

Hawai'i State Department of Education



Equitable Access to Excellent Educators November 9, 2015



Table of Contents

Executive Summary	3
Introduction	4
Definitions	7
Data Analysis	9
Gap Identification	30
Stakeholder Groups	31
Root Cause Analysis	34
Strategies	39
Measures and Monitoring	55
Reporting and Progress Monitoring	57
Implementation Plan	68
Conclusion	69
Appendix	
Appendix A: Complex Areas	70
Appendix B: Core Equity Team	71
Appendix C: Stakeholder Group(s)	72

Executive Summary

Hawai'i is pleased to submit its plan for Equitable Access to Excellent Educators to the U.S. Department of Education. The purpose of the plan is to close the gap of excellent educators in our schools, with a primary focus for students economically disadvantaged or from ethnic minority groups.

Hawai'i's population is unique in comparison to the states in the continental U.S. The vast majority of residents in Hawai'i are identified as ethnic minority and approximately 86% of the population is identified as non-white (<http://quickfacts.census.gov/qfd/states/15000.html>). For this reason, the HIDOE has elected a State-specific definition of minority student for the purposes of this Plan.

HIDOE is committed to closing the gaps in equity by increasing the number of experienced, licensed, and highly qualified teachers for all students who attend public schools in Hawai'i. The commitment to close the gaps in equity is shared by our stakeholder groups; as such, this Plan is also written for our stakeholders: HIDOE staff, students, parents, community members, partners in other state agencies, and Institutions of Higher Education, both public and private. This document summarizes the process by which stakeholders analyzed the state's data and provided recommendations on the root cause(s) and strategies for closing the gaps in equity. The strategies focus on attracting, retaining, supporting, compensating, and communicating with applicants, teachers, and school leaders to close the gap in equity of excellent educators throughout the state.

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 who manages the academic and educational programs, and the Senior Assistant Superintendent who supervises the administrative offices.

Public schools are divided into [15 Complex Areas \(See Appendix A\)](#). 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](http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/StrategicPlan.pdf). (<http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/StrategicPlan.pdf>). 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

HIDOE 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.

HIDOE has worked over the past 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, and new organizational structures to improve collaboration, as well as 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.”

(http://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/Hawaii_SSIP.pdf)



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

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 (<http://www.htsb.org/>) is the agency responsible for teacher licensing in Hawai'i. The HTSB Licensing standards and policies are governed by the [Hawai'i Revised Statute 302A-802 Licensing standards; polices](http://www.htsb.org/wp-content/uploads/2012/10/Revised_Statute.pdf) (http://www.htsb.org/wp-content/uploads/2012/10/Revised_Statute.pdf). A fully licensed teacher is an individual who: 1) holds at minimum 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](http://www.htsb.org/licensing-permits/licensing-permits-overview/) (<http://www.htsb.org/licensing-permits/licensing-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 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](http://hqt.k12.hi.us) website (<http://hqt.k12.hi.us>).
- 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 rate of poor or minority students who are taught by inexperienced, unqualified or out-of-field teachers is equal to the rate for 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 data used was based on school year 2013-2014, which was the latest year for which the required data was available during the development of the Plan.

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 (quartile 4). A second line was drawn after the next highest 25% of schools and at 50% of schools (quartile 3), and a third line at 75% of schools (quartile 2). The remaining 25% of schools (quartile 1) is designated as the lowest quartile.

Data Analysis

Data Sources

Employee Data:

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 (HQT) 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.

Detailed data related to HQT is maintained in a second system (eHQ). eHQ holds data from 2006 to the present time. The system provides real time data in the form of tables, graphs, and individual reports available to end users to track and monitor progress toward HQT status. For example, eHQ produces an annual list of Non-Highly Qualified Teachers by teacher, school, complex area, district, and statewide.

In terms of hierarchical access, those with state level authority can view information aggregated to the state or complex area levels or filter as needed. Complex Area Superintendents have access to the data at the complex area level and may designate viewing rights to others within the complex area such as School Renewal Specialists. Principals have access to school wide reports and for each teacher assigned to that principal's school. Teachers have access only to their own reports.

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](http://bit.ly/1LzUa25) section (<http://bit.ly/1LzUa25>). 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.tn.us.

Student Data:

Student achievement and student data including economic status, ethnicity, and other data are maintained by HIDOE's Accountability and Resource Center of Hawai'i ([ARCH](#)). Reports published by ARCH provide data on schools and their progress toward improvement. One such report is the School Status and Improvement Report (SSIR).

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. Contained in the SSIR for each school are student profile data that includes the free and reduced price lunch percentage and student ethnicity percentages.

Data Analysis

School year data from 2013-14 was used for the analyses contained in this report. The analyses included data from both the employee data systems and the ARCH system containing SSIR student data.

Comprehensive teacher employment history, education, licensure, certification and highly qualified teacher status were analyzed in relation to student ethnicity, economic status, and school assignment data to assist in identifying definitions for this equity plan. The following are the identified definitions:

- Poor Student – Student who qualifies for Free or Reduced Price Lunch
- Minority Student – Student of Native Hawaiian and/or Pacific Islander ethnicity

Missing Data:

HIDOE has identified 27 schools for which complete data is currently not available. The 27 schools have been identified as charter schools that have elected to not use HIDOE systems to maintain their employee data. For these schools, HIDOE receives only payroll data that does not include the number of years of teaching experience for prior out-of-state or private school teaching experience, licensure and educational qualifications for the non-core subject teachers. HIDOE has requested the Hawaii Charter School Commission provide the missing data. The missing schools will be included in the data analysis effective school year 2016-2017.

Poverty Analysis:

HIDOE defines 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 (quartile 1) of FRL to highest percentile (quartile 4) of FRL. In school year 2013-2014 there were 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: *Poverty Schools by Quartile School Year 2013-2014* show the number of schools in each quartile.

Table 1: 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 moving forward beginning with SY2016-2017 data collection and analysis.

- **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%.

- **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%.

- **Out-of-Field Teacher**
 - **Low Poverty Quartile:** In our low poverty quartile schools, the count of out-of-field 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 out-of-field 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%.

Table 2 shows the calculated gaps between the low poverty schools and high poverty schools for inexperienced, unqualified and of out-of-field teachers.

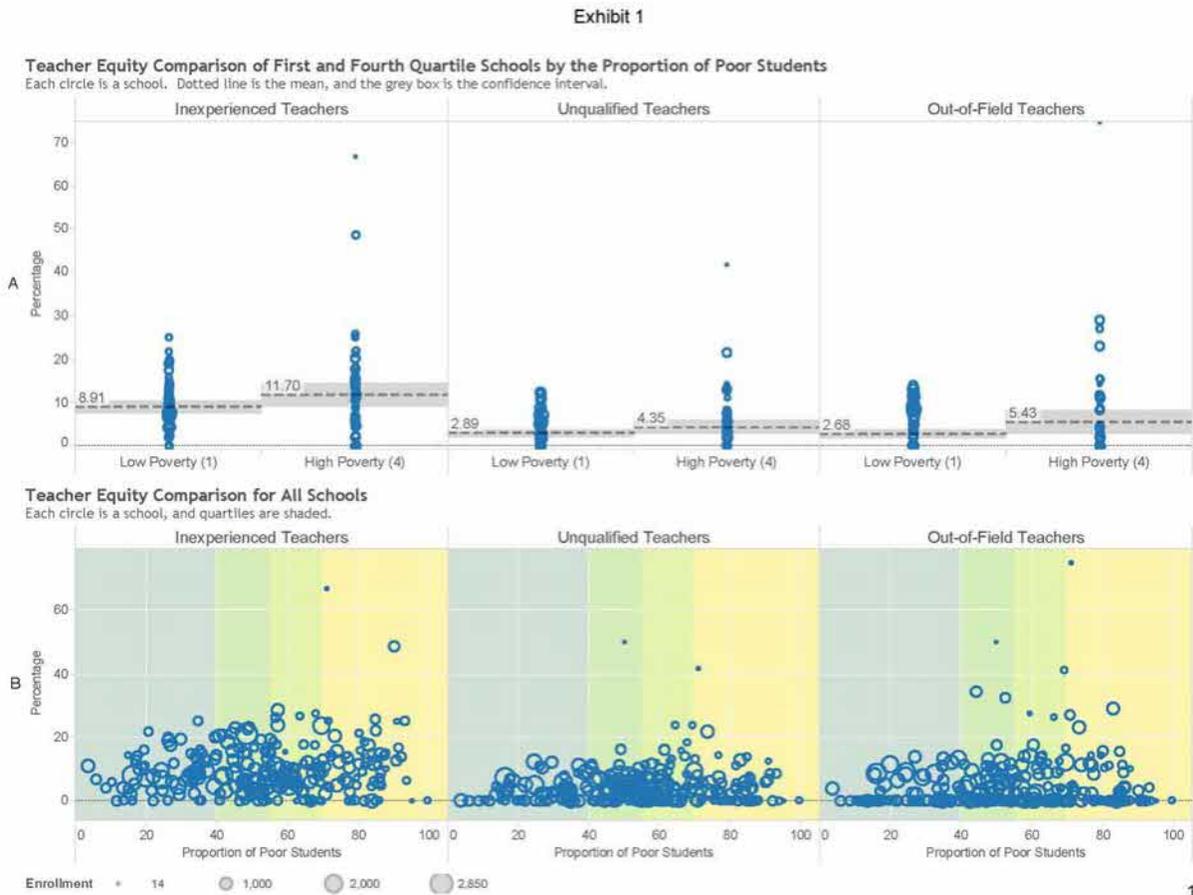
Table 2: Average Percentage of Inexperienced, Unqualified and Out-of-Field teachers for Low and High Poverty Quartile Schools

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

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

Exhibit 1: Distribution of Educators based on Free and Reduced Price 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:

Federal Definition: Minority Student Analysis:

Ethnicity data was gathered to determine which schools are low minority and high minority. The count of students defined as minority based on the federal definition was then counted and the percentage of minority was calculated based on the total student count for the school. Hawai‘i’s federally defined minority student population is approximately 86%. The range of ethnic

diversity in our schools ranges from 23% to 100% minority students in our highest minority population schools. The schools were then ranked from lowest percentile of minority students to highest percentile of minority students.

Table 3: *Minority Schools by Quartile School Year 2013-2014* show the number of schools in each quartile.

Table 3: 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 low and high minority schools, which is based on the percentage of inexperienced, unqualified and out-of-field teachers.

