Highly Qualified/Highly Effective Teacher & Administrator

EQUITY PLAN for EFFECTIVE TEACHING AND LEADING

ESEA Title II, Part A

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Hawaii will expand the pool and distribution of highly effective educators by better preparing, recruiting and retaining educators with content and instructional expertise.

Our vision is that every student will be supported by highly prepared and effective teachers and school leaders. The Hawaii State Department of Education (HIDOE) Highly Qualified/Highly Effective Teacher and Administrator Equity Plan describes how the state will ensure an equitable distribution of experienced, highly qualified (HQ), and effective teachers and highly effective (HE) principals with a particular focus on high-poverty schools.

I. Federal Law

The U.S. Department of Education's Elementary and Secondary Education Act provisions relating to highly qualified teachers (HQT) require that all teachers have a bachelor's degree and state certification, and have demonstrated subject matter expertise in every core academic subject they teach, or be working toward full certification as a participant in an alternative route to teaching. Nationwide, 95 percent of core academic classes are taught by HQT. At the end of the 2010-11 school year (SY), 86 percent of Hawaii's core academic classes were taught by HQT.

In accordance with the U.S. Department of Education's thrust under Title II, the current Hawaii Title II, Part A program must be strengthened in order to promote improvements in teacher and leader effectiveness. In response, the HIDOE will build the collective capacity of schools as well as the effectiveness of individual teachers and leaders. This approach includes: teacher preparation programs; teacher and school leader evaluations and the use of evaluations for continuous improvement; compensation and incentives to recognize and reward effectiveness; the equitable distribution of effective teachers and leaders across schools; ongoing professional development and school conditions that provide teachers and leaders with the time and tools for on-the-job learning with colleagues to become as effective as possible; and recruitment and training of effective school leaders.

II. State Law

State laws, regulations, codes and policies require equity of educational opportunities for all students, including Act 51 (Session Laws of Hawaii 2004) – Reinventing Education Act of 2004.

III. Introduction

For all children in Hawaii to receive a high-quality education, they must first have a qualified and effective teacher in every classroom, effective administrators in every school, and school leadership that is singularly focused on raising achievement. Top-performing teachers can make

a dramatic difference in the achievement of their students; the impact of being assigned to top-performing teachers year after year is enough to significantly narrow achievement gaps.

In keeping with this philosophy, Hawaii is committed to the goal that all teachers and administrators are HQ and that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, out-of-field teachers, and/or non-qualified teachers. Efforts over the past several years have focused on this objective.

It is now time to focus more intently on placing an *effective* teacher in every classroom and an *effective* principal in every school. This plan identifies the key strategies that reinforce the Hawaii State Department of Education's Strategic Plan Goal 2: Ensure and sustain a rich environment and culture for life-long learners.

IV. Measurable Objectives

Hawaii has made great strides in the percentage of classes taught by HQT over the past four years. Our goal is to meet the national average by the end of the 2012-13 SY.

Table 1: HQT Statewide trends and annual performance indicator goals

	2007-08	2008-09	2009-10	2010-11	2011-12 Goal	2012-13 Goal
State Overall	70%	73%	80%	86%	90%	95%
Elementary	91%	91%	95%	97%	97%	98%
Secondary	65%	68%	76%	83%	89%	93%

Table 2: 2008-09 Initial Baseline: HQT Equity Data

School Type	Total Number of Core Academic Classes	Number Taught by HQT	Percent Taught by HQT	Number Taught by NHQT (Non – HQT)	Percent Taught by NHQT	Percentage Point Difference
Elementary High Poverty	1,195	1,050	87.87%	145	12.13%	+ 4.1
Elementary Low Poverty	1,358	1,249	91.97%	109	8.03%	
Secondary High Poverty	3,894	2,151	55.24%	1,743	44.76%	+10.8
Secondary Low Poverty	7,501	4,954	66.04%	2,547	33.96%	

