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Hawaii State Board of Education
Special Meeting
Bruce Voss, Chairperson
Kaimana Barcarse, Vice Chairperson

Aloha Chair Voss, Vice Chair Barcarse, and Members of the Board,

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

HawaiiKidsCAN would like to offer comments for Agenda Item III: Presentation on National Association of State Boards of Education (“NASBE”) building capacity for effective leadership and governance through strategic planning.

As part of HawaiiKidsCAN’s community engagement mission, we strongly encouraged our base of partners and supporters to complete the Board’s two Strategic Plan feedback surveys. We believe it is critical for the Board to receive numerous and diverse responses, given the high stakes of this new strategic plan. To provide helpful context and guidance for the survey, HawaiiKidsCAN prepared survey guides. We believe there is value to include the survey guide for the Board as well, and we have attached the guide here.

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN



HawaiiKidsCAN - Part 2: HIDOE Strategic Plan Survey Guide

Our Recommendations

Overview

The Hawaii State Department of Education (DOE) and Hawaii State Board of Education (BOE) began a process to develop and approve a multi-year strategic plan for Hawaii's education system. The department has been operating without a strategic plan since the [2017-2020 plan](#) expired. While a new plan, the [2030 Promise Plan](#), was presented to the BOE in 2020, it was never approved or revisited.

The BOE is nearing the completion of a [timeline](#) to adopt a new strategic plan (not the 2030 Promise Plan) by February 2023. As part of its stakeholder engagement efforts, the BOE created a [29 question survey](#) in October 2022 to gather feedback. In order to make it easier for community members to complete the survey, HawaiiKidsCAN provided a [survey guide](#) that included relevant context and data for each question.

After a series of in-person stakeholder convenings and focus groups, the BOE has put forth a [new survey](#) to gather feedback on their revised thinking as the final plan nears completion. As such, we have created **part 2 of our survey guide**, and we sincerely hope as many community members as possible make their voices heard. Responses are **due by midnight HST on Thursday, January 12**.

[**Complete the BOE survey here**](#)



HawaiiKidsCAN's Framework for Student Success

In full transparency, we also wanted to provide our initial framework for student success below. We developed this framework to serve as our north star for kids at the very beginning of the strategic plan drafting process.

All of our recommendations are guided by our vision of a strategic plan framework that is ambitious and unapologetically focused on student success.

By 2030:

- **Student Outcome Goals - improving life trajectories**
 - 90% of students are proficient with core academics (language arts, math, and science), with no larger than 10% achievement gap
 - 90% of students complete Free Application for Federal Student Aid (FAFSA) before graduation
 - 90% of students graduate on-time from high school
 - 90% of students complete a career and technical education (CTE) pathway leading to financial stability

- **Transformational Innovation Goals - moving Hawaii's schools into 2023 and beyond**
 - 75% of students participate in meaningful experiences with community organizations each year
 - 75% of all DOE staff are trained on trauma-informed education
 - 75% of students are enrolled in computer science courses each year
 - 75% of students are enrolled in a postsecondary institution or program upon graduation



Survey Guide

How to use this guide:

For multiple choice questions, we've **bolded and highlighted** the answer we recommend. For open ended questions, we've **highlighted** our answer. For each question, we've provided helpful context for our responses in a lightly shaded box.

OUR VISION

The State of Hawaii Board of Education envisions a superior statewide system of public schools where students are engaged in an inspiring, personalized, and culturally responsive education that fosters creative and critical thinkers prepared for college and career success and community and civic engagement.

1. The proposed vision provides an aspirational view of an excellent public education system and describes what you want for the families and students of Hawaii.

- Strongly agree
- **Agree**
- Disagree
- Strongly disagree

Context from HawaiiKidsCAN:

Overall, the vision provides a sense of optimism for the system, while noting specific features of what students will be offered and the outcomes they can expect. What is missing from what we see is any mention of expectations for all students and a specific commitment to rigor. According to the [2022 Strive HI Statewide Snapshot](#), High Needs students (including English learners, economically disadvantaged, and students receiving special education services) are still struggling significantly, with just 37% proficient in language arts and 25% in math. Similarly, the [2022 NAEP scores](#) show that Hawaii students are also underperforming their counterparts around the country in key academic areas in key areas like 8th grade math. Unless there is an explicit commitment to rigor from the BOE and DOE, including a full recovery from pandemic-era learning loss, we would expect this status quo to remain the same.