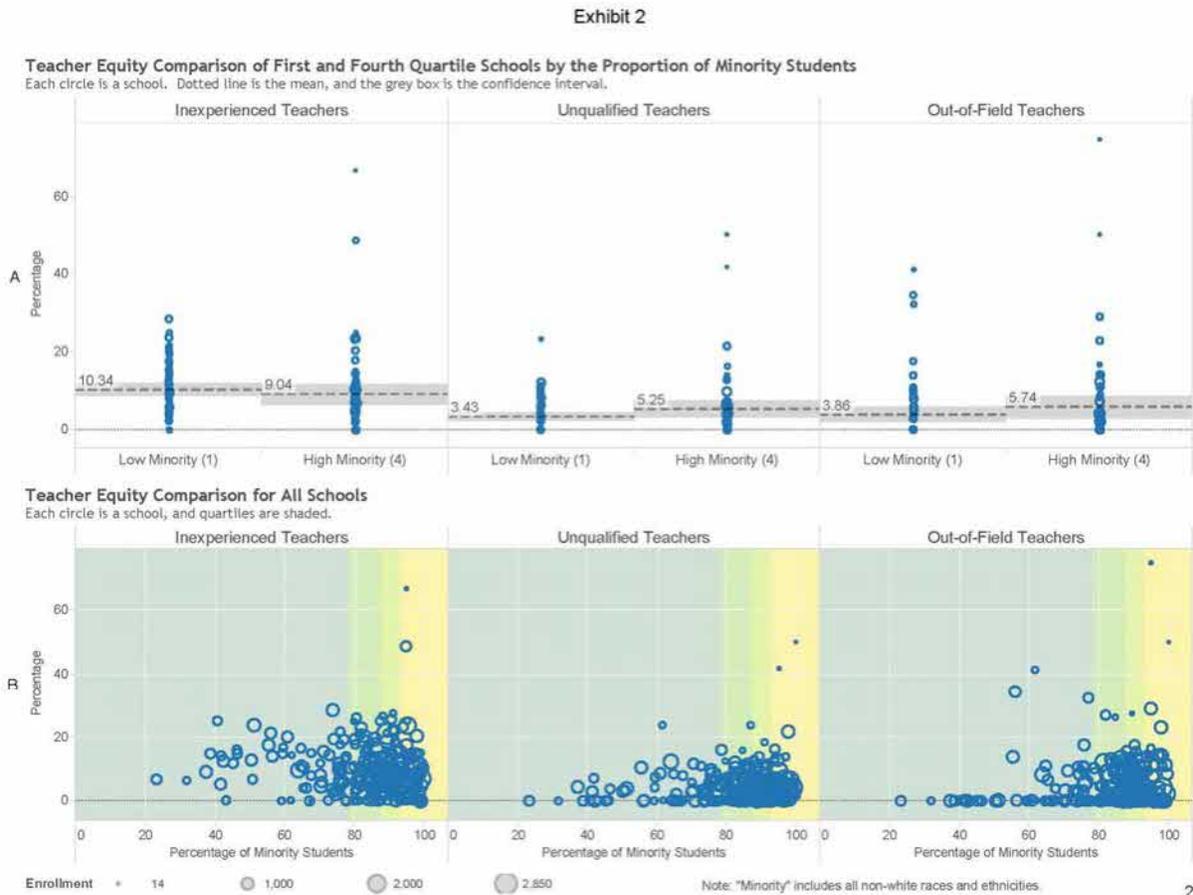
Table 4 Average Percentage of Inexperienced, Unqualified and Out-of-Field teachers for Low and High Minority (Federal Definition) Quartile School

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 Teachers	3.43%	5.25%	1.82%
Out-of-Field Teachers	3.86%	5.74%	1.88%

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

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



The graphical representation of the data indicates a high percentage of minority students (under the federal definition) clustered within the high minority quartile for inexperienced, unqualified and out-of-field teachers.

Hawai‘i Definition: Minority Student Analysis:

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 elected an alternative and more meaningful definition of “minority student” for the purposes of this Plan.

The analysis of our initial data review indicated that Native Hawaiians and Pacific Islanders are both of greater relevance to the diverse population of Hawai‘i and tend to represent the poorest as well as the lowest achieving sub-groups. Therefore, HIDOE analyzed the data on these two ethnic sub-groups in relation to Inexperienced, Unqualified and Out-of-Field teachers.

Native Hawaiian Minority Student: To determine which schools have a low Native Hawaiian minority or high Native Hawaiian minority population, we gathered ethnicity data for all schools and counted the students identified as Native Hawaiian. The percentage of students identified as 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 percentile of Native Hawaiian students.

Table 5: *Native Hawaiian Minority Schools by Quartile School Year 2013-2014* show the number of schools in each quartile.

Table 5: Native Hawaiian Minority Schools by Quartile School Year 2013-2014

Native Hawaiian Minority 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 Native Hawaiian Minority Quartile: In our low Native 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 Native Hawaiian minority school is 8.37%.
 - High Native Hawaiian Minority Quartile: In our high Native Hawaiian minority quartile schools, the count of inexperienced teachers ranges from zero (0) to twenty-seven (27) teachers. The average percentage (%) of inexperienced teachers, teaching in a high Native Hawaiian minority school is 11.11%.

- **Unqualified Teacher**
 - Low Native Hawaiian Minority Quartile: In our low Native 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 Native Hawaiian minority school is 2.42%.
 - High Native Hawaiian Minority Quartile: In our high Native Hawaiian minority 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 Native Hawaiian minority school is 6.50%.

- **Out-of-Field Teacher**
 - Low Native Hawaiian Minority Quartile: In our low Native Hawaiian 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 teachers, teaching in a low Native Hawaiian minority school is 2.37%.
 - High Native Hawaiian Minority Quartile: In our high Native Hawaiian 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 teachers, teaching in a high Native Hawaiian minority school is 7.43%.

Table 6 shows the calculated gaps between the low Native Hawaiian minority schools and high Native Hawaiian minority schools for inexperienced, unqualified and out-of-field teachers.

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

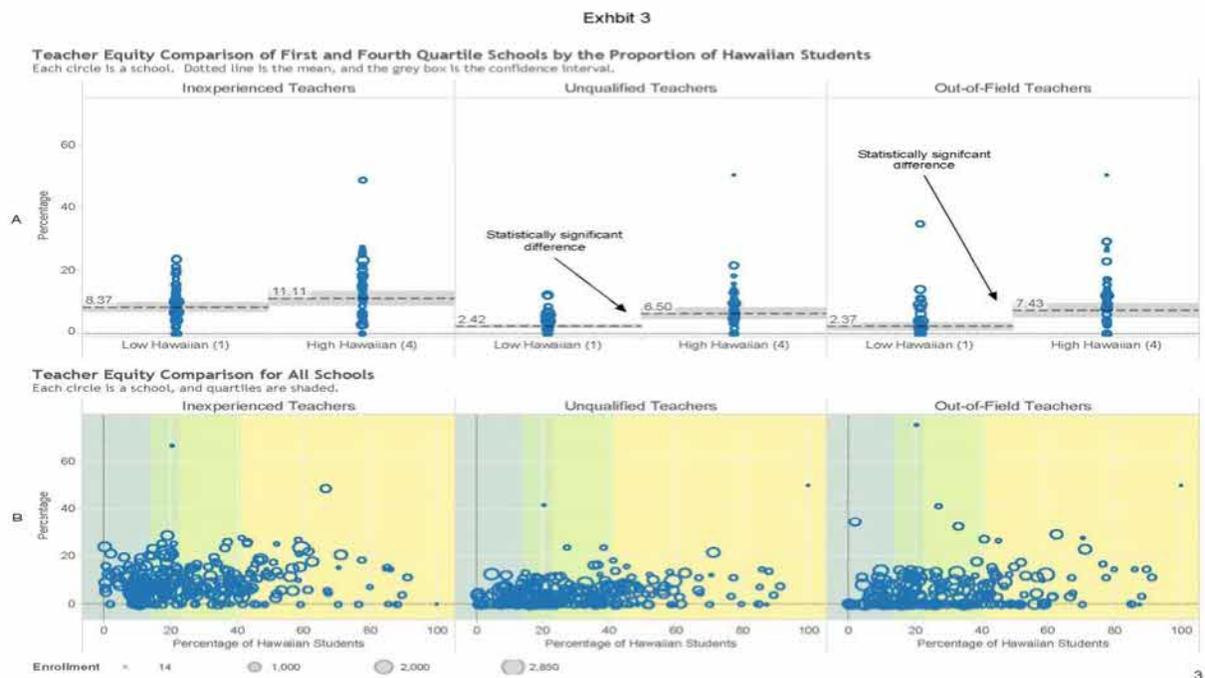
Low and High Quartile of Native Hawaiian Minority Student Population

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 Teachers	2.42%	6.50%	4.08%
Out-of-Field Teachers	2.37%	7.43%	5.06%

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

Exhibit 3: Distribution of Educators based on Native Hawaiian Student Population

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



Pacific Islander Minority (including Native Hawaiian Minority) Student: To determine which schools have a low Pacific Islander minority or high Pacific Islander minority population, we gathered ethnicity data for all schools, then counted the students identified as Pacific Islander including Native Hawaiian students. The percentage of students identified as 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: *Pacific Islander Minority Schools by Quartile School Year 2013-2014* shows the number of schools in each quartile.

Table 7: Pacific Islander Minority Schools by Quartile School Year 2013-2014

Pacific Islander Minority 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 Pacific Islander 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%.

- **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 Pacific Islander 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 zero (0) to seventeen (17) teachers. The average percentage (%) of unqualified teachers, teaching in a high Pacific Islander minority school is 6.56%.

- **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 teachers, teaching in a low Pacific Islander 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 zero (0) to eighteen (18) teachers. The average percentage (%) of out-of-field teachers, teaching in a high Pacific Islander minority school is 7.23%.

Table 8 shows the calculated gap between the low Pacific Islander minority schools and high Pacific Islander minority schools for inexperienced, unqualified and out-of-field teachers.

