

2010

HAWAII STATE
LEGISLATURE

Joint Report of
Ho`okako`o
Corporation
in collaboration
with the
Hawaii
Department of
Education

[SCR 52 SD1]

Report to Hawaii Legislature on national and state research, policies, and models for expanded learning time and status report on current efforts in Hawaii to rethink and redesign the use of learning time for student success.

Table of Content

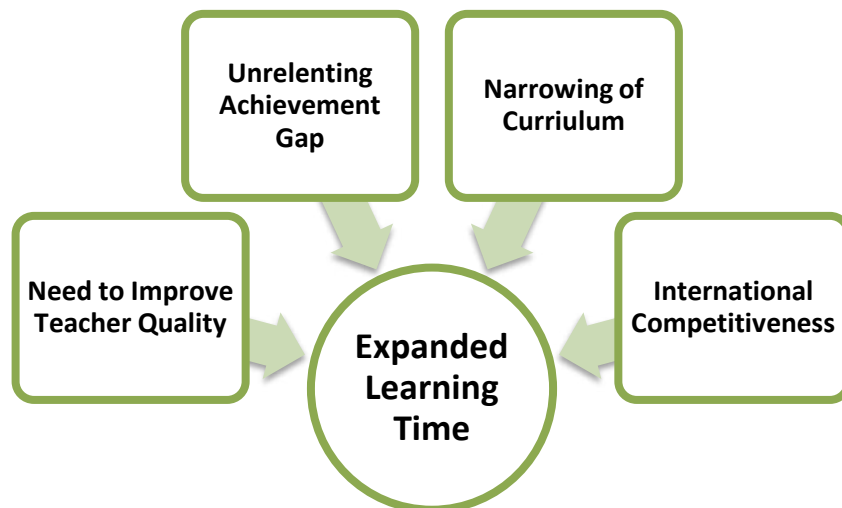
Today's Challenge: Our Children's Future	1
Senate Concurrent Resolution 52 SD 1	2
Ho`okako`o Corporation	2
What is Expanded Learning Time?	3
U.S. Department of Education Definition of Expanded Learning Time	3
Ho`okako`o Corporation Expanded Learning Time Policy.....	3
Expanded Learning Time Mythbusters	4
Research on Expanded Learning Time	7
Massachusetts 2020.....	7
Bay Area KIPPS Schools	9
New York City's Charter Schools	11
Funding Opportunities for School Redesign and Expanded Learning Time	12
Hawaii Expanded Learning Time Progress Report.....	14
National Center on Time & Learning - Massachusetts 2020 Partnership	16
Resource Support for Hawaii's Expanded Learning Time Initiative	18
Ho`okako`o Corporation Leadership, Support & Accountability Framework	19
Organizational Schema	20
Menu of Technical Assistance Services	21
Expanded Learning Time Evaluation Framework	26
Kamaile Academy Expanded Learning Time Model	29
Expanded Learning Time Lessons Learned	34
Moving Forward: Next Steps	36
Conclusion	40

Today's Challenge . . . Our Children's Future

U.S. Secretary of Education Arne Duncan is calling *Race to the Top* an “once-in-a-lifetime chance to change our schools and accelerate student achievement.” The Obama administration’s priority areas for education reform include fundamental changes:

- Adopting higher standards and assessments
- Using data to drive instruction
- More effectively supporting teachers and principals
- Implementing bold plans to turn around low-performing schools

To ensure that policymakers, educators and school leaders can deliver on this “once in a lifetime chance” and help students that are already struggling to meet much higher standards, a fundamental reform strategy is needed: *expanded learning time*. Policy leaders are focused on 4 core concerns that underscore the need for more learning time:



High achieving schools and school systems throughout the world – including many public charter and district-run schools and private schools in the U.S. -- use significantly more learning time than allowed by the 180, six-hour a day traditional American public school calendar. The traditional school-year calendar is a remnant of an agrarian-based society that bears no resemblance to the 21st Century global economy within which our children will be competing. Data from the Trends of International Mathematics and Science Study (TIMSS) indicates that students in China, Japan and Korea, who attend school on average 40 days more than American students, significantly outperform American students in math and science. Networks of charter schools recognized for the high academic achievement of their low-income and minority student populations – including KIPP schools, Achievement First, and Uncommon Schools – all consider their longer school days and years to be a strategy absolutely critical to their success.

Senate Concurrent Resolution 52 SD 1

To ensure that Hawaii's children are prepared to meet the challenges and opportunities of the 21st Century, the 2009 Hawaii State Legislature passed Senate Concurrent Resolution 52 SD 1. SCR 52 presents the opportunity to rethink and redesign how Hawaii's educational system uses time to provide students with learning opportunities that are anchored to high standards, pervasive in time and availability and result in 21st Century achievement for all students.

Specifically, SCR 52 requests that:

- Ho`okako`o Corporation submit reports of its expanded learning time initiative, including models being piloted by its conversion charter schools.
- Ho`okako`o Corporation and the Department of Education collaborate to develop plans to pilot alternative expanded learning models and a framework for technical assistance.
- Ho`okako`o Corporation submit a progress report to the 2010 and 2011 Legislature.

Ho`okako`o Corporation

Established in 2002, Ho`okako`o Corporation (HC) is a nonprofit corporation committed to *kako`o*, supporting Hawaii's schools as they build innovative opportunities for student success. HC seeks to empower communities, educators, and families to be a part of the process of change in order to ensure academic achievement and life success for all of Hawaii's children. HC's volunteer board of directors serves as a local school board for three pioneering conversion charter schools: Waimea Middle School, Kualapu`u Elementary and Kamaile Academy.

Through its work as a community intermediary and local school board for charter schools, HC has developed its capacity as a charter and education management organization, crossing boundaries and building partnerships that facilitate and support systemic school redesign.

In collaboration with its National Advisory Board, the National Center on Time & Learning (NCTL) and Massachusetts 2020 (Mass 2020), HC conducted extensive research on expanded learning and established partnerships with nationally recognized schools that are demonstrating significant gains in student test scores, graduation rates and matriculation rates to post-secondary education through expanded learning time models. In October 2008, HC adopted an Extended Day/Expanded Learning Time Policy that:

- Promotes the development of essential 21st Century knowledge and skills;
- Defines "expanded learning" as the lengthening of the school day, school week, or school year for all students in a given school by at least 30 percent; and
- Recognizes that effective expanded learning models completely redesign a school in ways that combine academics with enrichment programs to create a robust and well-rounded educational experience for students while also supporting teachers with quality time for planning, training, and professional development.

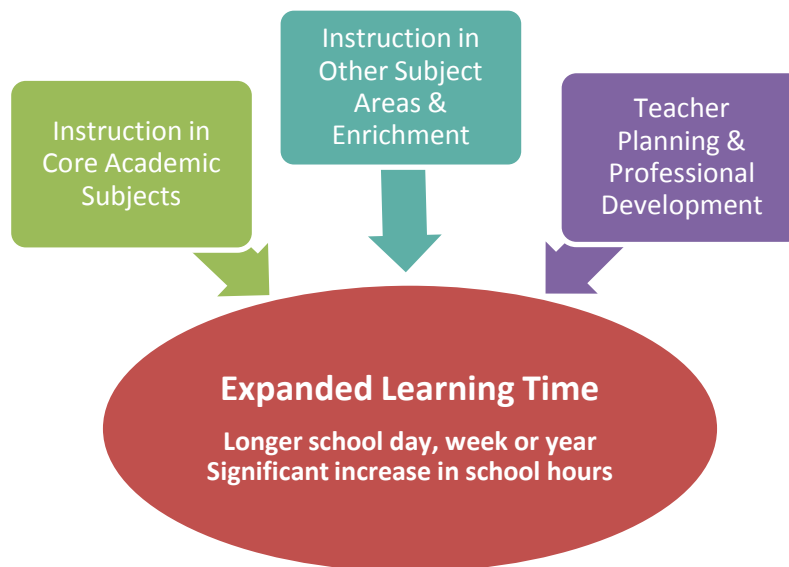
What is Expanded Learning Time?

The U.S. Department of Education adopted the following definition of Expanded Learning Time:

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for:

- *Instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography;*
- *Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and*
- *Teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*

The following diagram sets forth the integrated components and criteria for expanded learning



HC's Expanded Learning Time Policy is aligned with the federal definition of expanded learning and sets forth design principles and expectations as follows:

- Schools are the focus of expanded learning time models;
- Effective expanded learning models integrate additional learning time throughout the day and year and do not simply “tack on” additional time;
- The expansion of learning time is significant in terms of added hours and days;
- Expanded learning time is for all students in a school;
- Effective expanded learning time models promote student achievement in low income communities;

- Time for planning and training is necessary for the design and implementation of quality expanded learning time models;
- Leadership and effective resource management are necessary for the design and implementation of quality expanded learning time models; and
- Effective expanded learning time models focus on integrating core academics with relevant enrichment activities, including student-initiated exploration, hands-on discovery and place and culture based learning opportunities.

