The Promise & Power of Public Education

SUPERINTENDENT CHRISTINA M. KISHIMOTO
Lōkahi

The spirit with which we are all committed to doing our work on behalf of Hawai‘i’s children and youth, together
HIDOE at a Glance

292 SCHOOLS
- 256 DOE and 36 Charter
- 183 schools on Oahu (63%), 56 on Hawaii Island (19%), 26 on Maui (9%), 20 on Kauai & Niihau (7%), 6 on Molokai (2%), 1 on Lanai
- 174 elementary, 41 middle, 34 high, 43 combo
- 55 military-impacted schools
- 24 DOE schools that offer Pre-K
- 20.7 million square feet of facilities

180,000 STUDENTS
about 170,000 DOE and 10,000 Charter

22,000 EMPLOYEES
with another 20,000 substitutes and casual employees
HIDOE AT A GLANCE

179,255 students

92,063 economic disadvantage, 51.4%

21,181 special education/needs, 11.8%

12,979 English Learners, 7.2%

12,344 military families*, 6.9%

MOST COMMON LANGUAGES
Ilokano, Chuukese, Marshallese, Tagalog, Spanish, Japanese, Mandarin, Samoan

SOURCE: Official Enrollment Count, 10/1/17; *Statewide Student Enrollment System, 1/2/18
**SEA**

A **State Educational Agency** is primarily responsible for the State supervision of public elementary and secondary schools.

**LEA**

A **Local Educational Agency** is a public authority for either administrative control, direction and/or service for public elementary schools or secondary schools in a school district.
OPERATING BUDGET, FY19

State, federal funding

| TOTAL | $1,999,403,622 |

**STATE FUNDS** | $1,629,121,724 81.5%
---|---
EDN 100: School Based Budgeting | $948.3 million 58.2%
EDN 150: Special Education | $367.7 million 22.6%
EDN 200: Instructional Support | $56.1 million 3.4%
EDN 300: State Administration | $51.7 million 3.2%
EDN 400: School Support | $197.6 million 12.1%
EDN 500: School Community Svcs | $4 million < 1%
EDN 700: Early Learning | $3.8 million < 1%

**FEDERAL FUNDS** | $270,081,479 13.5%

**SPECIAL FUNDS** | $84,300,419 4%

**TRUST FUNDS** | $15,900,000 1%

* ceilings (authorization to spend)
Operating expenditures, all means

<table>
<thead>
<tr>
<th>Level</th>
<th>Amount</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>School Level</td>
<td>$1,170,121,108</td>
<td>74%</td>
</tr>
<tr>
<td>State Level for Schools</td>
<td>$325,488,091</td>
<td>20%</td>
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<tr>
<td>State Level</td>
<td>$73,675,495</td>
<td>5%</td>
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<tr>
<td>Complex Level</td>
<td>$22,398,984</td>
<td>1%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,591,683,678</strong></td>
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The Promise of Public Education

STRATEGIC PLAN: A Commitment to Equity & Excellence

Hawai‘i’s public schools will achieve equity and excellence, so that all students can successfully discover and embark upon their chosen path in life.

THEORY OF ACTION: School Design

Build a portfolio of diverse school models in Hawai‘i aligned with local school community context, values, and economic growth opportunities based on leadership empowerment, student voice, and teacher collaboration.
Governance alignment

2018-19 Board Priorities

A. Equity & Access
B. Safe Learning Environments That Support Students’ Well-Being
C. Student-Centered School Design
D. Staff Professional Development, Recruitment & Retention
E. Communication & Engagement
Why School Design?

The *purposeful* design of schools to ensure that every student is *highly engaged* in a *rigorous, creative and innovative* academic curriculum, their learning environment, and in *powerful applied learning practices* aligned to college and careers.
School Design Matrix
School Design in Action
**SCHOOL**

*IF* Farrington High wants to design itself as a project-based learning community…

**COMPLEX AREA**

*THEN* Farrington-Kaiser-Kalani Complex Area would support the school through regionalized professional development…

**STATE**

*THEN* the Office of Curriculum and Instructional Design will support Farrington High with alignment of their school design to rigorous state content standards…
Hawaii is closing the gap with the nation and is one of the most improved states on the National Assessment of Educational Progress — **Math gap reduced by 67% since 2000**

**NAEP Math since 2000**

**GRADE 8**

- 2000: 262
- 2015: 279
- 2017: 277

**GRADE 4**

- 2000: 216
- 2015: 238
- 2017: 238

**18 PT GAP — — — — — — — — — 6 PT GAP**
Hawaii is closing the gap with the nation and is one of the most improved states on the National Assessment of Educational Progress — *Reading gap reduced 64% since 2000*
In five years:

- the percentage of graduates *not taking* AP or Dual Credit has dropped 10 points
- graduates taking AP & Dual Credit has tripled

Source: P-20 College and Career Readiness Indicators Class of 2017
Impact on fall college enrollment

Graduates who take AP and Dual Credit have the highest college enrollment.

Source: P-20 College and Career Readiness Indicators Class of 2017
LEADERSHIP

Seven Key State Offices

Heidi Armstrong
STUDENT SUPPORT

Dann Carlson
FACILITIES

Brook Conner
INFORMATION TECHNOLOGY

Cynthia Covell
TALENT MANAGEMENT

Amy Kunz
FISCAL SERVICES

Rodney Luke
STRATEGY, INNOVATION & PERFORMANCE

Donna Lum Kagawa
CURRICULUM & INSTRUCTIONAL DESIGN
Office of the Deputy Superintendent

- System Responsiveness & Accountability
- Organizational Culture
- Federal Compliance
- CAS & Principal Leadership
HIDOE SCHOOL SAFETY & CULTURE ANALYSIS
A comprehensive school-level review to identify challenges and effectively target supports to bolster school-community health and success.