Table 3: 2010-11 End-of-Year: HQT Equity Data

School Type	Total Number of Core Academic Classes	Number Taught by HQT	Percent Taught by HQT	Number Taught by NHQT	Percent Taught by NHQT	Percentage Point Difference
Elementary High Poverty	1,172	1,125	95.99%	47	4.01%	+ 2.23
Elementary Low Poverty	1,352	1,328	98.22%	24	1.78%	
All Elementary	**5,327**	**5,169**	**97.03%**	**158**	**2.97%**	
Secondary High Poverty	3,563	2,811	78.89%	752	21.11%	+6.71
Secondary Low Poverty	5,967	5,108	85.60%	859	14.40%	
All Secondary	**21,406**	**17,771**	**83.02%**	**3,635**	**16.98%**	
All Schools	**26,733**	**22,940**	**85.81%**	**3,793**	**14.19%**	

These performance objectives are also reflected in the measures contained within Hawaii's Race to the Top proposal, which enumerates the State's strategies to shift from a focus on HQ to HE teachers and leaders. Note that the 2011-12 SY and the 2012-13 SY measures reflect targets for HQT and leaders while subsequent years reflect targets for HE teachers and leaders. The full set of measures is contained within Appendix A.

V. Hawaii's Reform Strategies to Equitably Distribute Educator Talent

Hawaii's Race to the Top plan articulates a four-year path for the state's comprehensive education reform and improvement work, organized around five initiatives:

1. Tying high-quality college and career ready standards and assessments to a statewide curriculum;
2. Improving longitudinal data collection and use;
3. Cultivating, rewarding, and leveraging effective teaching and leading;
4. Providing targeted support to struggling schools and students; and
5. Aligning organizational functions to support reform outcomes.

The work of the Hawaii Highly Qualified/Highly Effective Teacher & Administrator Equity Plan lies in the intersection of Initiatives 3 and 4, which contain a set of strategies to accelerate the transition from qualified to effective teachers and leaders. Specifically, the strategies to ensure an equitable education for all Hawaii students will be addressed via the following:

Strategy 1: Improve Human Resource Management System

The state has redesigned and deployed a new Human Resources Information System (HRIS – eHR). The system automates and streamlines a number of manual Human Resource (HR) processes with a focus on hiring HQ and HE personnel. Whereas all prior personnel recruitment actions occurred either manually or via several disconnected data systems, automating the HRIS – eHR system has reinforced the state policy direction to recruit and assign only HQT to core academic subjects. The system was first deployed in advance of the recruitment cycle for the 2011-12 SY.

Specifically, the new HRIS – eHR system helps track employee data and provides user access for specific queries. Administrators may now access HQ reports, professional development courses offered, and view transcripts. Principals may generate reports on their NHQT and HQT, teacher status, and professional development plans. Teachers may view status reports and professional development plans. The HRIS – eHR system also provides Principals, Personnel Regional Officers (PROs) and Complex Area Superintendents (CASs) with the information necessary to identify HQ candidates prior to interviewing and hiring, as well as during the Teacher Assignment and Transfer Period. It also provides data on substitute teacher qualifications and HQ status.

Strategy 2: Increase the Quality and Distribution of the Teacher Candidate Pool

In the 2011-12 SY, 86 percent of core academic courses are being taught by HQT in Hawaii. This figure is up significantly from 70 percent in the 2007-08 SY. The purpose of this project is to launch the next set of reforms that further increase the overall percentage of HQT, ensure that teaching talent is equitably distributed across the state, and begin the shift towards recruiting HE teachers. Our theory of action is that a number of significant incremental and complementary steps are likely to yield a more aligned, streamlined system which recruits, places, and retains qualified and effective teachers in locations that need them the most. Equitable distribution is about closing the gap in HQT between high and low income areas. In 2008-09, for example, the gap in HQT for high/low income elementary schools was 4 points, and 11 points in secondary schools; by 2010-11, this gap had shrunk to 2 points and 7 points, respectively. The strategies set forth on page 6 are intended to eliminate this gap.