The Massachusetts 2020, Inc. dba National Center on Time & Learning clarifies the definition and dimensions of expanded learning time through the following list of Mythbusters:

Myth	Reality
<p>“Making the school day longer won’t solve the problem – it’s just more of the same.”</p>	<p>Expanded Learning Time does not mean simply tacking on extra hours to the day. With a redesigned and expanded day, ELT schools have more time for science, social studies, and foreign languages, and more effective math and literacy programs.</p> <p>ELT schools also significantly expand enrichment courses and now offer more art, music, and physical education, as well as courses like robotics, drama, and video production that interest children and excite them about school. Teachers have used the extra time to engage students in hands-on projects and help them learn in innovative ways. They are also able to better teach the diverse levels of learners in each class – allowing them to accelerate the students who are doing well and better support the students who are struggling.</p>
<p>“The expanded day takes away too much family time. I want my child home in the afternoons.”</p>	<p>In most cases, a student’s school day will end by 4pm, long before the dinner hour and time spent with family in the evening. For example, in many Massachusetts ELT schools the daily schedule is from about 7:45 a.m. to about 3:45 p.m.</p> <p>With a calendar of 180 six-hour days, children spend only 20% of their waking hours in school. ELT school schedules – which lengthen the school year by approximately 300 hours – increase students’ time spent in school by just 6% of their overall waking hours.</p> <p>Students in ELT schools often report spending more relaxing and less stressful family time because they have the opportunity to complete most of their homework with assistance during their expanded day</p>

Myth	Reality
<p>“Expanded Learning Time is only for poor, urban schools.”</p>	<p>All students – urban, suburban and rural – can benefit from a redesigned day. High stakes testing and accountability with no additional time has forced schools to focus primarily on instruction in math and English/Language Arts. Important subjects, such as science and social studies, have been reduced, and enrichment activities – including arts, music, sports, and technology – have been greatly reduced, if not eliminated, in many schools. Every student benefits from the core academic time and reintroduced enrichment programs in the expanded day.</p>
<p>“A longer school day is a punishment for underperforming schools.”</p>	<p>Expanded Learning Time unlocks teachers and students from the confines of a 6-hour schedule, enabling schools to provide a learning environment that is stimulating, engaging and addresses all levels and styles of learning. The United States lags behind most industrialized countries and some developing countries in instructional hours per week and total learning hours per year.</p> <p>Expanded Learning Time is about redesigning the school day so we can better prepare all students for life in the 21st Century. More time allows schools to implement a richer, more varied school schedule that provides a high quality, well-rounded education to all students, regardless of academic level or socioeconomic status.</p>
<p>“A longer school day will leave my child too tired and bored.”</p>	<p>At many schools, the current schedule with short class periods leaves teachers and students feeling rushed throughout the day.</p> <p>An expanded school day provides students with the opportunity to learn at a more reasonable and effective pace and be engaged by the hands-on, project-based learning that Expanded Learning Time affords. Attendance at ELT schools often improves, in part because students are the opposite of bored – they are excited about the significantly expanded enrichment courses in art, music and physical education.</p>

Myth	Reality
<p>“A longer school day will interfere with my child’s after school activities.”</p>	<p>A key component of successful Expanded Learning Time schools is partnerships with community based organizations, including those that traditionally offer after-school programming. Partnerships with community-based organizations allow for specialized enrichment classes from which the entire student population benefits, as well as more comprehensive student support services than schools can offer alone, such as counseling and mentoring.</p> <p>Additionally, there is often still a need for afterschool programs to fill in the time between when school lets out and when parents return from work. Community organizations can be flexible with their scheduling to accommodate ELT schools’ later dismissal times.</p>

Copyright © Massachusetts 2020, Inc. All Rights Reserved dba National Center on Time & Learning
 Materials may be disseminated in their full form with attribution to Massachusetts 2020, Inc. dba National Center on Time & Learning.

Research on Expanded Learning Time

In December 2009, the National Center on Time & Learning (NCTL) released *Tracking an Emerging Movement: A Report on Expanded-Time Schools in America*, a groundbreaking report that draws from the NCTL database of the 655 schools across 36 states serving more than 300,000 students. The report analyzes key characteristics as well as survey data on how added time is utilized and funded at 245 of these schools. Initial analysis on student outcomes is also reported. Notable findings include:

- On average these schools offer about 25 percent more time than the national norm of 180 six-hour days;
- While a majority of the schools included are public charter schools, more than one-quarter of the schools identified are standard district public schools;
- Compared with national averages, schools with expanded time serve a more heavily minority and poorer student population; and
- Data suggest that more time is associated with higher academic achievement, as students in schools with an expanded school day were found on average to outperform their district peers.

Massachusetts 2020

In 2006, the NCTL's local affiliate, Massachusetts 2020 (Mass 2020), launched the Expanded Learning Time Initiative in partnership with the governor, Massachusetts state legislature and the Massachusetts Department of Elementary and Secondary Education. The initiative created a policy model that enables traditional district schools to follow the lead of high-performing charter schools by adding significantly more learning time to a redesigned school day for all students in those schools. Data on the first few years of the Massachusetts ELT Initiative, now serving 12,200 students in 22 schools, shows that participating schools are making promising academic gains:

Increasing English Language Arts (ELA) and Math Proficiencies

- During the 2008-2009 school year, students in Expanded Learning Time schools gained in proficiency at double the rate of the state in English/language arts and math, and gained at nearly five times the state in science.
- In 2009, Massachusetts ELT schools in their third year achieved substantially higher rates of proficiency versus their pre-ELT performance in all three subjects
- In 2009, Massachusetts ELT schools in their second year achieved higher rates of proficiency versus their pre-ELT performance in all three subjects.

Decreasing Achievement Gaps

- Over the last three years, six of the seven ELT schools serving middle grades narrowed the achievement gap with the state in math, four narrowed the gap in ELA with one school now exceeding the state in ELA.
- The exit grades of some Massachusetts ELT schools have dramatically narrowed (or entirely closed) the gap with the state in both ELA and math. For example, eighth graders at the Edwards Middle School in Boston (with 89% low income) closed three quarters of the achievement gap in math and half of the achievement gap in ELA after just three years of ELT.

Teacher and Parent Satisfaction

- Teachers in ELT schools report -- at much higher rates -- that they have the time they need to cover the curriculum and meet the needs of all students.
- Parents with students in ELT schools believe a longer school day has resulted in academic gains for their children.

Expanded learning time increases the likelihood that students will master core academic subjects, develop 21st Century, higher-order skills, and participate in a variety of enrichments necessary for a comprehensive, well-rounded education. Expanded learning time also provides educators and school leaders with the time they need – and currently do not have – to ensure that important reforms like data-driven instruction, collaborative professional development, and implementation of higher standards and assessments actually deliver on their potential. While more time alone is not a silver bullet that will bring all students to proficiency, it is becoming increasingly clear that public schools cannot achieve this goal without a significant addition of school time. This is particularly true of those schools and systems serving a large percentage of low-income children.

NCTL's Model for a New More Effective School Day

To achieve results, *more time* cannot mean *more of the same time*. The NCTL has developed a scalable model for converting public elementary and middle schools into Expanded Learning Time (ELT) schools. NCTL has engaged more than 50 school districts and 150 schools in a robust and intensive planning process that brings together school leaders, teachers, union leaders, parents and community organizations to redesign the school day from the ground up. The NCTL model of school redesign emphasizes using time more effectively to provide: 1) additional core academic instruction, 2) student engagement and enrichment opportunities, and 3) teacher professional development, planning and collaboration.

The NCTL model is based on the following principles:

<p>School-Level Design Principles</p> <ul style="list-style-type: none"> • Significantly More School Time: At least 300 more hours per year (e.g. 2 hours/day) • All Students Participate • Balanced Use of Expanded Time: Redesign adds time for: (1) core academics; (2) enrichment; and (3) teacher planning and professional development • Redesign Planning Process: Small school redesign teams -including teachers, administrators, union representatives, school partners and parents – create data-driven redesign plans • Partners to Expand Opportunities: Schools partner with community orgs, businesses, higher ed. institutions, art and cultural orgs, and health institutions to expand opportunities for students 	<p>Policy-Level Design Principles</p> <ul style="list-style-type: none"> • Voluntary School Participation • Technical Assistance for Redesign and Implementation • Public Financing: Implementation funded with public money, ideally through a state policy framework, to ensure future sustainability and connections to the broader reform agenda • Per Child Allocation: Figure depends on local factors and the amount of added time (Mass 2020 = \$1,300/student) • Evaluation and Continuous Improvement: Constant review of data to ensure continuous improvement and learning
--	---

Bay Area KIPP Schools

KIPP schools, widely acclaimed for their success in preparing underserved, low-income students not only to reach proficiency, but also to succeed in college and beyond, realized early in their development that their students needed more time to learn. The KIPP’s mission is to equip students, primarily those from low-income and minority families, “with the knowledge, skills, and character traits needed to succeed in top quality high schools, colleges, and the competitive world beyond.” Every KIPP school operates according to the Five Pillars:

- **Choice and Commitment** reflects the assumption that students, parents, and faculty choose KIPP and commit to its program.
- KIPP schools maintain **High Expectations** for academic achievement and a culture that includes a system of rewards and consequences for behavior.
- Key to the academic program is **More Time**. KIPP students spend roughly 50% more time in school learning than students in traditional public schools.
- School leaders have the **Power to Lead**, with total control over their budgets and personnel.
- A singular **Focus on Results**, demonstrated by student performance on standardized tests and by preparation of students for success in high school and college.

Bay Area KIPP School student achievement and learning results

In most grades and cohorts, Bay Area KIPP students make above-average progress compared with national norms, and they outperform their host districts.