OUR MISSION

The State of Hawaii Board of Education leads the public education system through strategic direction, transparent policymaking, effective oversight, comprehensive systems support, meaningful engagement, and vigorous advocacy.

2. The proposed mission statement broadly describes what the Board of Education must do to achieve the proposed vision.

- **Strongly agree**
- Agree
- Disagree
- Strongly disagree



Context from HawaiiKidsCAN:

As it relates to the role of the BOE, there do not appear to be any glaring omissions from our perspective.

OUR CORE VALUES

The State of Hawai‘i Board of Education believes in a public education system that is accountable to itself, to the students and families it serves, and to the communities that support and depend on public schools. We value:

- *He pili wehena ‘ole.* (A relationship that cannot be undone.) Connections to and engagement with people and places as important drivers of action.
- *Ma ka hana ka ‘ike ma ka ‘imi ka loa‘a.* (In working one learns, through initiative one acquires.) Initiative to perform motivated by a sense of kuleana and accountability to self and others.
- *‘A‘ohe ‘ulu e loa‘a i ka pōkole o ka lou.* (There is no success without preparation.) Nurturing individual strengths, increasing proficiencies and abilities to be able to serve, and fostering excellence in ourselves and those we serve.
- *E ‘ōpū ali‘i.* (Have the heart of a chief.) Reciprocal partnering and sharing that calls forward a deep sense of aloha and generosity, especially towards those needing the most help in pursuit of equity.
- *Ua ola loko i ke aloha.* (Love is imperative to one’s mental and physical well being.) Pono practices that prioritize balance.
- *‘O Hawai‘i ku‘u ‘āina kilohana.* (Hawai‘i is my prized place.) Hawai‘i based processes to preserve, honor, and elevate the unique qualities that define and sets Hawai‘i apart from the rest of the world.

3. The proposed core values symbolize what is important to Hawaii's families, students, and communities.

- Strongly agree
- **Agree**
- Disagree
- Strongly disagree

Context from HawaiiKidsCAN:

We appreciate the use of ‘Ōlelo No‘eau as the framework for core values. One that we would offer is *‘A‘ohe pau ka ‘ike i ka hālau ho ‘okahi* (All knowledge is not taught in the same school), as we believe this sets a strong orientation toward utilizing our broader community as part of the learning ecosystem, including non-profits, community organizations, family groups, and employers.

Priority 1: High-Quality Learning for All

Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.



Desired Outcomes

- All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.
- All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.
- All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.
- All student groups perform equally well academically, irrespective of background and circumstances.
- All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcomes

- All students desire to and attend school regularly.
- All students demonstrate positive behaviors at school.
- All students experience a Nā Hopena A‘o environment for learning.

Goal 1.3: All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcomes

- All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.
- All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.
- All students graduate high school with a personal plan for their future.

4. The goals for Priority 1 are appropriate and target the right issues to improve learning for all students.

- Strongly agree
- **Agree**
- Disagree
- Strongly disagree

5. The desired outcomes for Priority 1, if achieved, will indicate Hawaii has a superior public education system that provides high-quality learning for all.

- Strongly agree
- **Agree**
- Disagree
- Strongly disagree

Context from HawaiiKidsCAN:

Overall, we believe the goals and outcomes under Priority 1 are a strong baseline for a



quality educational experience. However, we think our system can go further. In particular, we believe proficiency goals should be made explicit beyond 3rd grade reading and 8th grade math. We understand the logic of calling out those milestones, but we think this framing lowers expectations across the education continuum. The expectation should be that all students work toward the same rigorous goals regardless of their circumstances in order to reach their full potential, and that all programs and supports needed to make that acceleration possible will be provided. We would also like to see outcomes centered around all students accessing high-quality instructional materials grounded in evidence and the science of reading, as well as access to quality out of school time programs that actually bear meaningful credit for ongoing learning. We believe the attention to transition points should include a recognition of how negative academic and social-emotional impacts from the Covid-19 pandemic must be mitigated, including seamless progression across academic standards.