Internal policy changes and prioritized communications operationalize the state's objective to hire HQT and to place teachers in positions for which they are HQ. The Office of Human Resources (OHR) has redoubled efforts in- and out-of-state to recruit HQ and HQ-ready teachers in Special Education (Elementary and High School in Content areas), Math, and Science. Expanding a contract with Teach for America to recruit in high need areas such as Science, Technology, Engineering, and Mathematics (STEM) has aided these efforts. HIDOE also continues to promote alternative routes into the teaching profession, with a recently released solicitation for alternate route certification of teachers.

HIDOE has reinstated and funded out-of-state recruitment efforts to hire HQT, especially in core academic content areas. Administrators in the Zones of School Innovation (ZSI) have received priority travel for out-of-state recruitment. HIDOE has recently completed a series of analyses that clearly identify the out-of-state locations that return high numbers of teacher candidates that remain in Hawaii for multiple years. This data now informs out-of-state recruitment decisions.

Other policy actions to increase HQ numbers are reflected in the HRIS – eHR system. They include:

- Revised recruitment and placement procedures that increase the likelihood of new placements being filled by HQT. Superintendent's memo dated January 5, 2011 requires that HQ candidates receive priority in all hiring and placement decisions. A memo dated December 20, 2011 directs principals to hire only HQ candidates in all core academic areas.
- Teacher candidates can only identify island preference, whereas candidates could choose previously from among 42 possible locations. Changing the online teacher application to allow for island-only preference provides administrators more flexibility in matching teachers' qualifications with schools' needs. Moreover, principals will be given full access to view the HQ status of all teacher candidates before making an offer.
- Superintendent's memo dated December 16, 2011 and the 2012-2013 HIDOE Recruitment Plan provide administrators of schools within the ZSI and other hard-to-staff schools with a two-week priority head start to hire HQT. These schools are given first priority to hire HQT on the referral list following the first teacher transfer and assignment period. Teachers are also eligible for a $1,500 bonus to work in hard-to-staff locations. Though previously available, this bonus never served as a

suitable incentive due to limited visibility. In contrast, the bonus is now prominently displayed on all posting and recruitment materials.

o HIDOE has made HQ a priority factor whenever teachers are at risk of being displaced. Given the state's increased investment in hiring HQT, HIDOE has continued the memorandum of agreement with the Hawaii State Teachers Association (HSTA) that allows the state to retain probationary teachers. In other words, probationary HQ teachers who could otherwise be displaced do not have their positions advertised.

o For the recruitment cycle leading up to the 2012-13 SY, schools are immediately able to hire new teachers after the Teacher Assignment and Transfer Period for vacancies that do not have an internal applicant. To prevent the state from losing out on HQT to the competition, conditional offers will be made to local graduates and out-of-state applicants.

o To increase the number of HQT within the ZSI, HIDOE's newly formed Alternative Routes to Teacher Certification program allows the state to hire approximately 30 additional Special Education candidates from the University of Hawaii, and 80 candidates through Teach for America each year. All candidates will immediately begin teaching in the classroom and receive considerable coaching support while they complete their classroom and academic training.

Principals should now have the information they need to make informed recruitment decisions to prioritize HQT. HIDOE has trained all principals on their responsibilities to hire and assign HQ teachers to core academic content areas. The HQT Principal's Handbook has been distributed to all principals and is also available online.

HIDOE remains concerned about teachers within our system who are not HQ. Our response has been to aggressively support NHQT in developing professionally to become HQ. For example, on November 18, 2011 OHR's HQ team visited Waianae-Nanakuli to help all NHQT make progress towards their professional development plans. The HQ team continuously monitors the data from NHQT in the ZSI who are working to complete their professional development plans. In the 2010-11 SY, 90 teachers in ZSI schools completed plans, with 30 eventually becoming HQ; in the 2011-12 SY, 67 completed plans, with 14 becoming HQ so far.