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

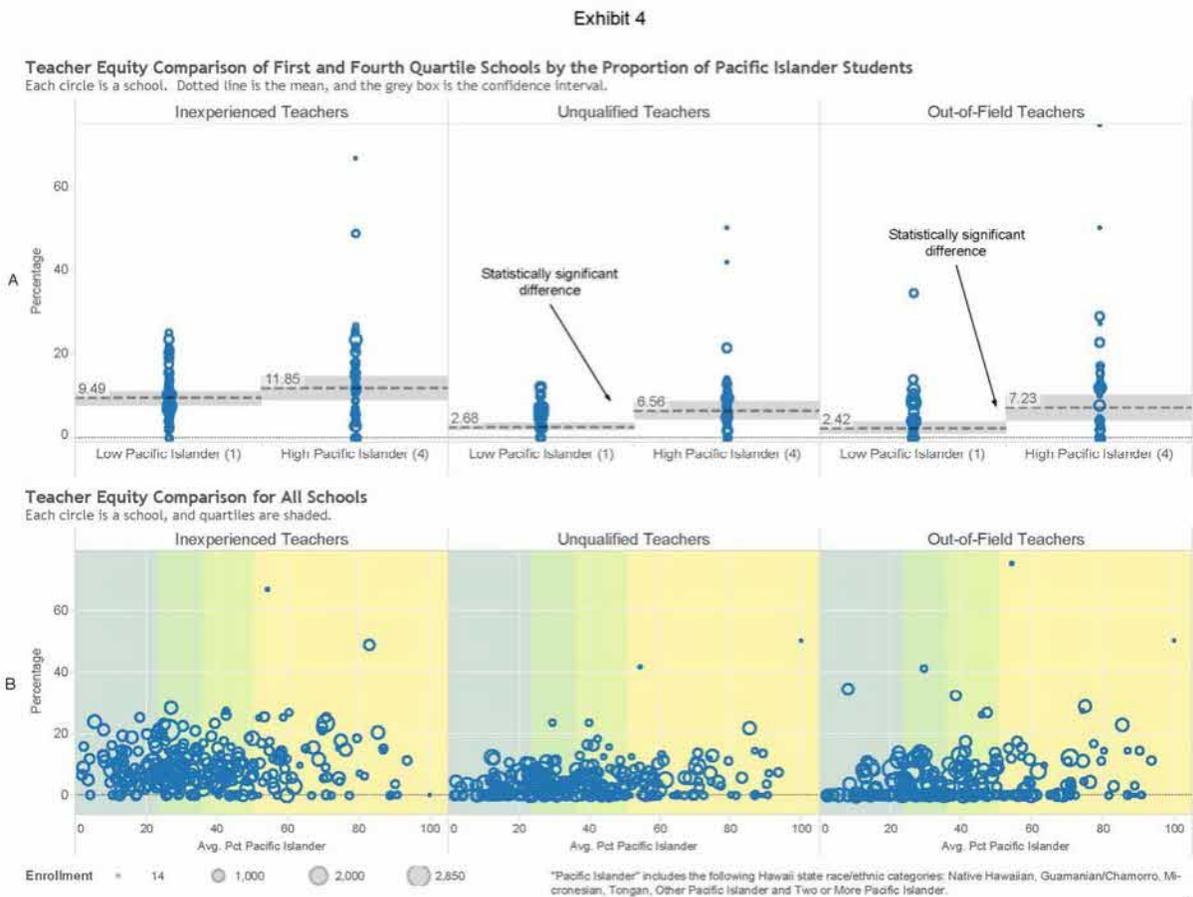
**Low and High quartile Pacific Islander Minority Student Population
(Includes Native Hawaiian)**

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 Teachers	2.68%	6.56%	3.88%
Out-of-Field Teachers	2.42%	7.23%	4.81%

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

Exhibit 4: Distribution of Educators based on Pacific Islander Student Population including Native Hawaiian

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



Data Analysis Summary

The review of the bubble charts (Exhibits 1 - 4) reveals that there are schools which are significant outliers from the majority of the clustered schools. To better understand and identify these outlier schools, additional analysis on the data of the schools in both the high poverty quartile and high minority Native Hawaiian and Pacific Islander quartile was conducted. The

schools whose percentages were in the top 10% for inexperienced, unqualified and out-of-field teachers were identified. By identifying these schools, we could better determine if there were significant gaps requiring special attention and/or assistance. The top 10% schools were identified by looking at the schools in the high quartile (quartile 4) for poverty and minority Native Hawaiian and Pacific Islander student populations. Each quartile represents 65 schools; of the 65 schools in the high quartile(s), the seven (7) schools with the highest percentage of inexperienced, unqualified and out-of-field teachers are identified below.

High Poverty Top 10% Schools: 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 Teachers
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%

** These schools are identified as Schools with Unique Conditions*

Table 10: Top 10% of Unqualified teachers at High Poverty Schools

High Poverty School Name	% of Unqualified Teachers
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 Teachers
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 Teachers 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 Teachers 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 Unqualified teachers at High Minority Pacific Islander Schools

School Name	% of Unqualified Teachers 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 Out-of-Field teachers at High Minority Pacific Islander Schools

School Name	% of Out-of-Field Teachers 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%

* These schools are identified as Schools with Unique Conditions:

- *Hawai'i School for the Deaf and Blind: This School with Unique Conditions is for students who are deaf and/or blind. Students are admitted to this school based on meeting Special Education Requirements for appropriate placement into the school.*
- *Niihau school: This School with Unique Conditions is located on the Island of Niihau. The island is a privately owned island in the State of Hawai'i. No one is allowed to enter the island without the permission of the landowner. The population on Niihau is approximately 125 individuals and the student population is approximately 25. There are a total of two (2) teachers assigned to this school.*
- *Olomana School: This School with Unique Conditions is solely for incarcerated youth.*

The review of the top 10% schools indicated some schools were repeatedly identified, and were only from a few complex areas and not distributed equally among all complex areas.

Table 18 identifies the schools in the top 10% and the complex area in which the school is located.

Table 18 – Top 10% schools by complex area for all categories of Inexperienced, Unqualified and Out-of-Field teachers

School	Complex Area
Kahuku Elem	CA Castle-Kahuku
King Inter	CA Castle-Kahuku
Puohala Elem	CA Castle-Kahuku
Kualapu'u Elem PCS	Charter
Honaunau Elem	CA Honokaa-Kealakehe-Kohala-Konawaena
Ke Kula `O `Ehunuikaimalino	CA Honokaa-Kealakehe-Kohala-Konawaena
Kohala Middle	CA Honokaa-Kealakehe-Kohala-Konawaena
Konawaena Middle	CA Honokaa-Kealakehe-Kohala-Konawaena
Molokai High	CA Hana-Lahainaluna-Lanai-Molokai
Molokai Middle	CA Hana-Lahainaluna-Lanai-Molokai
Paauilo Elem & Inter	CA Honokaa-Kealakehe-Kohala-Konawaena
Kau High & Pahala Elem	CA Kau-Keaau-Pahoa
Naalehu Elem	CA Kau-Keaau-Pahoa
Pahoa High & Inter	CA Kau-Keaau-Pahoa
Jarrett Middle	CA Kaimuki-McKinley-Roosevelt
Royal Elem	CA Kaimuki-McKinley-Roosevelt
Nanakuli High & Inter	CA Nanakuli-Waianae
Waianae Elem	CA Nanakuli-Waianae
Waianae Inter	CA Nanakuli-Waianae
Hawai'i School for the Deaf and Blind*	School with Unique Conditions
Niihau School*	School with Unique Conditions
Olomana School*	School with Unique Conditions

The analysis was refined to calculate aggregated complex area averages. The complex area averages were compared against the state averages to identify the complex areas with greater than the statewide averages for poverty, inexperienced teachers, unqualified teachers and out-of-field teachers. The compiled summary of the complex area averages is presented in Table 19.

Table 19 Complex Area Averages

Complex Area Averages	%Poverty	% New Teachers (Inexp)	% Not Licensed (Unqual)	% NHQT (OOF)
Statewide Poverty Average %	55%			
Statewide Average for High Native Hawaiian Schools		11%	7%	7%
Statewide Average for High Pacific Islander Schools		12%	7%	7%
CA Aiea-Moanalua-Radford	38%	10%	3%	2%
CA Baldwin-Kekaulike-Maui	53%	9%	3%	4%
CA Campbell-Kapolei	46%	12%	3%	3%
CA Castle-Kahuku	56%	9%	4%	3%
CA Farrington-Kaiser-Kalani	50%	8%	2%	2%
CA Hana-Lahainaluna-Lanai-Molokai	67%	8%	4%	5%
CA Honokaa-Kealakehe-Kohala-Konawaena	68%	12%	8%	8%
CA Hilo-Waiakea	63%	6%	2%	3%
CA Kailua-Kalaheo	44%	9%	6%	3%
CA Kaimuki-McKinley-Roosevelt	57%	7%	3%	2%
CA Kapaa-Kauai-Waimea	51%	11%	4%	6%
CA Kau-Keaau-Pahoa	86%	15%	4%	6%
CA Leilehua-Mililani-Waialua	46%	9%	2%	4%
CA Nanakuli-Waianae	81%	21%	8%	9%
CA Pearl City-Waipahu	46%	7%	3%	3%
SCHOOLS WITH UNIQUE CONDITIONS				
CA Farrington-Kaiser-Kalani – Hawai’i School for the Deaf and Blind	71%	67%	42%	75%
CA Kailua-Kalaheo – Olomana School - For incarcerated youth	59%	15%	12%	27%
CA Kapaa-Kauai-Waimea - Niihau School - There are only 2 teachers who teach on Niihau. Niihau is a privately owned island that requires permission from the Robinson family to access/enter the island.	50%	0%	50%	50%

The review of the data for poor and minority students in relation to the distribution of excellent educator categories indicates areas of concern, specifically, the Nanakuli-Waianae complex area schools on the island of Oahu, Kau-Keaau-Pahoa and Honokaa-Kealakehe-Kohala-Konawaena

complex area schools on the island of Hawai'i. Schools with Unique Conditions* are also areas of concern.

The next section of the Plan identifies actionable strategies to address the equity gaps, with priority efforts for those schools in the top 10% and for complex areas of concern. Schools with Unique Conditions will require additional consultation with other offices and support staff within the HDOE and are not, as a result, addressed in further detail here.

Gap Identification

The data discussed above was presented to an initial stakeholder group for discussion focused on using the data collected to determine any significant gaps. The initial stakeholder group came to a consensus that:

1. Poverty is dispersed across the state, and
2. Minority populations have a higher percentage of Unqualified and Out-of-Field teachers.

After studying the data and taking into consideration the identified confidence intervals, the initial stakeholder group identified the most significant gaps were with respect to Native Hawaiian and Pacific Islander students, as follows:

Equity Gap 1 (High Poverty/High Minority – Unqualified):

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

Equity Gap 2 (High Poverty/High Minority – Out-of-Field):

High poverty/ high minority students of Native Hawaiian and/or Pacific Islander ethnicity are more likely to have an *Out-of-Field* teacher in comparison to schools with low poverty or low Native Hawaiian and/or Pacific Islander ethnic student population(s).

As HIDOE continued to meet with additional stakeholder groups and analyze data for specific areas/populations, it became evident that an additional equity gap exists:

Equity Gap 3 (High Poverty/High Minority – Inexperienced):

High poverty/ high minority students of Native Hawaiian and/or Pacific Islander ethnicity are more likely to have an *Inexperienced* teacher in comparison to schools with low poverty or low Native Hawaiian and/or Pacific Islander ethnic student population(s).