- The average KIPP student who stays with KIPP for four years starts 5th grade at the 40th percentile in mathematics and the 32nd percentile in reading. After four years at KIPP, these same students are performing at the 82nd percentile in math and the 60th percentile in reading, based on national norm-referenced tests.
- In 80 percent of cases, Normal Curve Equivalent (NCE) changes in the SAT10 math scores are positive, indicating above-average progress for Bay Area KIPP students. The gains tend to be higher in grades 5 and 6 than in grades 7 and 8. In general, SAT10 reading scores follow a similar pattern.
- In 2006-07, with one exception, higher percentages of Bay Area KIPP students reached proficiency on the California Standards Test (CST) in both English language arts (ELA) and mathematics across all grades compared with the host district. In many cases, these differences in percentages are substantial. The percentages of students scoring proficient on the CST varied by school, content area, grade level, and cohort and ranged from 15 to 99.

Bay Area KIPP schools have large and statistically significant effects on the academic achievement of fifth-grade students and new sixth-grade students.

- At the end of fifth grade, KIPP students at three Bay Area schools outperformed their matched counterparts who attended other schools in the same district in ELA and mathematics on the CST, with statistically significant differences in estimated percentile rank between KIPP and non-KIPP students ranging from 5.6 to 33.0 points (effect sizes ranged from 0.16 to 0.86).
- Students who joined KIPP in the sixth grade also saw positive effects by the end of their first year, with KIPP students outperforming non-KIPP students by an estimated 8.9 to 33.9 percentile points (effect sizes ranged from 0.24 to 0.88).

Source: Woodworth, K.R., David, J.L., Guha, R., Wang, H., & Lopez-Torkos, A. (2008). *San Francisco Bay Area KIPP schools: A study of early implementation and achievement. Final report.* Menlo Park, CA: SRI International.

New York City's Charter Schools

An evaluation study of New York City's Charter Schools (September 2009) revealed significant findings regarding expanded learning time:

- The average charter school student experiences an extra two and a half weeks each year than students attending the traditional public schools.
- The average charter school student experiences a school day that is 8 hours long. This is about 90 minutes more per day than the traditional public schools.
- The average charter school student learns English language arts (reading) for 112 minutes per day whereas 90 minutes is the length of the literacy block mandated for elementary school grades by the Children First initiative in New York City.
- Half the charter school students learn math for 90 or more minutes per day, whereas regular public elementary schools have between 60 and 75 minutes of math instruction daily, depending on the grade.
- The majority of charter school students attend a school that offers Saturday School and the vast majority attend a school that has an after-school program.
- Policies associated with a charter school's having better effects on achievement:
 - ✓ A long school year;
 - ✓ A greater number of minutes devoted to English during each school day;
 - ✓ A small rewards/small penalties disciplinary policy;
 - ✓ Teacher pay based somewhat on performance or duties, as opposed to a traditional pay scale based strictly on seniority and credentials; and
 - ✓ A mission statement that emphasizes academic performance

New York City's Charter Schools' student achievement and learning results

Decreasing Achievement Gap

- On average, a student who attended a charter school for all of grades kindergarten through eight would close about 86 percent of the "Scarsdale-Harlem achievement gap" in math and 66 percent of the achievement gap in English.
- On average, a student who stayed in the traditional public schools for all of grades K-8 would stay on grade level but would not close the "Scarsdale-Harlem achievement gap" by much.

Test Scores

- Compared to his counterpart in the traditional public schools, a charter high school student has Regents examination scores that are about 3 points higher for each year he spends in the charter school before taking the test.

Graduation

- A student who attends a charter high school is about 7 percent more likely to earn a "Regents Diploma" by age 20 for each year he spends in that school. For instance, a student who spent grades 10-12 in charter high school has a 21% higher probability of getting a Regents diploma.

Source: Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. "How New York City's Charter Schools Affect Achievement, August 2009 Report." *Second report in series.* Cambridge, MA: New York City Charter.

Funding Opportunities for School Redesign & Expanded Learning Time

President Obama and Secretary of Education Duncan are calling on states to accelerate education reform and creatively use American Recovery and Reinvestment Act (ARRA) funds to impact long-term school improvements. The most recent guidance from the U.S. Department of Education builds on the President's call for reform and encourages states to use ARRA funds to "add time to the school day and year and redesign the school schedule to increase time for core academics, enrichment and staff collaboration."

With policy and financial support for comprehensive school redesign and expanded learning time, the Hawaii Department of Education and HC are working collaboratively to develop proposals for the following federal grant opportunities:

School Improvement Grants - ARRA and Title I Elementary and Secondary Education Act

In 2010, the Hawaii Department of Education will receive \$9.3 million of ARRA Title I School Improvement funds. These funds must be used to redesign Hawaii's lowest performing schools and the implementation of models of "increased learning time."

Secretary Duncan's strategy includes:

- Identifying and serving the lowest achieving Title I schools in each State;
- Supporting only the most rigorous interventions that hold the promise of producing rapid improvements in student achievement and school culture;
- Providing sufficient resources over several years to implement those interventions; and
- Measuring progress in achieving results.

Specifically, a local education agency (LEA) must use ARRA Title I funds to implement one of four specific interventions to improve the management and effectiveness of selected schools:

- **Turnaround model**
- **Restart model**
- **School closure**
- **Transformation model**

Pursuant to Act 2 (2002), HC has been providing services as a charter and education management organization for Hawaii schools and developed the organizational capacity to support Hawaii's lowest performing schools in designing and implementing the Title I transformation model for quality teaching and student achievement. Specifically, HC is able to provide services and manage technical assistance to improve the following areas critical for school and student success:

- Developing teacher and school leader effectiveness
- Implementing systems for quality curriculum, instruction and assessment
- Extending learning time
- Creating community-oriented schools
- Ensuring operating flexibility and sustained support

Investing in Innovation (i3) Fund

On October 6, Secretary Duncan announced the Department's proposed priorities for grants under the \$650 million Investing in Innovation (i3) Fund. The fund will support efforts to start or expand research-based innovative programs that improve student achievement for high-need students. Under the proposed priorities, grants would be awarded in three categories:

- **Scale-Up Grants.** This largest possible grant category (up to \$50 million) is focused on programs and practices with the potential to reach hundreds of thousands of students. Applicants must have a strong base of evidence that their program has had a significant effect on improving student achievement.
- **Validation Grants.** This next grant category (up to \$30 million) is focused on programs that have evidence of impact and are ready to expand within their own and other communities.
- **Development Grants.** This final grant category (up to \$5 million) is designed to support new and high-potential practices whose impact should be studied further. All grant recipients will be required to match federal funds with public or private funds and demonstrate how their programs will be sustainable after their federal grants are completed.

Teacher Incentive Fund (TIF) Program

Local Educational Agencies (LEAs), SEAs, or partnerships of (1) an LEA, an SEA, or both, and (2) at least one nonprofit organization may apply. Agencies with differentiated compensation systems already in place may apply for a Teacher Incentive Fund (TIF) program grant to expand their programs so that they reach additional high-need school sites or to include teachers or administrators in high-need schools who are not participating in the current system. For purposes of the TIF program, a high-need school means a school with more than 30 percent of its enrollment from low-income families, based on eligibility for free or reduced-price lunch subsidies, or other poverty measures that the State permits the LEAs to use. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools.

Hawaii Expanded Learning Time Progress Report

Building a system of support for transformational school redesign and expanded learning will require cross boundary leadership and collaboration between government, business, union, nonprofit and community leaders and organizations. The following matrix summarizes the work to date of Ho`okako`o Corporation (HC), its three conversion charter schools and the Hawaii Department of Education (HIDOE), in partnership with local and national partners, to build this vision, policy and leadership framework for school and student success.

Summary of Progress	Outcome
<p>Research and Capacity Building</p> <p>HC and HIDOE staff and school principals, teachers, staff and parents build awareness, knowledge and capacity to develop ELT policies, models, and practices through:</p> <ul style="list-style-type: none"> • Literature reviews • Visitations to model ELT schools • National conferences • Informational briefings and training sessions with NCTL and Mass 2020 staff • School assessments of time and learning opportunities 	<p>Common vision and organizational capacity to develop and implement ELT policies, models and practices</p> <p>Data and information on system and school readiness for expanded learning time models and practices</p>
<p>Policy Development</p> <p>HC Board develops and adopts an Expanded Learning Time Policy</p>	<p>Policy framework to guide the design and accountability of ELT models</p>
<p>Partnership Building</p> <p>HC's volunteer board of directors and Kamehameha Schools contribute technical assistance and funding for HC and its conversion charter schools to develop and implement school redesign plans and ELT models</p> <p>HC collaborates with HIDOE on the development of plans to pilot ELT models in Hawaii. Superintendent Hamamoto designates DOE staff to work with HC on an ELT initiative.</p> <p>HC establishes a partnership with NCTL and Mass 2020 to provide technical assistance on the development of an ELT initiative for HC and Hawaii</p> <p>HC hosts a breakfast for Hawaii's legislators, BOE, HIDOE staff, union representatives and community policy leaders to build awareness about ELT research, policies and models for improving student learning and achievement</p>	<p>Cross boundary partnerships and community buy-in and commitment for expanded and redesigned school day, including:</p> <ul style="list-style-type: none"> • Increased engagement school principals and teachers, HIDOE staff, teacher unions, parents, school board, legislators and community leaders in school redesign; and • Increased resources for expanded learning opportunities for student success

Summary of Progress

Outcome

ELT Designs and Planning

Kamaile Academy develops a comprehensive redesign plan and negotiates a collective bargaining agreement with its teachers and HSTA to pilot an ELT model in SY 2009-2010