Strategy 3: Connect Remote Students to HQT through Technology
This strategy will improve students' access to HQT using long distance learning technology. The state has spent the Fall 2011developing the project design for implementation for the 2012-13 SY.

Superintendent Matayoshi issued a directive on December 20, 2011 that all core courses must be taught by HQT in person or by distance learning. The memorandum also identifies a planned expansion to the existing eSchool course platform.

Beginning in the 2012-13 SY, schools in hard-to-staff locations will be given first preference to place an additional 500 students in high-demand courses taught by highly-qualified HQT. All teachers will receive extensive training and support on effective instructional use of distance learning pedagogy through Project Inspire, an online professional development program designed to help teachers integrate technology into a standards-based curriculum (Item 2.2).

In addition, the expansion will provide a 24/7 online professional learning workspace that supports up to 400 teachers with models of exceptional practices and professional development content related to the implementation of the Common Core State Standards. This workspace serves as an "online hotline" for teachers to ask questions, gather ideas, and network with subject matter experts and mentors. Professional development opportunities will be provided via the established distance learning model, including the use of video and web conferencing.

On February 8, 2012, the project team presented CASs with a briefing on this new requirement and resource. The Office of Curriculum, Instruction and Student Support (OCISS) is currently recruiting HQT to teach online courses. The approach, described in the current guidelines for distance learning, includes the expectation that all teachers will be provided professional development courses on effectively teaching distance learning courses.

Strategy 4: Support all Newly Hired Teachers
HIDOE adopted statewide Hawaii Teacher Induction Program Standards in October 2011. HIDOE planned and conducted an "Induction Institute" on October 12, 2011 to introduce CASs and their induction leads to the Standards. HIDOE also planned and conducted a second Induction Institute with the New Teacher Center on January 18 and 19, 2012 that allowed teams from every Complex Area to delve more deeply into the Standards.

HIDOE adopted a rubric to measure the quality of implementation against the Standards. Each Complex Area self-assessed against the rubric, which has set the baseline for future monitoring efforts. The four-point Continuum also contains timeline expectations for establishing key components of the Teacher Standards, such as professional growth plans and STEM content training, as criteria for quality implementation. Each Complex Area has developed Induction and Mentoring plans to provide quality induction and mentoring programs based on the standards.

All 15 Complex Areas submitted Induction and Mentoring Plans by November 7, 2011 that describe their approach to fully implement the Standards. Considerable technical assistance was provided on-site by OHR during the plan development and review cycle. OHR has approved all 15 Complex Areas' plans and released $175,000 in Title II funds to each Complex Area in support of plan implementation. OHR is setting up internal monitoring protocols that use each Complex Area's self-assessment as the baseline to track progress against each standard.

In preparation for this level of monitoring, the Assistant Superintendent for the OHR instructed key OHR staff to visit every Complex Area in Spring 2012 to finalize implementation and staffing plans for the 2012-13 SY. These visits are in turn informing the state's training schedule.

OHR has been and will continue to provide extensive training and support services on the Induction Standards to department leadership, CASs, lead induction program coordinators, principals, and relevant mentor staff in the various Complex Areas. As mentioned above, the first Induction Institute was held to introduce and train the CASs and their lead induction program coordinator on the Induction Standards. Fifty-five participants, including numerous principals, mentors and three CASs attended the New Teacher Center Symposium in February 2012. OHR staff has scheduled in-depth program consultation support with all Complex Areas to provide mentor training, assess resource needs, and assist with implementation.

The New Teacher Center has been contracted to provide Complex Areas and mentors with intensive support, through targeted trainings, Induction Institutes, and on-site support. Funds have been allocated to train principals and vice principals on how to conduct formative reviews using an observation and

feedback cycle. This process mirrors that of the teacher evaluation observation training.