The HIDOE's Plan addresses these three identified gaps.

Stakeholder Groups

Purpose

Stakeholder 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, with the end goal of increased student success. The involvement of stakeholders includes the collaboration, partnership, and commitment from our parents, community members, SEA personnel and LEA personnel.

At the beginning of the process, a Core Equity Team (CET) (see Appendix B) was formed with HIDOE staff who have responsibilities and/or necessary skills and abilities to help guide, develop and implement the plan. The core group will be responsible for the development, implementation, progress monitoring, and overall improvement of this plan. Our stakeholder approach involved having the CET identify initial stakeholder groups. The approach to these meetings were to (1) provide an overview of the data analysis, (2) gather their input on the root causes, and (3) identify possible strategies to eliminate the gaps in equity.

Engagement – Phase I

In Phase 1 of this plan, HIDOE gathered an initial stakeholder [panel of 15 members](#) (See Appendix C) representing SEA stakeholders, LEA stakeholders and parents. A 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 groups to review the data, identify gaps, determine possible root causes and brainstorm strategies to close identified gaps.

Using the data gathered, the equity gaps identified by the initial stakeholders, and the suggestions for simplifying the data presentation, HIDOE continued to engage with various stakeholder groups throughout the development of this plan. The following stakeholder group meetings were held:

- Kau-Keaau-Pahoa Complex Area – August 25, 2015 –Presented via Google hangout
- Hawai'i Department of Education Leadership Team – August 26, 2015 – Puuhale School
- Nanakuli-Waianae Complex Area – September 9, 2015- University of Hawaii West Oahu
- Parent Group – September 18, 2015 – Nanakuli Elementary
- Community Members and Institutions of Higher Education – October 2, 2015 – Dole Cannery Offices

These stakeholder meetings were conducted using an established protocol that consisted of a request to hold the various stakeholder meetings, a planning session with each individual

stakeholder group leader and subsequent invitations to the identified stakeholders. Stakeholders who participated in these meetings included State and District Leaders, Principals, Teachers, Parents, Charter School Leaders, Institutions of Higher Education, and Pupil Services Personnel.

The stakeholder meetings were conducted for 1-2 hours each. During the stakeholder meetings, participants were greeted and welcomed to the meeting. At the opening of the meeting, an introduction and purpose was provided, and participants were asked to introduce themselves, and to identify their position title, and location of work. This process helped to establish the purpose of the meeting, the expected tasks they would participate in, and the outcomes desired.

Introductions of each participant helped to establish the connection of the individual to the purpose of the meeting, and to set the stage to work as a team collaboratively in brainstorming ideas to increase the equitable access to excellent educators for all students.

The content and materials used in each of the meetings were consistent throughout each meeting, however as each meeting was conducted improvements were made in the process and materials. We provided an overview of the purpose, data collected and equity gaps identified, and then engaged stakeholders to identify root causes for these gaps. Once the root causes were identified, the stakeholders were then asked to identify possible solutions or actions that would close or eliminate these causes. The process allowed for a clear understanding of the problem, active question and answering between participants to participants, and participants to facilitator. In all of the sessions, relationships were built between the HIDOE staff responsible for this plan and the stakeholders involved. At the end of the sessions the participants customarily indicated appreciation for the opportunity to participate in the process and requests for ongoing involvement. The plan will be shared with our stakeholders after final approval from the USDOE. Stakeholders will be provided with the link to the approved plan at <http://www.hqt.k12.hi.us>.

Engagement – Phase II

In Phase II of the plan development, the input gathered from all the Phase I stakeholder groups was compiled and grouped by subject area. To validate the input from our Phase I stakeholder meetings, two final stakeholder meetings were held to finalize the root causes and strategies:

- Internal Stakeholders – October 27, 2015, Dole Cannery Offices.
- HIDOE Leadership Team – Final Approval – October 28, 2015, Puuhale School.

Internal Stakeholder Group – The CET identified a group of internal stakeholders based on their knowledge and subject matter expertise in the various categories of root causes.

First, the group was presented with the compiled root causes and asked to (1) validate each root cause, (2) assist with any rephrasing or clarification, and (3) adjust the grouping or collapse any root cause categories.

Second, the group was asked to review the strategies gathered from the stakeholder groups and asked to (1) identify the root cause that it addresses, (2) anticipate the results if the strategy could be implemented, (3) determine the extent to which a strategy reflected a current practice or was new, (4) assess risks, and (5) identify any necessary approvals or authorities to move forward or implement the strategy.

HIDOE Leadership Team Final Approval – The final version of the draft root causes and strategies was presented to the HIDOE Leadership Team. The Leadership Team was given access to collaborative tools and the opportunity to identify any concerns or other feedback on the root causes and strategies.

The final approved root causes and strategies are discussed in the Root Cause and Strategies section of this plan.

Continued Stakeholder Engagement

We will continue to meet with the stakeholder groups to report on the long-term implementation of this plan and gather input for improvements and modification as needed. The intent is to create an on-going stakeholder involvement process that will continue the involvement of our established stakeholder groups and add new stakeholder groups, as appropriate. We believe that for HIDOE it is essential for our communities to be involved in and committed to this plan, and to have buy-in and support of the initiatives that will help to ensure equitable access to excellent educators for all students. Continued communication and input will be scheduled regularly with our stakeholder groups. Planned future stakeholder meetings are:

- Share submitted plan: November 2015
- Review End of Year Results: July – August 2016
 - Share implementation progress
 - Solicit feedback for improvement and revisions
 - Establish goals for next school year
- Review End of Year Results: July – August 2017
 - Provide status update
 - Solicit feedback for improvement and revisions
 - Establish goals for next school year

This cycle will continue to ensure that we continue to make progress and make necessary adjustments.

Root Cause Analysis

Following the completion of the stakeholder meetings described above, the participants’ responses on the root causes of the inequitable distribution of inexperienced, unqualified and out-of-field teachers were compiled and grouped into categories. The resultant categories are displayed in Table 20 below.

The final HIDEOE Leadership Team approved root causes are presented below under “Stakeholders Believe”. This section also includes a detailed description of the root cause categories and a summary of the stakeholder-identified root causes.

Finally, at the end of this section, we present the three Priority Root Causes that are the focus of this Plan.

Table 20: Root Cause Categories

ROOT CAUSE CATEGORIES	GAP
<p>Community & Location Root causes in this category address issues regarding the community(s) or location for the disparate percentage of Inexperienced, Unqualified and Out-of-Field teachers at high poverty/high minority schools.</p>	<p>Inexperienced, Unqualified and Out-of-Field Teachers</p>
<p>Compensation Root causes in this category address the compensation issues for the disparate percentage of Inexperienced, Unqualified and Out-of-Field teachers at high poverty/high minority schools</p>	<p>Inexperienced, Unqualified and Out-of-Field Teachers</p>
<p>Teacher Preparation Programs Root causes in this category address issues regarding teacher preparation programs for the disparate percentage of Inexperienced, Unqualified and Out-of-Field teachers at high poverty/high minority schools</p>	<p>Inexperienced, Unqualified and Out-of-Field Teachers</p>
<p>Recruitment Root causes in this category address issues regarding the recruitment of teachers for the disparate percentage of Inexperienced, Unqualified and Out-of-Field teachers at high poverty/high minority schools</p>	<p>Inexperienced, Unqualified and Out-of-Field Teachers</p>
<p>Retention & Support Root causes in this category address issues regarding the retention and support of teachers for the disparate percentage of Inexperienced, Unqualified and Out-of-Field teachers at high poverty/high minority schools</p>	<p>Inexperienced, Unqualified and Out-of-Field Teachers</p>

Stakeholders believe...

Community & Location

The communities where the high poverty/high minority schools are located are far removed from populated cities and customary conveniences. In addition, some of the communities may be perceived as not in the most desirable locations for a variety of reasons. Stakeholders identified the following root causes related to community & location:

- Communities with the greatest equity gaps often have socio-economic challenges and specific cultural identities. Teachers may be unaware, unable to adapt, or lack the tools needed to address children's needs in these settings. Therefore recruiting new and retaining veteran teachers can be challenging.
- Niihau is a privately owned island that requires permission from the landowner to access/enter the island. The island also has no running water or electricity, which compounds the problem of providing excellent educators for the students on Niihau.
- The high poverty/high minority schools that are located in geographically remote areas do not have a supply of qualified teachers that live in these areas.
- The commuting time to the geographically remote schools are too far for teachers who do not live in the area. Some commutes are prohibitively long.

Compensation

Stakeholders identified the following root causes related to compensation:

- Teachers total compensation in Hawai'i may be too low for the cost of living in Hawai'i, in comparison to other states.
- Teachers who are dedicated to working in the high poverty/high minority schools are not additionally compensated for working in these schools, which are perceived to be more challenging than schools that are low poverty/low minority. [We note here that there are, in fact, financial incentives paid to teachers who work in most high poverty schools.]
- Teachers who are hired from out-of-state are not compensated for their non-HIDOE prior teaching experience.

Teacher Preparation Programs

A total of 1,210 teachers were hired by HIDOE for school year 2013-2014. Of those teachers hired, 455 (37%) graduated from an In-State teacher preparation program; 521 (43%) graduated from an Out-of-State teacher preparation program; and 234 (19%) were hired without having completed a teacher preparation program. Stakeholders expressed their concerns over the lack of an available supply of teacher applicants who have completed a teacher preparation program and received training and preparation for working in a high poverty/high minority schools.

Stakeholders identified the following root causes related to teacher preparation programs:

- There are not enough locally prepared teachers to fill the vacant positions in the HIDOE, especially for the high poverty/high minority schools.
- There are no colleges/universities to train teachers located in or close to these communities.

Recruitment

Stakeholders expressed their concern that there are not enough experienced, licensed and highly qualified applicants to fill the annual teacher vacancies. They identified the following root causes related to teacher recruitment:

- There is a limited selection of qualified applicants in high poverty/high minority schools/areas. Demand for teachers is greater in high poverty/high minority schools/areas than in low poverty/low minority schools.
- Fully Self Contained (FSC) teachers are required to meet HQT requirements for all core subject areas. Therefore, it is difficult to recruit FSC special education (SPED) teachers who meet all HQT requirements in all core content areas.
- Teachers from out-of-state are not familiar with the locations for which they apply/accept jobs. They perceive that they are coming to Hawai'i and will teach in "paradise". The reality when they get here is that they are disappointed, bored, and have a difficult time with the remote community lifestyle where the culture is very different from mainland America.