Kualapu`u School forms ELT planning committee to study and develop an initial framework for its ELT school redesign model. Initial ideas to be presented to the HC board in May 2010

Innovative ELT models that will be piloted, evaluated and studied for impact and the development of best practices for systemic school redesign

Implementation

In SY2009-2010, Kamaile Academy implements and evaluates Year 1 implementation of its ELT model

Data and information on ELT practices, lessons learned and impact on student achievement and learning

ELT model and lessons that informs replication, adaption and expansion

Resource Development

HC and its conversion charter schools leverage resources and in-kind contributions from community partners, including philanthropic foundations and nonprofits, government agencies, private service providers, unions, businesses and family and community volunteers to support ELT planning and implementation

Funding and resources to design and implement Expanded Learning Time Initiative for Hawaii's education system

Financial support for HC's ELT Initiative provided by:

- ✓ Kamehameha Schools
- ✓ Bank of Hawaii
- ✓ Central Pacific Bank
- ✓ Annie E. Casey Foundation

Leadership, Support and Accountability

As a community intermediary, HC develops a leadership, support and accountability framework to support HIDOE and its schools in developing and implementing comprehensive school redesign and ELT models. The framework includes an organizational schema and menu of technical assistance services for school innovation and change

A leadership, support and accountability framework that supports ELT innovation by Hawaii's education system and schools

Summary of Progress

Outcomes

Summary of Progress	Outcomes
<p>Expansion and Scaling Up</p> <p>HC and HIDOE collaborate to develop plans to expand the number of ELT models piloted in Hawaii schools and to build a system of support for HIDOE and pilot schools</p>	<p>Plans to build community support and services for the expansion of Hawaii's ELT Initiative</p> <p>Increase in the number of Hawaii schools designing and implementing ELT models</p>

National Center on Time & Learning - Massachusetts 2020 Partnership

In October 2008, HC commenced a partnership with National Center on Time & Learning (NCTL) and Massachusetts 2020 (Mass 2020) to build Hawaii's local capacity to support comprehensive school redesign and expanded learning time models by schools. This collaborative work has included research and information sharing, site visits, and training and technical assistance sessions for HC and HIDOE staff. Specifically, NCTL and Mass 2020 are supporting:

- Consultation with key decision makers on the design of an ELT Initiative that suits the needs of Hawaii and maintains fidelity to research based design principles for ELT;
- Outreach to schools and districts regarding the opportunities and benefits of ELT and an ELT planning & redesign process;
- Identification of funding sources for ELT planning and implementation, including analysis of the per pupil costs to implement ELT in Hawaii;
- Ongoing consultation and guidance for key decision makers regarding issues of policy, planning, and implementation as they arise; and
- Development of a data collection and evaluation process to assess the impact of an ELT Initiative.

Site Visits

NCTL and Mass 2020 coordinated site visits to ELT schools in Boston, and Ho`okako`o Corporation's National Advisory Board members Bruno Manno and Ruby Takanishi arranged visits with Harlem Children's Zone and The After School Corporation in December 2008, June 2009 and October 2009. HC staff, Kamaile leadership and Kualapu'u leadership, parents and staff and a DOE staff member:

- Visited Massachusetts DOE elementary and middle schools (Title I) and a KIPP charter school in a high poverty Massachusetts neighborhood;
- Met with NCTL and Mass 2020 staff, Massachusetts DOE state staff, and representatives from about twenty Mass 2020 schools to discuss the opportunities and challenges of ELT; and
- Observed the effective use of data by school leadership and faculty and strategies for tracking student progress through data mapping.

Technical Assistance and Training by NCTL and Mass 2020

In July 2009, Jennifer Davis (President and CEO of NCTL), Helenann Civian (Director of ELT Programs at Mass 2020) and Pat Massa (Principal of Garfield Middle School in Revere, Massachusetts) introduced ELT research, policy and models to Hawaii policy leaders and HIDOE complex area superintendents, staff, principals and teachers. Specifically:

- A leadership breakfast was hosted for Hawaii's legislators, HIDOE staff, union representatives and community policy leaders to build awareness about ELT policies and models, and research about the impact of ELT for student achievement.
- Three workshops on Expanded Learning Time (ELT) were conducted by NCTL and Mass 2020 on Oahu, Molokai and Big Island:
 - ✓ On July 15, 2009, twenty-nine (29) HIDOE principals and teacher leaders participated at an ELT workshop at Leeward Community College;
 - ✓ On July 16, 2009, two (2) Maui District HIDOE staff and a HC board member joined Kualapu`u teachers, staff and parents in an ELT workshop at Kualapu`u Elementary; and
 - ✓ On July 17, 2009, nineteen (19) HIDOE participants joined Waimea Middle School staff, teachers and parents in an ELT workshop at Waimea Middle School.

Each workshop covered a wide spectrum of topics, including:

- ✓ An overview of the national movement to expand learning time in schools and the rationale for adding time;
- ✓ Information about the highly successful 3-year Massachusetts ELT Initiative with case studies, supporting data, and school readiness and self-assessment tools;
- ✓ Strategies for school redesign that balance academic learning, enrichment opportunities, and expanded time for teacher planning and professional development;
- ✓ Insights about developing partnerships with community-based organizations to offer new programs and activities that are integrated into the school day;
- ✓ Insights about the challenges and benefits of using data to drive and adjust instruction to meet the needs of students, teachers and families;
- ✓ Information on ELT expectations for implementation and data sources of evidence for assessing fidelity and effectiveness of ELT implementation;
- ✓ Strategies for resource support for ELT;
- ✓ Collective bargaining opportunities; and
- ✓ Marketing and communication strategies for community engagement/support.

Resource Support for Hawaii's Expanded Learning Time Initiative

Bank of Hawaii

HC received funding from the Bank of Hawaii to support the technical assistance provided by NCTL and Massachusetts 2020 in July, 2009 for the Hawaii Leadership Breakfast and ELT workshops on Oahu, Molokai and Big Island for HIDOE staff, principals and teachers.

Kamehameha Schools

Kamehameha Schools (KS) provides a match of \$1 for every \$4 that HC charter schools receive through its state per-pupil allotment. Per pupil funding from Kamehameha Schools (KS) has provided Kamaile Academy with the additional resources necessary to pilot its ELT model in SY2009-2010. Moreover, KS funding has enabled all three (3) HC charter schools (Waimea Middle School, Kamaile Academy and Kualapu`u) to remain open on HIDOE furlough days and maintain the traditional school year programs and services for students.

Central Pacific Bank

HC received funding from Central Pacific Bank to support HC charter schools in the development of their ELT models, including training of school staff to improve outcomes in:

- Student engagement in learning, including student attendance and participation;
- Academic achievement including student test scores, retention, graduation and matriculation to post-secondary education;
- Social, emotional and behavioral development, including positive student behaviors, civic responsibility and leadership; and
- Family and community involvement, including family and community support and resources for student learning and success.

Annie E. Casey Foundation

HC has been awarded a grant from the Annie E. Casey Foundation to collaborate with the Hawaii Department of Education (HIDOE) and HC schools piloting ELT to develop a leadership framework that:

- Mentors, supports and monitors implementation of ELT models;
- Builds capacity and new partnerships for ELT innovation;
- Develops public policy support; and
- Provides a web-based database system that gathers and shares information and data on the plans, progress and impact of ELT school redesign models.

Partners of HC schools

All HC charter schools have established strong partnerships with community organizations that provide resources and services in support of student learning and ELT services. Each school reported the following number of active community and business partnerships for SY2008-2009:

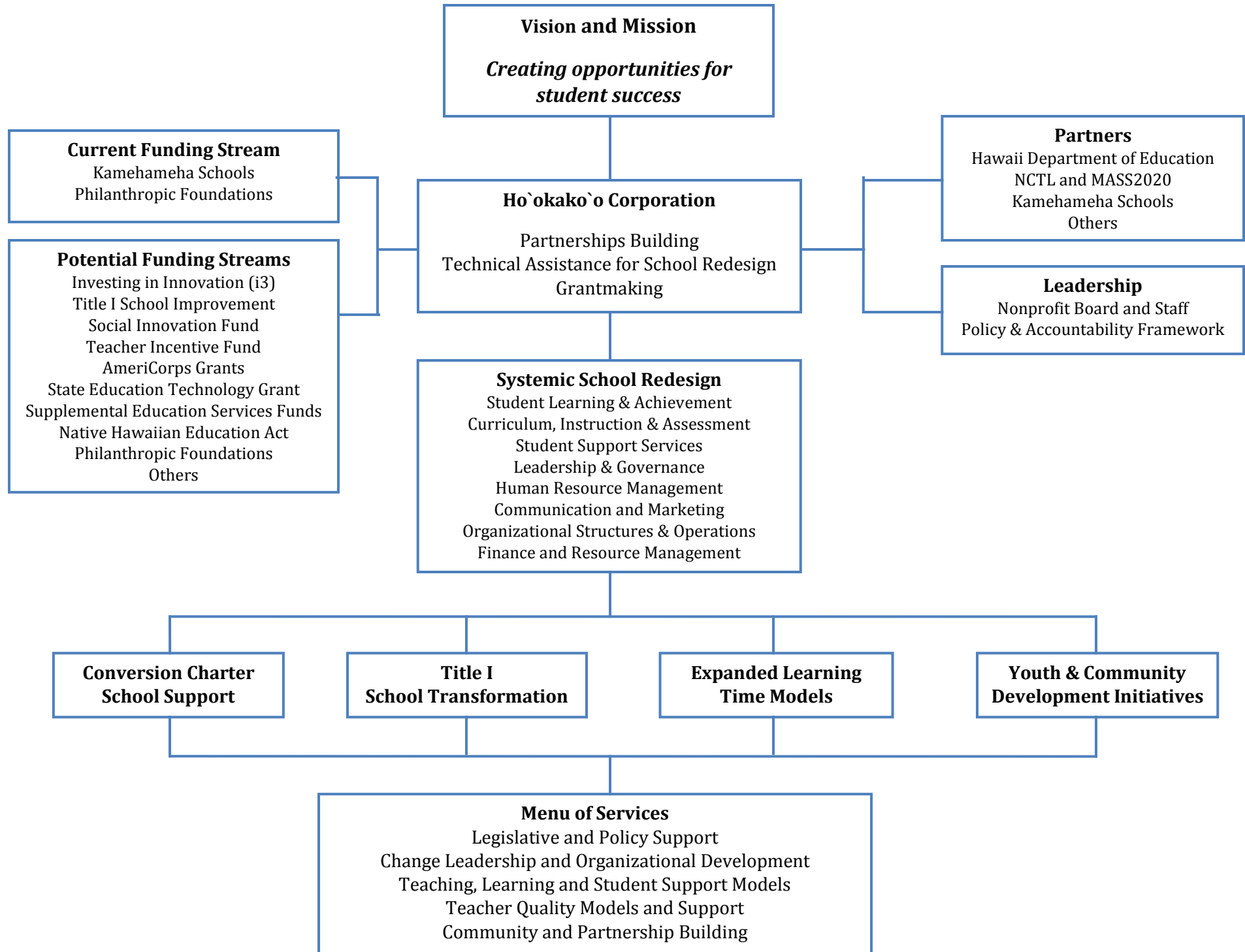
- Kamaile Academy: 30
- Kualapu`u School: 59
- Waimea Middle School: 74

Ho`okako`o Corporation Leadership, Support and Accountability Framework

Through its work as a charter and education management organization, Ho`okako`o Corporation has developed a leadership, support and accountability framework that supports the education system in preparing our youth for the 21st Century. The framework facilitates education innovation, comprehensive school redesign and the development of expanded learning time models.

The following diagram sets forth the organizational schema for HC's leadership, support and accountability framework:

See Next Page



The foundation of HC’s leadership, support and accountability framework is a **Menu of Technical Assistance Services** that supports educational innovation by the Hawaii Department of Education and its schools. As a charter and education management organization, HC builds and coordinates cross boundary partnerships that serve as the catalyst and support system for transformational education and 21st Century student achievement. The following matrix summarizes the major technical assistance services provided and coordinated by HC:

Area of Support	Description of Services	Benefits of Services
<p>Leadership and Governance</p>	<p>Conduct a Systems and Organizational Audit (SOA) of school systems, structures, and operations and provide findings and recommendations for school redesign and ELT</p> <p>Facilitate leadership planning sessions, using findings and recommendations of SOA to develop comprehensive school redesign plans, including ELT, for 21st Century student achievement and learning</p> <p>Provide intensive, on-site leadership support for implementation of school redesign plans</p> <p>Facilitate development and implementation of data driven accountability system for the continuous improvement of school redesign initiatives, including an external evaluation of progress and impact</p> <p>Facilitate agreements with key stakeholders to:</p> <ul style="list-style-type: none"> • Ensure that principal and school has sufficient operational flexibility to implement comprehensive school redesign • Define the governance and accountability arrangement between schools and the SEA, LEA and/or Superintendent • Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, and/or designated external lead partner organization <p>Manage a resource inventory of service providers, trainers and consultants with expertise to facilitate implementation of all aspects of comprehensive school redesign, including: (a) leadership and governance; (b) curriculum, instruction and assessment; (c) student support services; (d) human resource management; (e) organizational development; (f) communication and marketing and (g) finance and resource management</p>	<p>Quality school redesign plans that result in student achievement and success</p> <p>A system of leadership support that ensures the effective and efficient implementation of school redesign plans</p> <p>An evaluation and accountability system that results in continuous improvements in school and student success</p>

Area of Support	Description of Services	Benefits of Services
<p>Human Resource Management</p>	<p>Coordinate and support implementation of a human resource management system for the recruitment, selection, induction and mentoring of principals, teachers and staff for schools implementing ELT school redesign</p> <p>Negotiate collective bargaining contracts that establish working conditions, compensation, training and support for principals, teachers and staff to implement expanded learning time models</p> <p>Support development and use of rigorous, equitable and transparent evaluation systems that support the professional growth and performance of principals and teachers</p> <p>Facilitate the design and implementation of change leadership and professional development programs that:</p> <ul style="list-style-type: none"> • Ensures that principals, teachers and staff are provided with ongoing, high-quality, job-embedded professional development • Is aligned with the school’s comprehensive program for organizational change and teaching and learning • Is designed with input from principals, teachers and staff to ensure they are equipped to lead change and facilitate teaching and learning that successfully implements school redesign strategies • Measures changes in practices resulting from professional development • Supports professional collaboration and learning communities, career development and succession planning for principals, teachers and staff <p>Facilitate the design and implementation of incentive and reward strategies that reward school leaders, teachers, and other staff who have increased student achievement, including but not limited to:</p> <ul style="list-style-type: none"> • Financial incentives • Increased opportunities for promotion and career growth • More flexible work conditions • Additional compensation to attract and retain staff with the skills necessary to meet the needs of the students 	<p>A human resource management system that integrates and aligns competency models for employees, strategies for recruitment and selection, and programs for induction, mentoring, professional development, and performance evaluations</p> <p>Each employee understands how his/her position contributes to the goals and objectives of the organization</p> <p>Employees understand how performance levels are aligned with organizational objectives, and their individual strengths and areas for improvement</p> <p>All personnel are given support and guidance to improve on their performance levels</p> <p>All personnel receive and are satisfied with the feedback they receive from performance evaluations and understand the linkage of their performance to the overall goals and objectives of the organization</p> <p>The performance appraisal system is used to plan the organization’s professional development programs for personnel</p> <p>The community is confident that the organization maintains and supports high performance expectations for personnel</p>

Area of Support	Description of Services	Benefits of Services
<p>Curriculum, Instruction and Assessment (CIA)</p>	<p>Coordinate on-site support for the development and use of a system of curriculum maps, pacing guides, lesson planning templates, and instructional practices that are research-based, aligned with State academic standards and “vertically aligned” from across grade levels</p> <p>Coordinate on-site support for the development and use of a system of formative, summative and classroom assessments that inform teaching and learning</p> <p>Provide support for design and implementation of a data portal system for the use of data to improve school curriculum, instruction and assessment practices</p> <p>Conduct periodic reviews to ensure that school CIA programs and classroom practices are being implemented with fidelity, are having the intended impact on student achievement, and are being modified and improved as necessary</p> <p>Provide assistance in the design and use of integrated technology-based supports and interventions as part of school programs for curriculum, instruction and assessment</p>	<p>A research-based system of 21st Century teaching and learning that:</p> <ul style="list-style-type: none"> • Is aligned with State academic standards and vertically aligned across grade levels • Builds on students responsibility to self, family and community • Emphasizes authentic application of knowledge and skills • Includes assessments that emphasize high expectations, continuous improvement, diligent effort and individual and collective achievement • Community partnerships, mentorship and family involvement that increase resources and learning support for students

Area of Support	Description of Services	Benefits of Services
<p>Student Support Services</p>	<p>Facilitate the development of partnerships with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that address students’ social, emotional, academic and health needs</p> <p>Facilitate implementation of approaches to improve school climate and discipline, including a system of positive behavioral supports and strategies to eliminate bullying and student harassment</p>	<p>A system of support services that promote the social, emotional, mental, physical and academic success and well-being of children, youth and young adults</p>

Area of Support	Description of Services	Benefits of Services
<p>Organizational Structures and Operations</p>	<p>P-20 Expanded Learning Time</p> <ul style="list-style-type: none"> • Facilitate leadership sessions, using data on student achievement and current use of school time, to develop expanded learning time design plans for P thru 20 education that: <ul style="list-style-type: none"> ✓ significantly improve student achievement; ✓ provide more effective teacher collaboration, planning, and professional development; and ✓ increase student engagement through enhanced enrichment opportunities • Facilitate buy-in and commitment for an expanded and redesigned school day from key constituencies at the district and school level • Provide on-site coaching for the school principal and school design team as well as state/district leaders to support and assist with implementation of the ELT design plan <p>Early Childhood and Pre-K Learning Programs Elementary Schools</p> <p>Facilitate the development and implementation of design plans for early childhood, pre-K and elementary programs that ensure the social, emotional, mental and academic success of children, including the design of P-5 systems for curriculum, instruction and assessment</p> <p>Middle and Secondary Schools</p> <p>Facilitate the design and implementation of secondary and post-secondary connection plans and programs that:</p> <ul style="list-style-type: none"> • Support all students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or learning academies that prepare students for college and careers • Improve student transition from middle to high school through transition programs • Increase graduation rates through credit-recovery programs, re-engagement strategies, competency-based assessments, and acceleration of reading and mathematics skills • Establish early-warning systems to identify and support students who may be at risk of failing to achieve to high standards or graduate 	<p>Organizational structures and operations support quality teaching and high standards for student achievement and learning</p> <p>Organizational structures set forth clearly defined roles and responsibilities for employees and processes for the efficient and effective implementation of school redesign plans</p> <p>Organizational policies, procedures and rules are aligned with and support student achievement and learning</p>