Strategy 5: Increase Educator Effectiveness by Revising the Evaluation System

This project provides teachers and leaders with far greater feedback on their performance than ever before, with the expectation that doing so will improve performance and result in greater student achievement. The state has made considerable progress in developing the educator effectiveness model and testing the approach during the two-year modeling phase. The implementers (CASs, principals, teachers) have been thoroughly involved in the design and modeling phase.

Responsibility for leading this effort in the ZSI has begun to shift from central office administrators to the responsible CASs. A measured change management process has been developed to facilitate transformation and is being executed. Finally, the evaluation design has been integrated into the work of OCISS, with particular emphasis on Hawaii's proposed Teacher Quality Standards and designing a more coherent system of support.

The graphic below demonstrates the timeline for rollout of the educator effectiveness model:

Component	January – May 2012 (18 schools)	2012-13 SY (81 schools)	2013-14 SY (statewide)	2014-15 SY (statewide)
Classroom Observations (adapted Danielson Framework)	Pilot year one schools conduct observations	Both pilot cohorts conduct observations	All schools implement observations	All schools implement observations
Student Survey (Tripod design)	Survey administered to students in March	Survey administered twice per year	Surveys and reports for all students	Surveys and reports for all students
Student Learning Objectives	N/A	Pilot implementation within both pilot cohorts	Full implementation	Full implementation
Student Growth Percentiles	Reports issued by February	Reports for both pilot cohorts	Reports for all students	Reports for all students
Effectiveness Rating tied to personnel action	NO	NO	NO	YES

Framework for Teacher Effectiveness System and Plan for Development of the Overall Model: Based on stakeholder input and considerable research, HIDOE has developed a Framework for the Teacher Effectiveness System that sets forth the HIDOE's vision of effective teaching and the overall process that HIDOE will follow to develop the educator effectiveness system. The Framework moved beyond a narrow focus on evaluation and presents these efforts in the broader context of teacher effectiveness. In addition, HIDOE has developed a more detailed plan for the development of the overall model.

Year One of Modeling Phase to Design and Pilot Test Performance Measures
The 2011-12 SY is the first pilot year to model the design and test three evaluation components – a common observation protocol, a student feedback survey and student growth percentiles. This activity will occur in the 18 ZSI schools, which collectively are among the most persistently low-performing in the state. The approximately 1,050 teachers in these schools will be given unprecedented feedback on their instructional performance. Specific components include:

Common Classroom Observation Protocol (based on the Charlotte Danielson Framework for Teaching): The schools in the ZSI are piloting a common classroom observation protocol that is based on the Charlotte Danielson Framework for Teaching. Leaders from all 18 schools voted to uniformly use this protocol. The protocol focuses on five key components of the Danielson framework: establish a culture for learning (2b); managing student behavior (2d); using questioning prompts (3b); engaging students (3c) and using assessment in instruction (3d). This tool improves significantly upon the current teacher evaluation observation guidance by providing a structured and consistent language for instructional improvement.

Training for Teachers: In the 2011-12 SY, principals delivered awareness training to all teachers in the ZSI. In addition, HIDOE teachers have access to online training to the five components of the Charlotte Danielson Framework for Teaching that comprise Hawaii's Common Classroom Observation Protocol.

Training for Observers: All principals and vice-principals in the ZSI have received five full days of training on the observation protocol; training on how to hold post-observation conferences; and calibration training. In addition, HIDOE has provided to all principals and vice-principals iPads with an automated tool for collecting observation data.

HIDOE has supplemented the training by providing site licenses to pilot schools to access online video training modules and professional development by Charlotte Danielson. Additionally, HIDOE purchased and provided the Charlotte Danielson Framework for Teaching materials for all teachers, principals and vice-principals at ZSI schools. Principals and vice-principals also received the companion book to the Framework for Teaching that provides further guidance in using and implementing the Framework.