Retention

Retaining teachers is a key to solving the issue of teacher shortages. Stakeholders expressed concerns and frustration about the high turnover in the high poverty/high minority schools. Reducing turnover will help these schools to improve academically, providing stability and consistency for students. Stakeholders identified the following root causes related to teacher retention:

- Working conditions in high poverty/high minority schools are less desirable to teachers, resulting in teachers leaving those schools.
- Teachers' commitment to high poverty/high minority schools is short-term, where many new teachers commit to only one to two years. Teachers accept jobs at these schools to get into the HIDOE, then transfer to lower poverty/lower minority schools once they are eligible (i.e. receive tenure), or schools that are closer to where they live. This "revolving door" is a difficult cycle to break.
- A greater percentage of new teachers who are recruited from out-of-state than in-state accept job offers in high poverty/high minority schools, and only stay for a few years or leave as soon as there is a family emergency.

- Outside vendors (to recruit from the mainland) provide a supply of teachers for a short-term commitment of two years to the HODOE. Most of these teachers are placed into the high poverty/high minority schools as these schools have the most vacant teaching positions. While this addresses part of the problem on a short-term basis, it actually perpetuates the revolving door of new teachers to high poverty/high minority schools.
- Teachers who are from out-of-state are not provided with the proper cultural education and assimilation to the community. Therefore, they do not feel connected to the community and have no commitment to the students and the community.
- There are minimal incentives for teachers to continue to stay in high poverty/high minority schools.
- The geographic location makes it hard to retain teachers at the schools located in remote geographic locations.
- The remote geographic location affects teachers' families. If they live in the community, other family members may have to commute far to get to their jobs/school. It is difficult to meet the needs of all family members.

Teacher Support

The learning curve for new teachers is steep. Studies have shown that teachers who lack support from their school administrators and expert teachers are more likely to leave teaching within the first years of teaching. Stakeholders have expressed the importance of providing induction and mentoring support from school leaders and expert teachers, as well as community members.

Stakeholders identified the following root causes related to teacher support:

- Teachers often identify a need for more support from school administration and resource groups as the reason for leaving on their exit survey.
- New teachers have expressed a need for more support from mentor support teachers and resources.

Priority Root Causes

At the core of these root causes are the underlying facts about the uniqueness of Hawai'i's geography and population in comparison to all other states. After analyzing the root causes identified by the stakeholders, the CET determined there are three priority root causes that were derived from stakeholder input that the HODOE needs to address. These root causes consistently surface as major barriers in the equitable distribution of excellent educators throughout Hawai'i.

Root Cause: Remote Locations – Most of the schools in the high poverty/high minority quartile are located in the most remote areas of Hawai'i. The locations and geography make it difficult for teachers to commute as well as to incorporate work-life balance into their lives. These areas are home to a large population of Native Hawaiians / Pacific Islanders with strong cultural values

that may not be familiar to teachers who relocate to those areas. The availability of affordable housing, limited access to familiar social settings, and limited access to other customary conveniences found in urban and suburban cities do not exist or are too far away for ease of convenience. The root cause categories that help the HIDOE to address the gap in equity of inexperienced, unqualified and out-of-field teachers due to remote locations are Community and Location.

Root Cause: Supply of Excellent Educators – Stakeholders frequently mentioned the need to increase the pool of applicants that are qualified as well as prepared for the unique situations that exist in remote locations of Hawai'i. As these areas typically have smaller populations, teachers often find that they are responsible for teaching multiple subjects and grades. Finding teachers with the qualifications, skills, experience and willingness to work and remain in these remote locations is difficult. The root cause categories that help the HIDOE to address the gap in equity of inexperienced, unqualified and out-of-field teachers are Recruitment, Teacher Preparation, and Compensation.

Root Cause: Retention of Excellent Educators – In recent years, HIDOE's retention rate for teachers in their first five years of the profession has been 55% to 60%. In addition, an increasing number of experienced teachers are retiring. The root cause categories that help the HIDOE to address the gap in equity of inexperienced, unqualified and out-of-field teachers are Retention, Support, and Compensation.

Strategies

Stakeholders were asked, “*What actions would increase the percentages of experienced, qualified, and highly qualified teachers at high minority schools in Hawai’i?*” Their responses have been aligned with the identified root causes and grouped into the categories listed below in Table 21.

Table 21: Strategy Grouping of Root Cause Categories

Root Cause Category	Strategy Grouping
Community & Location	Attract
Compensation	Attract
Policies	HIDOE Internal Practices
Teacher Preparation Programs	Attract
Recruitment	Attract
Retention & Support	Develop, Support, and Retain

Some of the identified strategies are existing strategies and others are new. The CET assigned a Lead Office for each strategy. The Lead from each office will develop a detailed Delivery Plan for each assigned strategy, as presented in Table 22 below. The Delivery Plans will identify how the strategy will be implemented or for existing strategies modified to meet the goals for increasing the number of excellent educators and closing the gaps of inequity. The actions and timeline for these items will be detailed in the delivery plan(s) for the strategy(s).

Leads have been given the template for the Delivery Plan and will start to work on the plans immediately. The CET will convene a meeting with the strategy leads once USDOE has approved the Equitable Access for Excellent Educators plan for Hawai’i.

Table 22: Root Cause/Strategy Grouping Alignment with Expected Outcomes

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
	Attract - Compensation Strategies	Strategies for compensation will require the HIDOE to work with the exclusive representative for teachers, the Hawai'i State Teachers Association (HSTA).				
1	Increase the amount of non-HIDOE K-12 teaching experience from what is currently accepted for new hires.	Recruitment, retention, compensation	New	Improves the recruitment process by making the job opportunity more attractive, increasing the number of experienced, qualified, and highly qualified teachers willing to work for the HIDOE.	High Risk: requires input and approvals from multiple stakeholders as a condition of implementation. Fiscal Constraints, Board Approval, Collective Bargaining.	Teacher Recruitment Unit / Records & Transactions, Certificated Unit
2	Provide a Lump Sum/Bonus for teachers who work in high poverty/high minority schools.	Recruitment, retention, compensation		Improves the recruitment/retention process by making the job opportunity more attractive, increasing the number of experienced, qualified, and highly qualified teachers willing to work	High Risk: requires input and approvals from multiple stakeholders as a condition of implementation. Fiscal Constraints, Board Approval,	Teacher Recruitment Unit / Records & Transactions, Certificated Unit

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
				in the high poverty/high minority schools.	Collective Bargaining.	
	Attract - Recruitment Strategies					
3	Increase out-of-state recruitment events and include school principals to participate in the recruitment events. Give priority for participation to high poverty/high minority school principals.	Recruitment	Existing	This could potentially increase the applicant pool for experienced, qualified, licensed, and highly qualified teachers.	Low Risk: Dependent on Fiscal Constraints	Teacher Recruitment Unit
4	Increase “Grow Your Own” teacher efforts for high poverty/high minority areas.	Recruitment, retention, community, location	Existing ...but increasing the efforts for this program	Increase the applicant pool for qualified, licensed, and highly qualified teachers willing to work and commit to continuing employment in the high poverty/high minority schools.	Medium to High Risk: Requires partnerships with Education Provider Programs (EPPs), and dependent on community members taking advantage of new or existing opportunities. Funding	Personnel Development Branch (PDB)
5	Establish a first priority process for recruitment/selection for high poverty/high minority schools.	Recruitment, community, location, policies	New	Improves the ability of schools to fill positions quickly, increasing the number of experienced,	Medium risk for implementation outside of Teacher Assignment &	Teacher Recruitment Unit/District Personnel Regional Officers

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
				licensed, and highly qualified teachers willing to accept positions in high poverty/high minority schools.	Transfer Period (TATP) May require involvement from HSTA.	
6	Create and/or enhance information and marketing material for working in high poverty/high minority area.	Recruitment, community, location, support, retention	New	Educates potential applicants about high poverty/high minority areas, which may help in terms of supporting and retaining teachers. Increasing the number of applicants/hires that are experienced, qualified, licensed, and highly qualified.	No to Low Risk	Teacher Recruitment Unit/Communication's Office
7	Provide Loan Forgiveness for new hires who commit to teaching at specific schools for at least 5 years.	Recruitment, retention.	New	Increase recruitment & retention of staff that are experienced, & highly qualified.	Medium to High: Funding and commitment of teachers.	PDB
8	Award Scholarships to students enrolled in teacher education programs, who commit to teaching upon graduation to specific schools.	Recruitment	New	Increase recruitment, retention, and stability of staffing that are experienced, qualified,	Medium to High: Funding. Principals may not want to hire	PDB

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
				licensed, and highly qualified.	scholarship recipient upon graduation.	
	Attract - Community					
9	Create positive media on the high poverty/high minority areas.	Recruitment	New	Increase applicant pool/transfer request of experienced, qualified, licensed, and highly qualified teachers for high poverty/high minority schools		Office of Human Resources (OHR)/Communications
10	Increase support from parents and community to teachers.	Retention	New			Complex Areas

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
Attract - Teacher Preparation – <i>The following strategies currently exist. HIDOE will consult with our Teacher Educator Consulting Committee (TECC) for additional information on these programs.</i>						
11	Focus efforts to increase participation in Alternative Certification Programs, targeted to supply high poverty/high minority schools with a greater pipeline of available applicants.	Recruitment	Existing	Increase the supply of teachers that graduate and apply to the HIDOE, especially for high poverty/high minority areas. Resulting in increased qualified, licensed, and highly qualified teachers being hired.		TECC - OSIP/HTSB
12	Focus efforts to increase participation in online teacher education programs, targeted to supply high poverty/high minority schools with a greater pipeline of available applicants.	Recruitment	Existing	Increase the supply of teachers from the high poverty/high minority communities that graduate with a degree in teaching. Increase in the supply of teachers especially for high poverty/high minority areas. Resulting in increased qualified, licensed, and highly qualified teachers being hired.		TECC - OSIP

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
Develop, Support, and Retain - Retention – <i>Strategies that involve financial compensation will require the HIDOE to work with the exclusive representative for teachers, the Hawai'i State Teachers Association (HSTA)</i>						
13	Provide incentives to have experienced teachers remain or transfer to high poverty/high minority schools.	Retention	New	Increase retention of experienced, qualified, licensed, and highly qualified teachers at high poverty/high minority schools. More targeted bonuses.	Fiscal constraints; HSTA agreement	Teacher Recruitment Unit / Records & Transactions, Certificated Unit
14	Recruit more “local” candidates from the high need communities.	Recruitment, Retention	Existing	Incentive to be an EA and eventually become a teacher; grow high school academies; may get new candidates with teacher prep at West Oahu College.	Risk/reward - how much resource we put into this and how many teachers actually teach	Schools/Grow Your Own Project Lead /TECC/PDB
15	Targeted induction and mentoring to support teachers in high need communities.	Retention, Support	Existing	Retention of experienced, licensed, and highly qualified teachers at schools/communities that are high poverty/high minority.	Fiscal constraints	PDB – Induction & Mentoring (IM)