CULTURE & HEALTH

Culture
Bullying prevention, inclusion programs

Mental/Emotional Health
RTI-B, DOH partnerships, trauma-informed schools training

Physical Health
Student Health Services, UH and DOH partnerships

Communication & Engagement
Outreach on Civil Rights Policy and Complaint Procedure, safety & health campaigns (firearms, e-cigs, etc.)

CIVIL RIGHTS
Chapter 19 training on protected classes

SECURITY & RISK

Vulnerability Assessment
Biological/Chemical, Community, Natural Environment, Building/Campus Structures, Technological, Crime/Violence

School Emergency Plans

Training for School Security Personnel, Administrators

Active Shooter Training

Safety Inspections

School Safety & Culture Ecosystem
Hawaiian Education

- Expand and improve supports for Hawaiian Immersion Schools: increase in enrollment, community-based programs, and curricular resources

- HĀ assessment

- Improved outcomes for Native Hawaiian learners
LEADERSHIP

Complex Areas

Bill Arakaki  KAUAI
Lindsay Ball  HANA-LAHAINALUNA-LANAI-MOLOKAI
Bob Davis  LEILEHUA-MILILANI-WAIALUA
Linell Dilwith  KAIMUKI-MCKINLEY-ROOSEVELT
Kathleen Dimino  BALDWIN-KEKAULIKE-MAUI
John Erickson  AIEA-MOANALUA-RADFORD
Chad Keone Farias  KAU-KEAAU-PAHOA/HW
Lanelle Hibbs  KAILUA-KALAHEO
Matt Ho  CASTLE-KAHUKU
Keith Hui  PEARL CITY-WAIPAHU
Ann Mahi  NANAKULI-WAIANAE
Rochelle Mahoe  FARRINGTON-KAISER-KALANI
Ruth Silberstein  CAS COACH/MENTOR
Art Souza  HONOKAA-KEALAKEHE-KOHALA-KONAWAENA
Sean Tajima  CAMPBELL-KAPOLEI
LEADERSHIP

Stronger supports

- Revision of Complex Area Superintendent Position Description, Onboarding and Orientation of New CAS, and Aspirant CAS Program
- Revisions of CESSA: principal profile and performance evaluation
- Refine Principal Onboarding and Induction
- Pilot for Certification of School Administrators: reducing chronic vacancies in the HW and KKP schools
## Action Items: School Design

<table>
<thead>
<tr>
<th>Action Item</th>
<th>COMPLETED</th>
<th>ONGOING</th>
<th>INITIATED</th>
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<tbody>
<tr>
<td>Define school empowerment &amp; accountability structure; embed into leadership training.</td>
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<td>Map school design models by complex area; identify model schools; overlay economic development opportunities.</td>
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<td>Define career pathways; advance C2C partnership; expand Early Childhood Education/Advanced Placement/ Career &amp; Technical Education; leverage community engagement.</td>
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<td>Define/expand language acquisition approach: English Learners (EL), biliteracy, dual language, Hawaiian language.</td>
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<td>Create 5-year technology plan to support school models and system efficiencies.</td>
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<td>Evaluate and define special education program approach and EL program approach.</td>
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<td>Define/deliver quality college and career pathway counseling/transition advisory supports.</td>
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<td>Identify, support and restructure low performing schools using shared empowerment (CSI &amp; TSI).</td>
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<td>Create Pre-K expansion plan; focus on low socioeconomic areas; identify multiple models for early readiness.</td>
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<td>Develop 3-year leadership development plan; focus on school models, student voice, community engagement, innovation.</td>
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<td>Document how schools are currently creating time to collaborate on curriculum development.</td>
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<td>Create a teacher externship program aligned with C2C; learn about workplace and industry changes.</td>
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<td>Identify best practices for teaching ELs; provide training; set statewide expectations.</td>
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<td>Identify quality models of co-teaching and inclusion practices from our own Hawai‘i schools.</td>
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<td>Prioritize professional growth to opportunities for learning about highly effective/engaging school models.</td>
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<td>Identify/share the school models that diversify teacher leadership roles at the school level.</td>
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<td>Develop/expand communities of practice around critical, timely issues with teachers, leaders, staff, communities.</td>
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<tr>
<td>Develop a technology approach to advance collaboration practices around data, best practices, and planning.</td>
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<td>Create public/private partnership for teacher housing in high-need areas for teacher retention.</td>
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<td>Support teacher-community collaboration practices; identify best practices in community engagement.</td>
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**STRATEGIC ACCOUNTABILITY**

**Action Items: Student Voice**

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<td>Create opportunities for students to engage in design thinking collaboratives.</td>
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<td>Hold an annual student-led design thinking modeling exhibition.</td>
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<td>Engage student councils in identifying ways to integrate Nā Hopena A'o into student-led actions.</td>
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<td>Include student presentations at annual Leadership Symposium to help focus on student impact.</td>
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<td>Include student input on statewide Social-Emotional-Learning (SEL) framework.</td>
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<td>Increase student choice in the classroom and school — courses, assignments, projects, space utilization.</td>
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<td>Engage students in peer feedback processes for student learning.</td>
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<td>Increase applied learning opportunities in the school and community; encourage creativity and innovation.</td>
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<td>Fund opportunities for students to tell our great public education story by highlighting their authentic work.</td>
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<td>Structure opportunities for students to bring community languages and culture into school.</td>
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