Calibration training revealed an 83% inter-rater reliability in the first phase, notably higher than the instruments in the Gates Foundation's MET project, which averaged 77%.

Review of Training Model: HIDOE is now assessing the effectiveness of the first year of common classroom observation protocol implementation, and considering revisions to its training model for the 2012-13 SY. Training for the schools participating in pilot year two (2012-13 SY) will begin during Spring 2012 and continue through the Summer for principals.

Student Survey (TRIPOD): HIDOE executed a contract with Cambridge Education in February 2012 to administer the TRIPOD student survey, which captures students' experience of key dimensions of classroom life and teaching practice. HIDOE provided the vendor the student data necessary to prepare the surveys which are scheduled for administration during a three-week window in March 2012, and has trained survey coordinators at each ZSI school on how to administer the surveys. CASs and principals have been briefed on the TRIPOD survey purpose and forms, and will be the primary communicators to teachers participating in the survey. Additionally, HIDOE has posted on line FAQs, a video message from Deputy Superintendent Nozoe and other materials that explain the TRIPOD Survey. The vendor will also train all survey coordinators and administrators in March 2012. TRIPOD will release the survey results to HIDOE by May 2012.

Student Growth Model: Hawaii is using Colorado's student growth model as the basis of its own student growth measures. Based on four years of longitudinal Hawaii State Assessment data, HIDOE has prepared student growth data for all students in Hawaii and is preparing for release of the data in Spring 2012.

Student growth reports at the student, grade and school levels will be shared with pilot ZSI schools in late March 2012. Roll out of the data will be concurrent with a facilitated process, "SchoolStat," which engages teachers and leaders through in-depth discussions about individual student and school level data to develop strategies for school-wide improvement.

Student Learning Objectives: HIDOE's OCISS has formed a content committee to review and provide feedback on specific elements of the overall design process. In addition, OCISS has issued a survey to all schools to inventory mechanisms already in place to measure student learning throughout the state in order to develop a plan for measuring student learning

(using student learning objectives) that leverages existing proven practices. Data will be available by late March 2012 and inform the development of clear process guidelines.

Year Two of Modeling Phase to Design and Pilot Test Performance Measures
Beginning in the 2012-13 SY, HIDOE will embark on the second phase of performance-based evaluation. The objectives of the second year pilot are to increase the number of participating schools, test two administrations of the student feedback survey, as well as the student learning objective approach. An additional 63 schools have elected to join the pilot, bringing the total number of participating schools to 81, or approximately one-third of the state's schools.

These schools represent six distinct K-12 geographic complexes. The schools also represent a diversity of academic performance, as measured by the Hawaii State Assessment and Adequate Yearly Progress.

CASs are key leaders. The eight CASs involved in the pilot have signed a detailed memorandum of understanding that articulates the expectations for the pilot in the 2012-2013 SY. They also actively participate in the CAS Roundtable.

During pilot year two, the evaluation model will be further elaborated with continued refinement of the observation protocols, training and feedback tools, development of Student Learning Objectives to supplement student growth percentile data, and use of Professional Development Experiences3 (PDE3) tool for data collection and communication. Also, how to appropriately weight component evaluation data will be explored to inform the annual, summative rating based on the evaluation. Measures of student learning and growth will constitute 40% of the rating during the second year pilot but sensitivity analyses will be conducted in developing a weighting scheme for the 2013-14 statewide implementation. Guidance for how to set student learning objectives will be completed over the summer and reinforce the Specific, Measurable, Attainable, Realistic and Timely (SMART) goals process initiated by OCISS.

From April through August 2012, HIDOE will train all classroom observers in pilot year two schools, conduct initial roster verification using the new Battelle software and familiarize leaders with the student learning objective process.