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
16	Increase the induction and mentoring support to have community members provide support to teachers as well. Provide release time to new/beginning teachers to meet with communities and high performing effective Principal(s) as well as Parent Community Network Centers (PCNC).	Retention, Support	New	Retention of experienced, licensed, and highly qualified teachers at schools/communities that are high poverty/high minority.	Fiscal constraints	PDB
17	Track and analyze reasons why teachers leave (exit interviews/data).	Retention, Support	Existing	Help to identify retention issues so strategies can be modified or developed.		Certificated Records & Transactions
Develop, Support, and Retain - Teacher Support						
18	Increase support from administration.	Retention, Support	Existing	Increase retention of experienced, licensed, qualified, and highly qualified teachers at schools/communities that are high poverty/high minority.		Leadership Institute
19	Increase support from resource groups.	Retention, Support	Existing	Increase retention of experienced, licensed, qualified, and highly qualified teachers at		PDB - IM

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
				schools/communities that are high poverty/high minority.		
20	Increase funding for supporting new/inexperienced teachers.	Retention, Support	Existing	Increase retention of experienced, licensed, qualified, and highly qualified teachers at schools/communities that are high poverty/high minority.	Fiscal constraints	Leadership
21	Create partnerships with local IHE's for additional support to their graduates.	Retention, Support	Existing	Increase retention of experienced, licensed, qualified, and highly qualified teachers at schools/communities that are high poverty/high minority.		PDB - IM

Ref #	Strategy	Aligned Root Cause	New or Existing Strategy	Anticipated Result (How Strategy Closes the Gap)	Risk Assessment	Lead Assigned to:
HIDOE Internal Practices - Policies						
22	Consider modifying HQT requirements for SPED teachers.	Recruitment, Retention, Support	New	Increase recruitment and retention of SPED teachers that are experienced, licensed, qualified, and highly qualified teachers at schools/communities that are high poverty/high minority.	Requires USDOE approval	PDB - HQT
23	Reimburse teachers for 100% of the requirements to become HQT.	Recruitment, Retention, Support	Existing	Increase recruitment and retention of SPED teachers that are experienced, licensed, qualified, and highly qualified teachers at schools/communities that are high poverty/high minority.		CAS, PDB Title II Program

A brief discussion on the strategies identified in Table 22 above follows:

Attract

Compensation Strategies

- Increase the amount of non-HIDOE K-12 teaching experience from what is currently accepted for new hires – accepting prior teaching experience is available upon verification from the prior educational institution for up to six years of prior non-HIDOE experience. HIDOE will look into increasing the amount of prior non-HIDOE that is accepted for placement on the salary schedule.
- Provide a lump sum/bonus for teachers who work in high poverty/high minority schools – HIDOE will explore compensation adjustments in the next round of union negotiations.

Recruitment Strategies

- Increase out-of-state recruitment events and include school principals to participate in the recruitment events. Give priority for participation to high poverty/high minority school principals – The HIDOE previously conducted several out-of-state recruitment events, in which principals participated. The OHR Recruitment section continues to conduct out-of-state recruiting events, and will work on a delivery plan to get more principals involved in the recruitment of teachers. OHR recently conducted training to certify principals in the interview instrument used by the HIDOE. Additional funding will be required to increase recruiting events.
- Increase Grow Your Own efforts for high poverty/high minority areas – Some of the complex areas have established partnerships with local IHE's. HIDOE OHR PDB will gather additional information from the established events and develop a delivery plan to increase program participation.
- Establish a first priority process for recruitment/selection for high poverty/high minority schools – HIDOE OHR Recruitment will develop a delivery plan to implement a new policy to give the high poverty/high minority schools an earlier recruitment and selection timeline in advance of mass statewide recruitment and selection dates.
- Create and/or enhance information and marketing materials for working in high poverty/high minority areas - Lead office will work on delivery plan to increase marketing efforts for these areas.
- Provide Loan Forgiveness for new hires who commit to teaching at specific schools for at least five (5) years – HIDOE will develop a delivery plan as well as

identify a funding stream for this strategy. If a funding stream is available, the HIDOE will implement this strategy.

- Award Scholarships to students enrolled in teacher education programs, who commit to teaching upon graduation to specific schools – HIDOE will develop a delivery plan as well as identify a funding stream for this strategy. If a funding stream is available, the HIDOE will implement this strategy.

Community

- Create positive media on the high poverty/high minority areas.
- Increase support from parents and community to teachers.

Teacher Preparation

- Focus efforts to increase participation in Alternative Certification Programs targeted to high poverty/high minority schools – Many of the local colleges and universities offer these programs. The lead office assigned to this strategy will explore how these programs will help to increase the supply of teachers to the high poverty/high minority areas and work on a delivery plan for this strategy.
- Focus efforts to increase participation in online teacher education programs targeted to high poverty/high minority schools – Many colleges and universities offer online teacher education programs. The lead office will work on a delivery plan that will utilize online education programs to increase the supply of teachers for the high poverty/high minority areas.

Develop, Support, and Retain

Retention

- Provide incentives to have experienced teachers remain or transfer to high poverty/high minority schools – HIDOE will need to identify a funding stream for this strategy. If a funding stream is available, the lead office will develop a delivery plan for this strategy.
- Recruit more “local” candidates from the high need communities – OHR Recruitment will develop a delivery plan to increase the pipeline of applicants who live in the communities with high poverty/high minority students.
- Targeted induction and mentoring to support teachers in high need communities – Services are available to beginning teachers through our New Teacher Center. The lead office will develop a delivery plan to develop targeted support.
- Increase the induction and mentoring support to have community members provide support to teachers as well. Provide release time to new/beginning

teachers to meet with communities and high performing effective Principal(s) as well as Parent Community Centers – Complex Areas and their support teams often work with community members to increase support for their schools. The lead office will develop a delivery plan with the assistance of the complex areas to increase support for teachers.

- Track and analyze reasons why teachers leave (exit interviews/data) – OHR currently collects this data. We will work on developing a delivery plan for a system to capture the data in our electronic systems to report and analyze the reasons.

Teacher Support

- Increase support from administration – In 2013 the HIDOE created the Leadership Institute under the Office of the Superintendent to manage the effort of strengthening department-wide leadership effectiveness. The Leadership Institute's mission is to strengthen the support and development of effective leadership in Hawai'i's public schools. In 2015, a set of leadership competencies was implemented and forms the foundation for the Leadership Institute. These competencies are aligned to our HIDOE Strategic Plan goals and overall efforts to ensure excellent educators throughout the HIDOE. The New Principal Academy and Certification of School Leaders Institute (CISL) will incorporate strategies to support new teachers into the curriculum when focusing on the Talent Development Competency.
- Increase support from resources groups – In support of new teachers, the HIDOE has a teacher Induction and Mentoring program. Our vision of teacher induction is that every beginning teacher will participate in a comprehensive three-year induction program. The program will engage beginning teachers in a system of support that includes working with a highly skilled, trained instructional mentor to accelerate teacher effectiveness and student learning. Participation in the teacher induction program will provide opportunities for professional development in a way that supports teachers in an extended learning, job-embedded environment. It is also a way to build collaborative learning communities for all educators and provide excellent teachers the opportunity to develop as educational leaders.
- Increase funding for supporting new/inexperienced teachers - The HIDOE has provided supplementary funding to complex areas in support of new/inexperienced teachers and principals. Effective school year 2015-2016, the SEA increased the amount of supplementary funds to support this effort by funding two positions for the Complex Area Support Team (CAST). Teacher Induction and Mentoring is one of

- the CAST services. The HIDOE will continue to review funding support on an annual basis.
- Create Partnerships with local IHE's for additional support to their graduates – The University of Hawai'i, Manoa College of Education (UHMCOE) has partnered with the HIDOE to support their graduates to become confident, successful, and highly effective teachers. Two new programs of support created are:
 - Mentoring Unique Special Educators (MUSE) – this program helps to support teachers in the HIDOE SPED who are currently completing their teacher preparation programs.
 - Supporting Our New Graduates (SONG) – this program helps to support teachers who have graduated from UHMCOE.
 - Additional information on these two programs can be found at <http://bit.ly/COESONG>.

HIDOE Internal Practices

Policies

- Consider modifying HQT requirements for SPED teachers – OHR lead office will develop a delivery plan and submit a proposal to USDOE. If approved by USDOE, OHR will implement changes.
- Reimburse teachers for 100% of the requirements to become HQT – this already is provided. OHR will inquire with complex areas and continue to monitor funding of reimbursements to teachers to become HQT.

The Theory of Action for Elimination of Equity Gap(s) summarizes the HIDEOE belief that these strategies will address the root cause(s) and eliminate the gaps in equity over time.

Theory of Action for Elimination of Equity Gap(s)

Strategy Grouping	If	Then	This will address Root Cause(s) most directly related to the root cause categories	Over time this will reduce the equity gaps in high poverty and high minority schools of	Reducing these gaps will likely result in
Attract	The HIDEOE increases efforts to attract teachers to the high poverty/high minority communities	More teachers will be interested in teaching in these communities	Community & Location	Inexperienced, Unqualified, Out-of-field teachers	Reducing the gaps in equity at high poverty/high minority schools, and ensuring consistent access to excellent educators for all students.
	The HIDEOE provides a better compensation package to attract teachers to high poverty/high minority schools	More teachers will be interested in teaching and living in these communities	Compensation		
	The HIDEOE increases recruitment efforts, and establishes priority recruiting for high poverty/high minority schools	There will be a greater number of qualified teachers in the applicant selection pool for these schools	Recruitment		
	The HIDEOE works with IHE's and provides variable opportunities for individuals to earn a teaching degree	There will be a greater number of qualified teachers in the applicant selection pool	Teacher Preparation Programs		

Strategy Grouping	If	Then	This will address Root Cause(s) most directly related to the root cause categories	Over time this will reduce the equity gaps in high poverty and high minority schools of	Reducing these gaps will likely result in
Develop Support Retain	The HIDOE improves retention efforts for teachers in high poverty/high minority schools	More teachers will be willing to remain at high poverty/high minority schools	Retention		
	The HIDOE increases support to teachers in high poverty/high minority schools	More teachers will be willing to remain at high poverty/high minority schools	Support		
HIDOE Internal Practices	Changes to the HQT requirements for SPED teachers	More SPED teachers will be Highly Qualified	Policies		

Measures and Monitoring

Each of the strategies identified will be monitored for successful implementation and effectiveness in closing the gaps in equity for inexperienced teachers, unqualified teachers, and out-of-field teachers. We will develop processes, procedures, and surveys to gather the required data for measuring the effectiveness of the strategy. The work to make these changes will begin immediately with implementation of the collecting and tracking of the necessary data to begin as soon as the collection methods are available. Starting with school year 2016-2017 the HIDEOE will be able to produce annual end of year reports on the progress made. The HIDEOE will continue to collect, report, and share the data annually to include trend reports that show evidence of progress over time. The progress and reports will be shared with stakeholders; included in the sharing will be the opportunity for the stakeholders to provide feedback and suggestions for improvement or recommendations to remove ineffective strategies. Specific monitoring measures and reporting are identified in Table 23 Measures and Progress Monitoring.