Area of Support	Description of Services	Benefits of Services
Finance and Resource Management	<p>Assist in negotiation of a per-pupil school-based budget that is weighted based on school and student needs that supports school design plans</p> <p>Assist in the development of a school finance and resource management system, including but not limited to:</p> <ul style="list-style-type: none"> • School budgets that integrate and align funding streams and personnel position with goals of school design and strategic plans • Monitors, reports and uses finance and budget information to measure cost-benefit of school programs <p>Provide support on the procurement of services and products for the implementation of school design plans</p>	<p>The management and utilization of resources is aligned with organizational goals and objectives</p> <p>Human resources are allocated and assigned for effective program implementation</p> <p>School programs and projects are tracked and monitored for results and continuous improvement</p>

Area of Support	Description of Services	Benefits of Services
Communication and Marketing	<p>Assist schools in the development of community partnerships and programs that support student learning and achievement, including but not limited to:</p> <ul style="list-style-type: none"> • Work-based internships • Community service and service learning opportunities • Project-based learning opportunities • Employment opportunities <p>Assist schools in the development of mechanisms for family and community engagement. Including but not limited to:</p> <ul style="list-style-type: none"> • Parenting classes • Parent literacy and learning workshops • Community networking forums and conferences • Access to school improvement information and accountability processes 	<p>Diverse and sustained community partnerships that support its vision and programs</p> <p>Broad based parent and family support for and participation in its programs for children and youth</p> <p>Diverse and sustained donations of time and resources for its programs and services</p> <p>Broad based community understanding about its vision, goals and programs</p>

Expanded Learning Time Evaluation Framework

Ho`okako`o Corporation has developed an evaluation framework for Expanded Learning Time models based on the work of Massachusetts 2020 and national research on best practices for school redesign and powerful teaching and learning.

Design principles for the ELT evaluation framework are as follows:

-
- **Focuses on student achievement and learning**
 - **Is based on research and best practices for teaching and learning**
 - **Utilizes multiple sources of data and information, including:**
 - ✓ **Student Performance Data**
 - ✓ **Document Review**
 - ✓ **Interviews**
 - ✓ **Focus Group Interviews**
 - ✓ **Surveys**
 - ✓ **Observations**
 - **Engages key stakeholders of education system**
 - **Supports innovation and transformational change**
 - **Builds a continuous cycle of improvement**
-

The following table sets forth key research questions and data sources for Ho`okako`o Corporation's ELT evaluation framework:

Research Questions	Data Sources
What is the history of the ELT initiative at the school?	Research and document review Interviews and focus groups
To what extent was the ELT initiative implemented?	Interviews and focus groups Process notes and progress reports Observations of meetings and teacher planning time Document review – school schedules, curriculum, budget, staffing, etc
How is the time used differently than in the past?	Interviews and focus groups Process notes and progress reports Observations of meetings and teacher planning time Document review – school schedules, curriculum, budget, staffing, etc.

Research Question	Data Sources
To what extent do classroom practices reflect quality teaching and learning? To what extent did classroom practices and change over time?	Classroom observations Interviews and focus groups Lesson plans
To what extent are teacher collaboration and planning time effective in helping the school reach its goals?	Interviews and focus groups Process notes and reports Teacher planning time logs Observations of meetings and teacher planning time
To what extent do quantitative measures change over time, including attendance, discipline, teacher retention, and student achievement?	Data analysis - enrollment, attendance, discipline, test scores, staffing, budget, etc.
To what extent do teacher, student, and parent/ community attitudes toward the school and ELT change over time?	Interviews and focus groups Teacher Survey Family Survey Student survey
To what extent is change occurring beyond the school and into the community?	Interviews and focus groups Teacher Survey Family Survey Student survey
Are there practices that emerge as highly effective?	Interviews and focus groups Surveys Classroom observations Observations of meetings and teacher planning time
To what extent are the changes sustainable?	Interviews and focus groups Surveys Classroom observations Observations of meetings and teacher planning time
To what extent is implementation of the ELT model correlated with teacher and student outcomes?	Data analysis - HSA scores, classroom observation data, enrollment, attendance, discipline, staffing, surveys, etc.
Is there a relationship between any of the ELT model elements and outcomes data?	Data analysis - HSA scores, classroom observation data, enrollment, attendance, discipline, staffing, surveys, etc.

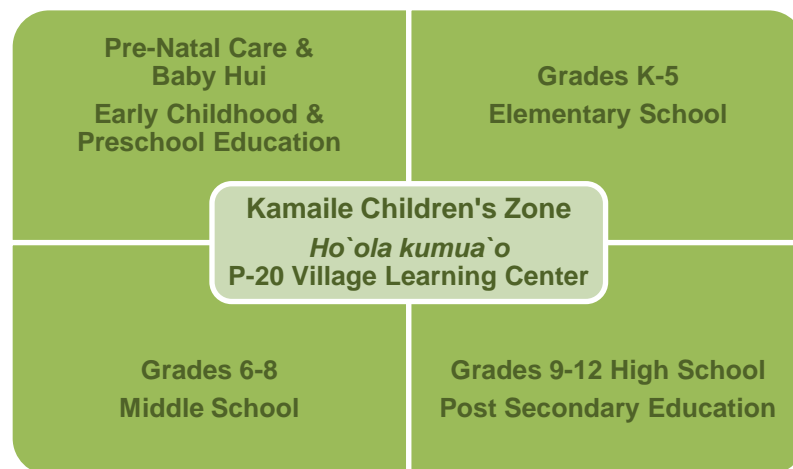
The following table summarizes the desired outcomes for Expanded Learning Time models and practices:

Student Success Outcomes	Teacher and Teaching Outcomes	Parent and Community Outcomes
<p>Students:</p> <ul style="list-style-type: none"> • Meet state academic benchmarks for core content areas • Demonstrate competencies for problem solving, critical thinking, creativity and collaborative group work • Participate in leadership, community service and career related learning opportunities • Are engaged and have a positive attitude about school and learning • Have a sense of well-being and efficacy • Demonstrate decreased referral and discipline issues • Graduate from high school and pursue post-secondary education and careers 	<p>Teachers:</p> <ul style="list-style-type: none"> • Understand and value ELT as systemic school redesign that promotes student success • Value training and professional learning community opportunities • Develop and use curriculum and instructional practices that effectively implements expanded learning time • Effectively assess student learning and plan for instruction • Demonstrate skills of professional collaboration and planning • Effectively engage parents and community members in supporting student achievement • Are engaged and highly satisfied with their job and profession 	<p>Parents and community:</p> <ul style="list-style-type: none"> • Participate in school programs for students and families • Understand the importance of parent involvement in their children’s education • Understand and value ELT in ensuring student achievement and success • Rate school programs and services as of high quality

Kamaile Academy Expanded Learning Time Model

In July 2009, Kamaile Academy became Hawaii's first public school to pilot an innovative and comprehensive expanded learning time model designed for 21st Century student learning and achievement.

The model has its roots in indigenous Hawaiian values and beliefs and the community's vision of *Ho`ola kumua`o*, a P-20 village learning center for generations of Waianae children and youth. The grassroots effort to design and build a P-20 educational pipeline has inspired the Waianae community in ways never imagined. It has evoked parent and community partnerships as the source for student, family and community success.



Demographics of Kamaile Academy

Kamaile Academy is a Ho`okako`o Corporation K-8 conversion charter school located in Waianae, Hawaii, an area with the largest proportion of at-risk (38.1%) children compared to other communities in the state. In December 2009, the Ho`okako`o Corporation approved Kamaile Academy's proposal for a high school expansion (9-12) starting in the SY2010-2011. Current demographics of Kamaile Academy are as follows:

- Hawaii's largest charter school: 785 K-8 students
- 86% of students are eligible for free and reduced lunch program
- 84% of students are of Native Hawaiian ancestry
- 34% student transiency rate due to homelessness and poverty
- 32% of students meet or exceed state proficiency targets in reading
- 19% of students meet or exceed state proficiency targets in math