Strategy 6: Create a Professional Development Management System (PDE3)
Complementary to these efforts, HIDOE plans to ramp up embedded professional development opportunities and adopt a more sophisticated approach to classify

teacher effectiveness. HIDOE's vision for student achievement and growth as supported by teacher and principal effectiveness depends upon a culture of growth and continuous improvement, both within educational circles as well as within the community. HIDOE will make an important contribution to this necessary cultural shift by providing comprehensive and strategic professional development programs for its teachers and administrators, and will work collaboratively with other partners who share this vision.

HIDOE will both set standards and monitor the quality of the various programs that support teachers and administrators. To begin this process, HIDOE will reorganize its current programs into a professional development management system. HIDOE's single Local Educational Agency/State Educational Agency (LEA/SEA) structure can ensure timely rollout and consistency in application

PDE3 is *the* source to find high-quality, approved HIDOE professional development opportunities. It provides information and reporting tools to improve workforce competencies that affect student learning and growth. PDE3 is an evolving professional development system, into which HIDOE will add features, functions, and professional development opportunities as they become available. PDE3 currently provides users with access to PD 360, an online, on-demand, professional learning resource that delivers high-quality video segments showing teachers implementing research-based best practices that improve student achievement. Content and strategies are presented by over 65 top experts, including renowned educators such as Rick Stiggins, David Sousa, Doug Reeves, Rick DuFour, and Michael Fullan. PD 360 will give school administrators the ability to target professional development to meet the specific goals for their school and the individual needs of each teacher.

To increase the number of teachers who are "Effective" or "Highly Effective," the annual evaluation tool and Hawaii Teacher Standards Board (HTSB) Licensing Renewal requirements can be leveraged to help teachers make better data-driven decisions regarding the kind of professional development that they need in order to improve student learning growth. Student performance data, observations and recommendations from the administrator and personal needs assessments can all be used to help teachers make informed professional development decisions. As a result, HIDOE will be better able to provide more appropriate and individually tailored professional development.

HIDOE envisions that some training will be delivered via webcasts or podcasts whenever a common message needs to be shared quickly to a mass audience. For

training that requires more deliberate participation and interaction, professional development workshops or training sessions will need to be developed and conducted (by state or district specialists, or school faculty), bought (from professional development vendors), or acquired (free of charge from open resources). Regardless of the source or method of delivery, the common framework and criteria to measure the quality and effectiveness of professional development programs will be informed by the Professional Development Framework developed by the University of Hawaii's Curriculum Research and Development Group.

How the Enhanced PDE3 Will Support Administrators: As HIDOE transitions from existing standards to Common Core State Standards and mandatory curriculum, use of the enhanced PDE3 will help identify areas in which principals need more concerted professional development and training to succeed as instructional coaches. With these new tools, administrators will be better able to fulfill their revised responsibilities as evaluators of teacher effectiveness. Accordingly, by tracking the creation, use, and outcome of professional development programs for administrators, the CASs, in conjunction with OHR's Professional Development and Educational Research Institute (PDERI), will be better able to assess existing programs and develop new programs that will better assist administrators to contribute to student achievement and growth. In addition, the enhanced PDE3 will allow the individual Complex Areas to address each geographic area's unique needs and challenges by adding appropriately to their existing professional development programs (induction, mentoring, and other professional development).

VI. Data Collection and Reporting
HIDOE will continue to enhance and implement the statewide data collection system to monitor and analyze teacher HQ status, to ensure that Hawaii's poor and minority students are not being taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers.

HQT Data Collection Design Timeline:
1. 2007-2009: Integration of Student Information Systems
   The eSIS system became the centralized, web-accessible database system for capturing comprehensive student information.
2. 2008-2010: Comprehensive Student Support System (eCSSS)
   eCSSS is an integration of a number of student support systems under one architecture. Combined with eSIS, it provides a single picture of a student that links all demographic and student support activities (special education, supplemental education, behavioral interventions, etc.).

