation, and how the strategies, will be measured for progress and effectiveness. Strategies will be reviewed and revised based on effectiveness.

# Measures and Monitoring

The web-based data system eHR for HQ currently provides up-to-date information by teacher, school, complex area, district, and state on the progress of meeting HQT requirements. Users at each level can access information on the site, based on their level of authority. The site also contains trend reports that show the progress that has been accomplished over time. Our plan is to enhance the system to include other measures of teacher quality and Excellent Educators, allowing users a dashboard experience providing information, data, and trend reports to end users on-demand in real time. We believe that having access to information on demand is the best way for teachers, principals, and administrators to have an active and collaborative role in ensuring excellent educators for all students. Our final Equitable Access to Excellent Educators plan will be live on the HIDOE Teacher Quality site. Once the root-causes and strategies are finalized, measures will be selected that will provide robust data to determine the success of those strategies in reducing identified gaps.

The Highly Qualified Teacher (HQT) section staff in the Office of Human Resources will provide technical assistance and monitor progress for eliminating the gaps in the number and percentage of excellent educators at identified gap schools. On-site visits to schools and complex areas will be conducted at regular intervals. Technology based monitoring will also be conducted to review and analyze data over time. The HQT staff will also conduct virtual meetings to collect additional data, review progress, and discuss challenges towards meeting goals to close the gap. Currently, the HQ staff as part of its Title IIA (HQT) responsibility monitors each complex areas and select schools within each complex area on a three-year cycle. As part of Phase III, the Title IIA (HQT) monitoring protocols will be revised to include the implementation of selected strategies and progress toward eliminating identified gaps of excellent educators. Additionally, in those schools with the greatest identified gaps, additional monitoring protocols will be developed providing for annual reporting by the school and monitoring by HIDOE.

All reports and monitoring findings will be publically available on the HIDOE website and shared with stakeholder groups.

**Continued development on Measures and Monitoring:** HIDOE will continue to refine and further develop the measures and monitoring of progress for closing identified equity gap(s). The submission of Phase III of the plan will included details on ongoing measures and monitoring for progress over time, and trend reports will be developed to track progress from implementation through elimination of the gap and maintenance of the removal of the gap.

# Reporting and Progress Monitoring

Reports to track progress in closing the gaps, and effectiveness of strategies will be developed as part of Phase II and III of the plan. The reports will be completed annually and made publicly available on our public internet site Hawai'i Public Schools. On an annual basis, we will revisit the equity plan and report progress to our stakeholders, solicit their feedback and determine if the gaps, root causes, and strategies continue to be appropriate and effective for closing the gaps. Updates to the plan will be based on results of an annual review of effectiveness.

**Continued development on Measures and Monitoring:** HIDOE will also continue to refine and further develop its reporting and progress monitoring. The submission of Phase III of the plan will included details on ongoing reporting and progress monitoring.

# Continued Development

The continued development for final completion of the Plan for Equitable Access to Excellent Educators is outlined in HIDOE's project plan.

Major Milestone dates are:

Phase II Submission to USDOE: October 2, 2015

Phase III Submission to USDOE (Final Version): November 2, 2015

HIDOE is committed to the closing the gap in the distribution of excellent educators. After the Phase III submission to USDOE, HIDOE will implement the plan under a timeline that will be included in the Phase III submission. For the strategies that can be implemented immediately, we take baseline measures at implementation, end of year measures, and beginning of year measures. This will allow us to track progress within a school year as well as from year to year to develop and produce trend reports that tracks progress of time. We will continue to revise the plan as necessary based on progress reports.