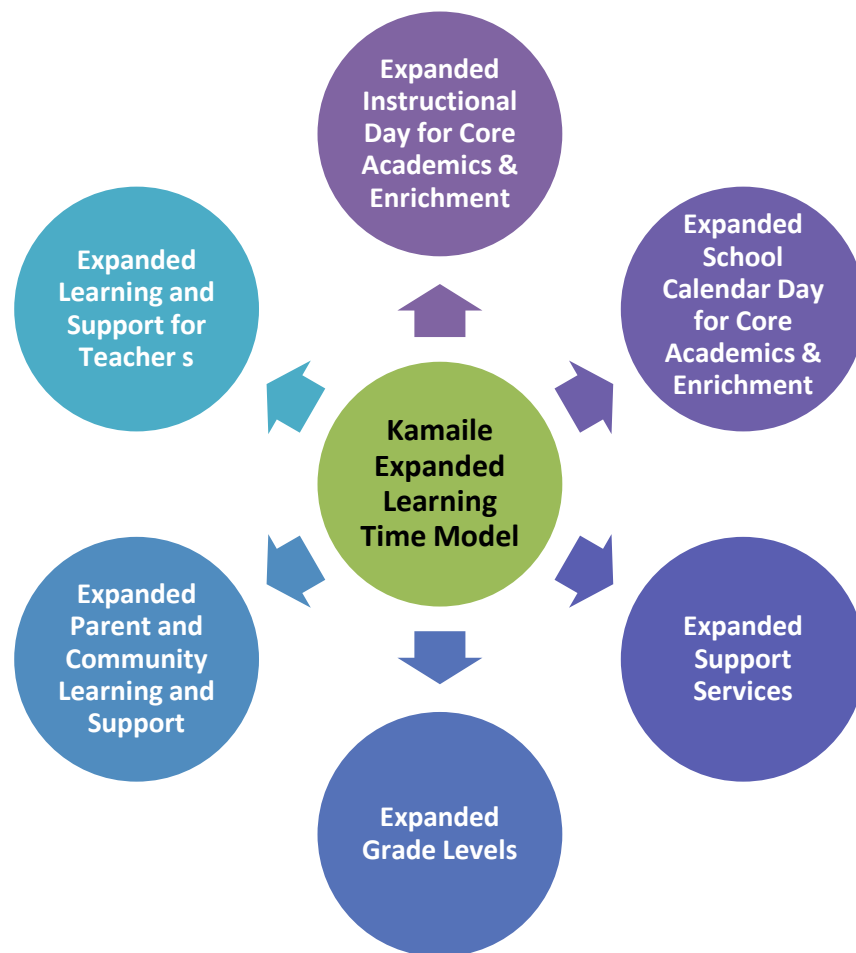
Systemic School Redesign

Kamaile Academy's ELT model is based on data and information collected through a comprehensive study of the school's performance outcomes and organizational systems. Specifically, the evaluation provided findings and recommendations for school redesign across the following organizational dimensions:

- Student learning and achievement
- Curriculum, instruction and assessment
- Student support services
- Leadership and governance
- Human resource management
- Organizational structures and operations
- Communication and marketing
- Finance and resource management

Components of Kamaile Academy Expanded Learning Time Model

The following diagrams set forth the major components of Kamaile Academy's ELT Model:



<p>Expanded Instructional Day for Core Academics & Enrichment</p>	<p>Research-Based Powerful Teaching and Learning</p> <ul style="list-style-type: none"> • 30% Increase in Instructional Minutes Per Day (90 Minutes) • Response to Intervention: Expanded time for language arts and math, science and social studies • Integrated Project Based Learning: Language Arts, Math, Science and Social Studies • Integrated Core with Electives: Physical Education, Music, Technology, Hawaiian Studies, Business • `Ike Hawaii Place-Based Learning
<p>Expanded School Calendar for Core Academics & Enrichment</p>	<p>Before- After School Learning</p> <ul style="list-style-type: none"> • Parent read alouds • Computer-based intervention program for reading and math • Individualized tutoring • Reading support program • Homework support • Whole child enrichment classes • Character and healthy lifestyle education programs • E Ola Malama Aina leadership & community service program • Wai`anae kupuku`aina place-based learning <p>Saturday School</p> <ul style="list-style-type: none"> • Academic and enrichment classes • 8:00 a.m. – 11:00 a.m. November 2009 – February 2010 • 184 students <p>Fall, Winter and Spring Inter-sessions Intervention, tutorial and enrichment whole child programs</p> <p>Summer Academics and Exploration Program</p>
<p>Expanded Grade Levels</p>	<p>Early Learning Childhood and Preschool Programs</p> <p>Middle School Grades 6-8</p> <p>Secondary and Post-Secondary Learning: Grades 9-10: Global Learning Center Grades 11-12: Middle College Model</p>
<p>Expanded Support Services</p>	<ul style="list-style-type: none"> • Bus transportation • Food and nutrition programs • Counseling program • Uniforms and clothing • Learning materials and supplies • Health care services • Child care

Expanded Learning and Support for Teachers

Human Resource Management System

- Competency models
- Values based recruitment
- New teacher induction and mentoring
- Self-assessment & professional planning
- Professional development
- Performance evaluation

Professional Learning Community (PLC) Days

- 10 PLC days per year

PLC Functions, Formation and Protocols

- Common Standards
- Common Schedule
- Regular Meetings
- Effective Collaboration
- PLC Teams

Professional Development

- Self-Assessment and Professional Growth Plans
- Whole Faculty Trainings
- Teacher Led Institutes
- Individualized Coaching and Support

Teacher Professional Growth and Evaluation Model

- Self-assessment survey
- Professional growth plans
- Classroom observations and conferencing
- Professional growth support
- Prospective summative evaluation

Teacher Collective Bargaining Agreements for ELT

- 95% Approval by Kamaile Faculty
- 100% Approval by Local School Board
- 100% Approval by Local Advisory Panel

Expanded Parent and Community Learning and Support

Parent Workshops

Family literacy
English language learner
Special education

Ohana Learning

Read Aloud America
Technology Learning
E Ola Morning and Afternoon Programs
Waianae kupuka`aina values, beliefs and practices

Finance and Resource Stewardship

To implement its ELT model, Kamaile Academy integrated all school funding streams and resources and developed a school budget that prioritizes ELT goals and objectives. Resource and funding streams include:

- Per pupil allocation of state funds
- Per pupil allocation of federal funds
- Kamehameha Schools matching funds
- Private foundation and government agency grants and services
- In-kind contributions and volunteers

Expanded Learning Time Lessons Learned

The first year of Hawaii's Expanded Learning Time Initiative has resulted in important insights and information about the leadership, policies and systems that support the effective design and implementation of ELT models and practices. The following list of Lessons Learned is a compilation of insights and perspectives provided from policy leaders, principals, teachers, parents and community involved with the development of Hawaii's ELT innovations.

Lessons Learned

Student Learning and Achievement

- Effective ELT models target 21st Century expectations of student achievement and learning.
- Formative, summative and longitudinal assessment data of student performance are essential for both the design and continuous improvement of ELT models.

Curriculum, Instruction and Assessment

- ELT models require a system of curriculum, instruction and assessment including curriculum maps, pacing guides, lesson planning templates, assessment protocols and classroom routines, that promote consistent and rigorous teaching in all classroom, across grade levels and at all times.
- Teachers need time to work together on the design of standards based curriculum, instruction and assessment practices and lesson plans that effectively utilize expanded time for learning.
- The expansion of learning time is a powerful catalyst for reflection by teachers about improvements in teaching practices and student learning.

Support Services

- ELT models in high poverty schools must address the social, emotional, physical and mental well being of students and provide a safe and nurturing environment during both school and non-school hours.
- Learning opportunities and support services for parents ensure expanded and pervasive learning and support for students at home and in the community.
- Bus transportation services must be provided to accommodate and sustain expanded learning time schedules.

Leadership and Governance

- Redesigning schools to include expanded learning time is challenging work and requires intensive, onsite technical assistance and the continuous collection and analysis of data regarding:
 - ✓ The quality of support for principals and teachers for the implementation of ELT models
 - ✓ The quality and impact of ELT teaching practices on student achievement in core academics
 - ✓ The quality and impact of enrichment programs and support services on student achievement and engagement for learning.
- Charter schools have the flexibility and autonomy to manage time, staff and resources for ELT innovation and therefore are incubators for action research on best practices and theories of change.
- School principals need a system of support, including on the job training and coaching, as they design, plan for and implement comprehensive school redesign and ELT models.

Human Resource Management

- New systems of teacher professional development and evaluation must be designed and implemented to support the success of ELT models. The systems must be fair, transparent and individualized to meet the time, effort, and talents of teachers.
- School principals and teachers must be provided with onsite training, coaching and support on organizational development and human resource management practices as they design and implement ELT models.
- Collective bargaining agreements are essential and powerful tools for building innovative working conditions, compensation schedules, training and support for successful implementation of ELT models.
- Teacher participation in the negotiation of collective bargaining agreements for ELT ensures common understandings about the interdependency of student and teacher success and the effective use of time to ensure student achievement.
- New models for teaching and learning are the catalyst for new “learning agents” that are necessary for 21st Century learning and achievement.

Organizational Structures and Operations

- It is essential to involve teachers in the design of ELT models and plans to ensure understanding of ELT goals and outcomes and buy-in for effective implementation of ELT practices.
- The design of effective ELT models must be based on research about how students learn and teaching practices for the expansion of time for mathematics, language arts and science learning.
- New organizational structures and job descriptions that define roles and responsibilities of key leadership and staff positions are essential for successful implementation of ELT models.
- School schedules that establish a professional learning community for teachers, including time and support for planning and collaboration, are essential for successful school redesign and ELT models.
- The expansion of a school to add grade levels can provide the extended years of quality teaching and support necessary for student achievement and success.

Communication and Marketing

- Communication and marketing efforts are needed to ensure that the general public, legislators, education system leaders and staff have a common understanding about ELT research, purpose, goals, policies and “what it will take” to effectively implement and sustain an ELT Initiative as an accepted and valued norm for Hawaii public education.
- Community intermediaries and other education management organizations such as HC need to build cross boundary partnership and set clearly defined roles between stakeholder groups including principals, teachers, staff, parents, students, DOE, legislators, unions, philanthropists, and community and business leaders for ELT implementation.
- Expanded learning time models require an array of partnerships with service providers, community organizations, and businesses that provide pervasive and authentic learning opportunities for students.