3. 2009-2011: Integration of Human Resource Systems
The OHR database systems integrated the collection and reporting of teacher qualification data. The implementation of the Collaborative Human Resources Automation Project (CHAP) consolidated data from various human resource systems into a single, centralized, web-based information system. The HIDOE data systems allow the SEA to electronically link teacher qualification data from the human resource system with classroom assignment data, allowing the SEA to review this data by individual teacher, school, Title I status, HQT status, complex area and statewide.
4. 2010-2012: Upgrading the Financial System
HIDOE has entered into a design phase for upgrading its financial system to be more responsive to school, complex area and statewide operational requirements. This will provide a more responsive linkage between academic planning and resource allocation and expenditures, including the professional development process and fund tracking.

VII. Data Review and Analysis
HIDOE will continue to review and analyze data on the equitable distribution of HQ and experienced teachers, the effectiveness of the initiatives to improve the number and percentage of HQ and HE teachers and administrators, the accuracy of teacher assignment and qualification data, and the reporting of HQT data to schools, the public, and the U.S. Department of Education (USDE).

VIII. Monitoring
HIDOE will continue to monitor the equitable distribution of HQ and experienced teachers, the percentage of classes taught by HQT, the complex area and school administration of state Title IIA rules and regulations, and the state administration of federal Title IIA rules and regulations. In addition, the HIDOE will continue to provide technical assistance and corrective action consistent with ESEA Section 2141.

Appendix A: Hawaii's USDE Race to the Top Performance Measures

Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current	2011-2012 (HQ)	2012-2013 (HQ)	2013-2014 (HE)	2014-2015 (HE)
General goals to be provided at time of application:	**Annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (defined as HQ in the 2011-12 SY and the 2012-13 SY and Effective or Exemplary in the 2013-14 SY and the 2014-15 SY).	80	90	95	55	75
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (defined as HQ in the 2011-12 SY and the 2012-13 SY and Effective or Exemplary in the 2013-14 SY and the 2014-15 SY).	85	90	95	60	75
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective (defined as NHQ in the 2011-12 SY and the 2012-13 SY and Marginal or Unsatisfactory in the 2013-14 SY and 2014-15 SY).	21	10	5	45	25
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective (defined as NHQ in the 2011-12 SY and the 2012-13 SY and Marginal or Unsatisfactory in the 2013-14 SY and the 2014-15 SY).	15	10	5	40	25
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (defined as scoring a 4 or 5 on PEP-SL*).	91	94	95	50	60
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (defined as scoring a 4 or 5 on PEP-SL).	94	94	95	55	60
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective (defined as scoring a 1 or 2 on PEP-SL).	1	1	1	25	15
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective (defined as scoring a 1 or 2 on PEP-SL).	2	1	1	20	15

* Professional Evaluation Program for School Leaders

Appendix B: Strategic Plan

We are at a pivotal point in preparing Hawaii's future workforce, and business and civic leaders. As we move forward, the Department of Education's new 2011-2018 Strategic Plan will serve as a living document over a seven-year period. The following three goals focus on strengthening our foundation and build upon the work completed to date:

(1) Assure all students graduate college- and career-ready through effective use of standards-based education;

(2) Ensure and sustain a rich environment and culture for life-long learners; and

(3) Continuously improve the effectiveness, efficiency, and responsiveness of the educational system.

The second goal, in particular, provides the organizational framework under which our Title II program functions by specifying the professional evaluation and development cycle for all employees.

Strategic Plan Goal 2: **ENSURE AND SUSTAIN A RICH ENVIRONMENT AND CULTURE FOR LIFE-LONG LEARNERS**

- Guiding Principle 4 – Instructional leadership and professional learning
- Guiding Principle 6 – School, home, and community partnerships

Objectives:
   a. Increase personalization with appropriate and timely supports.
   b. Ensure quality professional development.
   c. Improve performance through a quality performance evaluation process.