In addition to sharing the reports at meetings and on the Teacher Quality Website (<http://www.hqt.k12.hi.us>), internal stakeholders will have access to the report via the eHR for HQ system (eHQ). eHQ is a web-based data system for HQ, which 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 live on the HIDEOE [Teacher Quality](#) site.

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 area and select schools within each complex area on a three-year cycle. The Title IIA (HQT) monitoring protocols will be revised to include the implementation of strategies and their effectiveness and progress toward eliminating identified gaps of excellent

educators. Additionally, in those schools with the greatest identified gaps, additional monitoring protocols will be developed, and require 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.

Reporting and Progress Monitoring

Reports to track progress in closing the gaps, and effectiveness of strategies as discussed above will be developed. The reports will be completed annually and made publicly available on our public internet site [Hawai'i Public Schools \(http://www/hawaiipublicschools.org\)](http://www/hawaiipublicschools.org) as well as the [Teacher Quality site](#). As identified in Table 23 we will regularly 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 periodic reviews of effectiveness with our stakeholders.

HIDOE is committed to the closing the gap in the distribution of excellent educators. Some strategies are already in progress and some can be implemented immediately. Other strategies may take longer to implement, due to developmental and communications work that may be required. Some strategies may also require the agreement with the public employee unions, legislators and others. Finally, we may determine that some strategies cannot be implemented for funding or other reasons. We will 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 track progress made over time. We will continue to revise the plan as necessary based on progress reports.

Table 23 Measures and Progress Monitoring

Measures and Monitoring				Reporting Progress				
Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report	
Attract - Compensation Strategies – Goals: For the strategies identified in this section, the goal is to increase the recruitment and retention rate of teachers in high poverty/high minority schools.								
1	Increase the amount of non-HIDOE K-12 teaching experience from what is currently accepted for new hires.	Teacher Recruitment Unit / Records & Transactions, Certificated Unit	December 2015	Track recruitment and retention for teachers whose non-HIDOE prior teaching experience is accepted	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	July 2016	Annual Progress Reporting effective SY2016-2017
2	Provide a Lump Sum/Bonus for teachers who work in high poverty/high minority schools	Teacher Recruitment Unit / Records & Transactions, Certificated Unit	December 2015	Track recruitment and retention for teachers who receive lump sum bonus	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2017	Annual Progress Reporting effective SY2016-2017

Measures and Monitoring				Reporting Progress				
Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report	
Attract – Recruitment Strategies Goals: For the strategies identified in this section, the goal is to increase the recruitment of experienced and/or licensed, highly qualified teachers in high poverty/high minority schools.								
3	Increase out-of-state recruitment events and include school principals to participate, and give priority for participation to high poverty/high minority school principals	Teacher Recruitment Unit	Existing. Will work on modifications beginning December 2015	Collect data on out-of-state recruitment events: <ul style="list-style-type: none"> · Teachers interviewed · Teachers offered employment · Retention of out-of-state hire · Principal participation and offers made/accepted/retention of those offered positions 	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2016	Annual Progress Reporting effective SY2016-2017
4	Increase Grow Your Own efforts for high poverty/high minority areas – <i>Some of the complex areas have established partnerships with</i>	PDB, Complex Areas, IHE Partnerships	Existing. Will work on modifications beginning December 2015	Track participants that graduate from HIDEO schools and enter SATEP, then return to HIDEO to teach <ul style="list-style-type: none"> · Number of participants per year · Number of hires per year 	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	March 2016	Annual Progress Reporting effective SY2016-2017

Measures and Monitoring				Reporting Progress				
Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report	
	<i>local IHE's to HIDEOE</i>		· Retention year					
5	Establish a first priority process for recruitment/selection for high poverty/high minority schools	Teacher Recruitment Unit, Personnel Regional Officers	December 2015	Track <ul style="list-style-type: none"> · number of offers of employment made during the priority time period · number of declinations · reason for declination 	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	March 2016	Annual Progress Reporting effective SY2016-2017
6	Create and/or enhance information and marketing material for working in high poverty/high minority areas	Teacher Recruitment Unit, Communications Office	December 2015	Survey applicants if materials had an impact on location selection/interest	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	March 2016	Annual Progress Reporting effective SY2016-2017
7	Provide Loan Forgiveness for new hires who commit to teaching at specific schools	PDB	December 2015	Track teachers offered tuition reimbursement and retention years	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2017	Annual Progress Reporting effective SY2016-2017

Measures and Monitoring				Reporting Progress				
Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report	
for at least 5 years								
8	Award Scholarships to students enrolled in teacher education programs, who commit to teaching upon graduation to specific schools	PDB	December 2015	<ul style="list-style-type: none"> Track teachers offered scholarships Track hire and retention of scholarship awardees 	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	July 2016	Annual Progress Reporting effective SY2016-2017
<p>Attract - Community – <i>The OHR will consult with the HIDOE Communications and Community Affairs Office for assistance with these strategies.</i></p> <p>Goals: For the strategies identified in this section, the goal is to increase the interest in working in the community and increase the recruitment and retention rate of teachers in high poverty/high minority schools.</p>								
9	Create positive media on the high poverty/high minority areas	Communications Office, Complex Area, Community Stakeholders	December 2015	<ul style="list-style-type: none"> Receive completed materials Distribution to all applicants Survey applicant at the end of the application process for interest in area 	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2016	Annual Progress Reporting effective SY2016-2017

Measures and Monitoring					Reporting Progress			
	Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report
10	Increase support from parents and community to teachers	Complex Area, Community Engagement Office	December 2015	Survey teachers.	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	July 2016	Annual Progress Reporting effective SY2016-2017
Attract - Teacher Preparation Goals: For the strategies identified in this section, the goal is to increase the recruitment of licensed, highly qualified teachers in high poverty/high minority schools.								
11	Provide Alternative Certification Programs	IHE's, OHR, OSIP, HTSB	Existing. Will work on modifications beginning December 2015	<ul style="list-style-type: none"> · Track number of Alt. Cert Program participants · Track number of participants offered/hired into HIDEO high poverty/high minority schools · Track retention of hires 	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2017	Annual Progress Reporting effective SY2016-2017
12	Provide online teacher education program (TEP)	IHE's, OHR, OSIP	Existing. Will work on modifications beginning December 2015	<ul style="list-style-type: none"> · Track number of online TEP participants · Track number of participants offered/hired into HIDEO high 	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2017	Annual Progress Reporting effective SY2016-2017

	Measures and Monitoring				Reporting Progress			
	Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report
				poverty/high minority schools · Track retention of hires				
<p>Develop, Support, and Retain - Retention – Strategies that involve financial compensation will require the HIDOE to consult and possibly negotiate an agreement with our exclusive representative for teachers, Hawai'i State Teachers Association (HSTA).</p> <p>Goals: For the strategies identified in this section, the goal is to increase the support provided to teachers and the retention rate of teachers in high poverty/high minority schools.</p>								
13	Provide incentives to have experienced teachers remain or transfer to high poverty/high minority schools	Teacher Recruitment Unit / Records & Transactions, Certificated Unit	December 2015	Track recruitment and retention for teachers who receive incentive	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2017	Annual Progress Reporting effective SY2016-2017
14	Recruit more "local" candidates from the high need communities	Teacher Recruitment Unit, Complex Areas, IHE's	Existing. Will work on modifications beginning December 2015	· Track number of local recruits · Track number of participants offered/hired into HIDOE high	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	May 2016	Annual Progress Reporting effective SY2016-2017

	Measures and Monitoring				Reporting Progress			
	Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report
				poverty/high minority schools · Track retention of hires				
15	Targeted induction and mentoring to support teachers in high need communities	PDB	Existing. Will work on modifications beginning December 2015	· Track IM Support · Track retention rates of participants	LEA, Stakeholder Groups, OHR Recruitment, OHR IM, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2016	Annual Progress Reporting effective SY2016-2017
16	Increase the induction and mentoring support to have community members provide support to teachers as well. Provide release time to new/beginning teachers to meet with communities and high performing effective	PDB, Complex Area	December 2015	Survey teachers on support from community	LEA, Stakeholder Groups, OHR Recruitment, OHR IM, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	July 2016	Annual Progress Reporting effective SY2016-2017

Measures and Monitoring					Reporting Progress			
	Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report
	Principal(s) as well as Parent Community Network Centers (PCNC)							
17	Track and analyze reasons teachers leave (exit interviews/data)	Certificated Records & Transactions	Existing. Will work on modifications beginning December 2015	Exit Survey	LEA, Stakeholder Groups, OHR Recruitment, OHR IM, Leadership Team, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	June 2016	Annual Progress Reporting effective SY2016-2017
18	Increase support from administration The New Principal Academy and Certification of School Leaders Institute (CISL) will incorporate strategies to support new teachers into the	Leadership Institute, Principals, Complex Areas	Existing. Will work on modifications beginning December 2015	· Survey Teachers · Track retention rates	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, OHR Leadership Institute, Community Members, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2016	Annual Progress Reporting effective SY2017-2018

Measures and Monitoring				Reporting Progress				
Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report	
curriculum when focusing on the Talent Development Competency								
Develop, Support, and Retain - Support Goals: For the strategies identified in this section, the goal is to increase the support provided to teachers and the retention rate of teachers in high poverty/high minority schools.								
19	Increase support from resource groups	PDB.	Existing.. Will work on modifications beginning December 2015	· Survey Teachers on Support · Track retention rates	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, OHR Leadership Institute	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2016	Annual Progress Reporting effective SY2016-2017
20	Increase funding for supporting new/inexperienced teachers	Title II Funding Committee, OFS, Leadership Team	Existing.. Will work on modifications beginning December 2015	· Annual Funding Budget data · Title II Monitoring reports on spending	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, OHR Leadership Institute	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	July 2016	Annual Progress Reporting effective SY2016-2017.