Finance and Resource Management

- The successful implementation of ELT initiatives and models will require flexibility to fully integrate and reprioritize current funding streams for educational, social service, health and community development programs.
 - Government, nonprofit, private and business resources for education need to be linked to the goals and desired outcomes of comprehensive school redesign and expanded learning opportunities.
 - Resource management includes defining how personnel positions and “time” are allocated and managed to support ELT practices.
-
-

Moving Forward Next Steps

The ground work and foundation for transformational change of Hawaii's education system have been set. Senate Concurrent Resolution 52 SD 1 provides the vision and leadership for rethinking and redesigning how Hawaii's educational system uses time for learning that ensures 21st Century achievement for all of Hawaii's children. National and local research, policies and funding opportunities are converging to create a window of opportunity for innovations that are anchored in high expectations and expanded learning time for student success.

The time is right for bold action. The following matrices set forth proposed goals for leadership and policy action to guide the work of Hawaii leaders on behalf of our children and their future:

Goal # 1			
By February 2010, three (3) low performing Hawaii schools will be identified to receive technical assistance services from Ho`okako`o Corporation to design and implement Title I transformation and expanded learning time (ELT) models.			
Action	Lead Person(s)	Timeline	Outcome
Complete Title I School Improvement grant application, including the identification of Hawaii's lowest performing schools to implement Title I transformation and ELT models	<ul style="list-style-type: none"> • HIDEOE 	Complete by February 2010	Resources to support the redesign of Hawaii's lowest performing schools
Identify three (3) Hawaii public schools that will be serviced by Ho`okako`o Corporation to design and implement Title I transformation and ELT models	<ul style="list-style-type: none"> • HIDEOE • Ho`okako`o Corporation 	Complete by March 2010	Three Hawaii schools to implement Title I Transformation Models
Conduct design and planning sessions for Ho`okako`o Corporation's three schools to develop Title I transformation and ELT models and plans	<ul style="list-style-type: none"> • Ho`okako`o Corporation • NCTL • Trainers and consultants 	Complete by May 2010	Transformation Model designs and plans Increased student achievement
Commence implementation of Title I transformation and ELT models for Ho`okako`o Corporation schools, including onsite training and technical assistance for principal, teachers, staff		Commence SY2010-2011 Complete by SY2012-2013	Decreased achievement gap Effective school leaders and teachers

Goal # 2
By January, 2011, a cross boundary leadership group comprised of government, business, and nonprofit organizations will be established to provide stewardship for a Hawaii Expanded Learning Time Initiative.

Action	Lead Person(s)	Timeline	Outcome
Identify key decision makers from HIDOE, State legislature, business and nonprofits for an ELT Initiative Leadership Group	<ul style="list-style-type: none"> • HIDOE • Ho`okako`o Corporation 	Complete by August 2010	An identified leadership team for a Hawaii ELT Initiative
<p>Conduct outreach and focus groups to solicit input and feedback for a Hawaii ELT Initiative</p> <p>Develop strategic plan for Hawaii ELT Initiative, including goals and outcomes for policy, resource development and accountability</p>	<ul style="list-style-type: none"> • Chairperson of Hawaii ELT Initiative Leadership Group • HIDOE • Ho`okako`o Corporation 	Complete by December 2010	<p>Commitment and buy-in for a Hawaii ELT Initiative</p> <p>A strategic plan for a Hawaii ELT Initiative</p>

Goal # 3
By July, 2011, a statewide accountability framework will be established for a Hawaii Expanded Learning Time Initiative.

Action	Lead Person(s)	Timeline	Outcome
<p>Convene HIDOE staff, principals, teachers, service providers, and nonprofit and business leaders to provide input for an accountability framework for the Hawaii ELT initiative, including input for:</p> <ul style="list-style-type: none"> • Design principles • Outcomes and measures of success • Menu and resource inventory of technical assistance services • Evaluation methodology 	<ul style="list-style-type: none"> • Hawaii ELT Leadership Group • Ho`okako`o Corporation • HIDOE 	Complete by May 2011	System of support and accountability for ensuring success of Hawaii ELT Initiative
Develop plans for the development of a system of support, including technical assistance services and training programs, that supports implementation of comprehensive school redesign and ELT models	<ul style="list-style-type: none"> • Hawaii ELT Leadership Group • Ho`okako`o Corporation • HIDOE 	Complete by July 2011	System of support and accountability for ensuring success of Hawaii ELT Initiative

Goal # 4
By July 2012, five (5) Hawaii public schools will be piloting
Expanded Learning Time models.

Action	Lead Person(s)	Timeline	Outcome
Develop handbooks and materials to be used for the recruitment of school communities willing to design and pilot ELT models, including a description of design and implementation expectations and support services	<ul style="list-style-type: none"> • HIDOE • Ho`okako`o Corporation 	Complete by September 2011	Information and materials that set forth clear expectations and support for ELT implementation
<p>Conduct recruitment forums for schools interested in designing and piloting ELT models for Hawaii</p> <p>Select five (5) Hawaii public schools for piloting ELT models</p>	<ul style="list-style-type: none"> • Hawaii ELT Leadership Group • HIDOE • Ho`okako`o Corporation 	<p>Commence by October 2011</p> <p>Complete by December 2011</p>	Identification of five (5) public schools that are committed to designing and implementing ELT models
Develop ELT models and plans for the five public schools selected as pilots	<ul style="list-style-type: none"> • HIDOE • Ho`okako`o Corporation 	<p>Commence January 2012</p> <p>Complete by June 2012</p>	Five (5) public schools with ELT models and plans
Commence implementation of ELT models and plans	<ul style="list-style-type: none"> • HIDOE • Ho`okako`o Corporation 	<p>Commence SY2012-2013</p> <p>Complete by SY2014-2015</p>	Five (5) public schools piloting ELT models

Goal # 5
By January, 2011, there will be a 50% increase in state and community resources dedicated to a Hawaii Expanded Learning Time Initiative.

Action	Lead Person(s)	Timeline	Outcome
Conduct a study of national, state and local funding sources that could be leveraged to support the Hawaii ELT Initiative, including recommendations for resource development	<ul style="list-style-type: none"> • HIDOE • Ho`okako`o Corporation 	Complete by March 2010	Identification of funding sources and recommendations for resource development for Hawaii ELT Initiative
Develop resource development plan for Hawaii ELT Initiative, including legislative proposal	<ul style="list-style-type: none"> • HIDOE • Ho`okako`o Corporation 	Complete by July 2010	Resource development plan for ELT Initiative, including legislative proposals for 2011 Hawaii legislative session Increased resources to support Hawaii ELT Initiative
Convene grant writing team to write and submit grants to federal, state, local, nonprofit and business organizations to support the planning and development of the Hawaii ELT Initiative and schools piloting ELT models	<ul style="list-style-type: none"> • HIDOE • Ho`okako`o Corporation 	Commence by January 2010 Ongoing grant writing	Increased resources and support for Hawaii ELT Initiative

Conclusion

The Hawaii Legislature has set the course for re-examining the critical issues that are by far the most important variables for student success: visionary leadership, quality teachers and teaching, expanded learning time, and community partnerships. Specifically, SCR 52 SD1 is building new partnerships and the foundation for an educational system that expands the use of time to increase and broaden student learning and achievement.

The Ho`okako`o Corporation and Hawaii Department of Education are working to leverage new federal policies and funding streams to build a system of quality education for Hawaii's children. Research, design, implementation and evaluation of expanded learning time models are generating exciting opportunities for state policy action and 21st Century teaching and learning.

2010 will be a critical year, nationally and locally, for this "once-in-a-lifetime chance" to change our schools and accelerate student achievement. With cross boundary support from government, business, nonprofit and community organizations, Ho`okako`o Corporation and the Hawaii Department of Education are moving forward to realize the vision for a 21st Century educational system that ensures success for all of Hawaii's children. We welcome the challenges of this important journey.

Acknowledgments

Mahalo to Kathryn Matayoshi, Carol Shikada and Donna Shiroma (Hawaii State Department of Education), Jennifer Davis (National Center on Time & Learning) and Kathy Kamo (consultant) for their leadership, input and assistance in the preparation of this report. A special mahalo to the Hawaii State Legislature for passage of Act 2 (2002) and SCR 52 (2009) and to Kamehameha Schools for their leadership and support for Hawaii's children.

Ho`okako`o Board of Directors

Keith Vieira, Chair
Starwood Hotels and Resorts Worldwide, Inc.

Pauline Lo Bailey, Vice Chair
Punahou School

Ann Botticelli
Kamehameha Schools

Claire Asam
Queen Lili'uokalani Trust

Allen Awaya
Department of Education (retired)
Hawaii State Legislature

Elisabeth Chun
Good Beginnings Alliance

Edwina Clarke
Community Volunteer

Guy Kaulukukui
UH-Hilo/College of Business and Economics
Community Member

Bill Rhyne
Maui Community College and Molokai
Education Center
Community Member

Ray Soon
Solutions Pacific

Robert Witt
Hawaii Association of Independent Schools

Donald Young
College of Education,
University of Hawaii at Manoa

National Advisory Board

Yvonne Chan
Vaughn New Century Learning Center

Bruno Manno
The Walton Family Foundation

Ruby Takanishi
Foundation on Child Development

Ho`okāko`o Schools

John Colson
Waimea Middle School

Glen Kila and Clarence DeLude
Kamaile Academy

Lydia Trinidad
Kualapu`u School

Ho`okāko`o Staff

Lynn Fallin
Julie Ann Upton
Katie Klinger