	Measures and Monitoring				Reporting Progress			
	Strategy	Responsible for Implementing or Collecting Data	Strategy Development Start Date	Metrics	Target Audience to Receive Report	Communication Method <i>*Meetings will provide opportunity for adjusting strategies</i>	Timeline Start (Implementation Date)	Frequency of Report
21	Create partnerships with local IHE's for additional support to their graduates	PDB, IHE	Existing. Will work on modifications beginning December 2015	· Survey Teachers on Support · Track retention rates in correlation to IHE support	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, OHR IM, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	January 2016	Annual Progress Reporting effective SY2016-2017.
<p>Develop, Support, and Retain - HIDOE Internal Practices</p> <p>Goals: For the strategies identified in this section, the goal is to increase the communication to Complex Areas and Schools for better understanding of the requirements and processes for teacher qualifications, resulting in increased recruitment and retention rate of teachers in high poverty/high minority schools.</p>								
22	Consider modifying HQT requirements for SPED teachers	OHR HQT, Leadership Team	December 2015	Tracking of SPED teachers and HQT	LEA, Stakeholder Groups, OHR Recruitment, Leadership Team, OHR HQT, IHE's	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	July 2015	Already Tracked annually May require changes if HQT requirements change
23	Reimburse teachers for 100% of the requirements to become HQT	PDB, Complex Areas	Existing. Will work on modifications beginning December 2015	Report on teacher reimbursement for HQT	LEA, Stakeholder Groups, Leadership Team, OHR HQT	Stakeholder Meetings, Leadership Meetings, eHQ system, Annual Report	July 2016	Already Tracked

Implementation Plan

The implementation of this plan has begun. In December 2015, a progress check will be conducted with all strategy leads. The progress check will require leads to give an update on where they are in their delivery plan, any new risk/challenges regarding the strategy, and any other concerns they may have in completing the delivery plan and full implementation of the strategy.

Conclusion

Hawai'i believes that ensuring all students have equitable access to Excellent Educators is important to ensuring the success of all students. Stakeholder input is vital in ensuring that the right problems and solutions are identified to close the gaps in equity. We will continue to engage with stakeholders, implement strategies, review strategies for effectiveness, and use data to measure the progress in closing the gaps in the equitable distribution of excellent educators. We are eager to fully implement this plan and see the results that can be achieved by working together with our stakeholders.

Appendix A
Complex Areas

Complex Area	Island
Aiea – Moanalua – Radford	Oahu
Baldwin – Kekaulike – Maui	Maui
Campbell – Kapolei	Oahu
Castle – Kahuku	Oahu
Farrington – Kaiser – Kalani	Oahu
Hana – Lahainaluna – Lanai – Molokai	Maui/Molokai
Honokaa – Kealakehe – Kohala – Konawaena	Hawai'i
Hilo – Waiakea	Hawai'i
Kailua – Kalaheo	Oahu
Kaimuki – McKinley – Roosevelt	Oahu
Kapaa – Kauai – Waimea	Kauai
Kau – Keaau – Pahoia	Hawai'i
Leilehua – Mililani – Waiialua	Oahu
Nanakuli – Waianae	Oahu
Pearl City – Waipahu	Oahu

Appendix B
Core Equity Team (CET)

Name	Position	Office/Area
Barbara Krieg	Assistant Superintendent	OHR
Sean Arai	Director	EES; Personnel Development Branch
Carol Tenn	Personnel Specialist	Title II; Highly Qualified Teachers
Kerry Tom	Director	Personnel Management Branch
Everett Urabe	Personnel Specialist	Management Support
Erin Warner	Executive Assistant	OHR/AS
Kimberly Hong-Kobayashi	Personnel Specialist	Title II; Highly Qualified Teachers

Appendix C-1.

Stakeholder Engagement Process

Stakeholder Group	Date of Meeting	Number of Stakeholders
Initial Stakeholder	7/24/2015	15
Complex Area: Ka'u – Keaau – Pahoia Principals/CAS	8/25/2015	10
Leadership	8/26/2015	26
Complex Area: Nanakuli – Waianae Principals/CAS/Staff	9/4/2015	17
Complex Area: Nanakuli – Waianae PCNC	9/18/2015	6
Institutions of Higher Education	10/2/2015	5
Internal Stakeholder (Final Review)	10/27/15	20
Leadership (Final Approval)	10/28/15	26

Appendix C-2

Stakeholder Group Participants

Initial Stakeholder Group – July 24, 2015

Name	Position	Office/Area
Sean Arai	Director	EES; Personnel Development Branch
Dawn Billings	Consultant	
Shari Dela Cuadra-Larsen	Director (TA)	Special Projects
Jeff Hoover	Personnel Specialist	EES
Barbara Krieg	Assistant Superintendent	OHR
Glenn Kunitake	Personnel Specialist	Records & Transactions
David Moyer	Director	Data Governance
Gary Nakamura	Vice Principal	LEA
Kari Noguchi	Personnel Specialist	Highly Qualified Teachers
Keri Shimomoto	Educational Specialist	New Teacher Center
Ramona Stanaland	Personnel Management Specialist	Highly Qualified Teachers
Carol Tenn	Personnel Specialist	Title II; Highly Qualified Teachers
Kerry Tom	Director	Personnel Management Branch
Everett Urabe	Personnel Specialist	Management Support
Erin Warner	Executive Assistant	OHR/AS

Complex Area: Ka'u – Keaau – Pahoā – August 25, 2015

Name	Position	Office/Area
Chad Farias	CAS	KKP
Sharon Beck	Principal	Ka'u High & Pahala El
Darlene Javar	Principal	Na'alehu Elem
Shane Saiki	Principal	Keaau Elem
Dean Cevallos	Principal	Keaau High
Elna Gomes	Principal	Keaau Middle
Derek Vicente	Principal	Mountain View Elem
Kasey Eisenhour	Principal	Keonepoko Elem
Michelle Payne-Arakaki	Principal	Pahoā Elem
Darlene Bee	Principal	Pahoā High & Intermediate

Leadership – August 26, 2015 and October 28, 2015

Name	Position	Office/Area
Kathryn Matayoshi	Superintendent	Hawai'i Dept. of Education
Jessica Worchel	Chief of Staff to the Superintendent	OS
Stephen Schatz	Deputy Superintendent	OS
Camille Masutomi	Coordinated Support Director	OS
Tammi Oyadomari-Chun	Assistant Superintendent	OSIP
Suzanne Mulcahy	Assistant Superintendent	OCISS
Amy Kunz	Senior Assistant Superintendent & Chief Financial Officer	OFS
Barbara Krieg	Assistant Superintendent	OHR
Teri Ushijima	CAS on Special Assignment	Leadership Institute
Clyde Sonobe	Assistant Superintendent & CIO	OITS
Dann Carlson	Assistant Superintendent	OSFSS
Donna Lum Kagawa	CAS	Farrington-Kaiser-Kalani
Ruth Silberstein	CAS	Kaimuki-McKinley-Roosevelt
John Erickson	CAS	Aiea-Moanalua-Radford
John Brummel	CAS	Leilehua-Mililani-Waiialua
Heidi Armstrong	CAS	Campbell-Kapolei
Ann Mahi	CAS	Nanakuli-Waianae
Rodney Luke	CAS	Pearl City-Waipahu
Matt Ho	CAS	Castle-Kahuku
Lanelle Hibbs	CAS	Kailua-Kalaheo
Brad Bennett	CAS	Hilo-Waiakea
Chad Farias	CAS	Ka'u-Keaau-Pahoa
Art Souza	CAS	Honokaa-Kealakehe-Kohala-Konawaena
Alvin Shima	CAS	Baldwin-Kekaulike-Maui
Lindsay Ball	CAS	Hana-Lahainaluna-Lanai-Molokai
William Arakaki	CAS	Kapaa-Kauai-Waimea

Complex Area: Nanakuli – Waianae - September 4, 2015

Name	Position	Office/Area
Ann Mahi	CAS	NW
Darin Piliialoha	Principal	Nanakuli High & Intermediate
Debra Knight	Principal	Nanaikapono Elem
Lisa Ann Higa	Principal	Nanakuli Elem
Disa Hauge	Principal	Waianae High
Raechelle Fabrao	Principal	Waianae Intermediate
Randall Miura	Principal	Leihoku Elem
Suzie Lee	Principal	Maili Elem
Nelson Shigeta	Principal	Makaha Elem
Wendy Takahashi	Principal	Waianae Elem
Daniel Addis	SRS	NW
John Wataoka	Complex Academic Officer	NW
Colleen Murakami	Substitute SRS	NW
Nancy Gorman	TA DES, Sped	NW
Gigi Graulty	Sped RT	NW
Eleanor Robbins	Sped RT	NW
Charleen Ego	STEM RT	NW

Nanakuli – Waianae PCNC – September 18, 2015

Name	Position	Office/Area
Val D'Amato	PCNC Coordinator	NW
Brenda Abaro	PCNC Facilitator	Makaha Elem
Calvin Endo	Parent Involver	Waianae High
Rita Grilho	PCNC Facilitator	Maili Elem
Sandy Barrozo	NES	Nanakuli Elem
Stacyann Eli	PCNC Facilitator	Nanaikapono Elem

Institution of Higher Education – October 2, 2015

Name	Position	Office/Area
Toni Kauai	Lecturer	Chaminade University
Cecily Ornelles	COE SPED Associate Professor	University of Hawai'i - Manoa
Beth Pateman	COE Interim Associate Dean for Academic Affairs	University of Hawai'i - Manoa
William Scott	Managing Director, Program	Teach for America
Amelia Jenkins	COE SPED Chair & Professor	University of Hawai'i - Manoa

Internal Stakeholder Group – October 27, 2015

Name	Position	Office/Area
Annette Anderson	Personnel Specialist	Negotiations
Cara Tanimura	Personnel Specialist	Classification & Compensation
Diane Nitta	Personnel Regional Officer	CA – Kauai
Elias Ali	Personnel Regional Officer	CA – Central Oahu
Barbara Krieg	Assistant Superintendent	OHR
Larry Kaliloa	Personnel Regional Officer	CA – Hawai'i
Laureen Ladao	Personnel Specialist	Negotiations
Maile Horikawa	Personnel Specialist	Certificated Personnel
Kari Noguchi	Personnel Specialist	Highly Qualified Teachers
Sean Bacon	Personnel Specialist	Teacher Recruitment
Mark Nakamura	Personnel Regional Officer	CA – Honolulu
Maureen Suzuki	Personnel Regional Officer	CA – Maui
Kerry Tom	Director	Personnel Management Branch
Everett Urabe	Personnel Specialist	Management Support
Erin Warner	Executive Assistant	OHR/AS
Ryker Wada	Personnel Regional Officer	CA – Windward
Sandi Yamagata	Personnel Specialist	Classification & Compensation
Sean Arai	Director	Personnel Development Branch
Kimberly Miyamoto	Personnel Specialist	Teacher Recruitment
Kimberly Hong-Kobayashi	Personnel Specialist	Title II; Highly Qualified Teachers