Priority 2: High-Quality Educator Workforce in All Schools

Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.

Desired Outcomes

- All teacher positions are filled with qualified permanent hires.
- All teachers are effective or receive the necessary support to become effective.

Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

Desired Outcomes

- All school support staff positions are filled with qualified permanent hires.
- All school support staff are effective or receive the necessary support to become effective.

Goal 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcomes

- All school administrator positions are filled with qualified permanent hires.
- All school administrators are effective or receive the necessary support to become effective.

Goal 2.4: Complex area and state offices are comprised of effective staff whose work is aligned to support student learning.

Desired Outcomes

- All complex area and state office staff are effective or receive the necessary support to become effective.

6. The goals for Priority 2 are appropriate and target the right issues to ensure effective educators, administrators, and staff in all schools, complex areas, and state offices.

- Strongly agree
- Agree
- **Disagree**



- Strongly disagree

7. The desired outcomes for Priority 2, if achieved, will indicate Hawaii has a superior public education system that provides a high-quality educator workforce in all schools.

- Strongly agree
- Agree
- **Disagree**
- Strongly disagree

Context from HawaiiKidsCAN:

As with Priority 1, the goals and outcomes for Priority 2 seem to provide a general baseline rather than a pathway to true excellence. Whether or not a teacher or administrator is a “qualified permanent hire,” the system should still take steps to ensure staff has the diversity needed to reflect the student body. It appears that educators are being reduced to the crude box checking of credentialing, which leans on the side of compliance versus innovation and excellence. For teachers and administrators, effort also has to be made to build a bench of talented leaders and expand workforce pools. In terms of effectiveness, this push needs to be accompanied by an explicit prioritization of accountability along with support to ensure that the system shows results. It should be noted that under the current [Educator Effectiveness System \(EES\)](#), “effective” is just one of four possible ratings, and the system should prioritize “highly effective” in order to be the “superior statewide system” the BOE envisions. While not listed under Goal 2.4, the BOE may consider setting an outcome to limit the number of interim leadership positions being held at a given time. While flexibility is important, leadership stability ensures key staff are empowered to take risks and act with confidence.

Priority 3: Effective and Efficient Operations at All Levels

Goal 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

Desired Outcomes

- All school facilities meet Title IX and ADA requirements.
- All systems to address school facility needs are responsive and able to meet all needs effectively, efficiently, and quickly.

Goal 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

Desired Outcomes

- All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.
- All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.
- All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.



- All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.

Goal 3.3: Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

Desired Outcomes

- All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
- All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.
- All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.

8. The goals for Priority 3 are appropriate and target the right issues to improve the efficiency and effectiveness of Hawaii's public education system.

- Strongly agree
- **Agree**
- Disagree
- Strongly disagree

9. The desired outcomes for Priority 3, if achieved, will indicate Hawaii has a superior public education system that provides effective and efficient operations at all levels.

- Strongly agree
- **Agree**
- Disagree
- Strongly disagree

Context from HawaiiKidsCAN:

Much of Priority 3 feels high level, with the goals and outcomes appearing to be what should be basic expectations for a functioning system. This was a missed opportunity to articulate how the system could be redesigned for greater innovation, especially in the area of family engagement. For example, Goal 3.3 does not describe outcomes where families and community members are deeply embedded as core partners with schools. A more exciting outcome could be around measuring authentic engagement between schools and families, including activities at school, staff outreach in communities, and efforts to ensure families understand how their children are performing academically. We also have concerns in Goal 3.1 about how schools will receive equitable support to address Title IX and ADA requirements.

10. What additional thoughts do you wish to share with the Board of Education as they move forward with the adoption of the strategic plan?

This new strategic plan is an incredible opportunity for our entire state, and we recognize that the BOE is taking this responsibility extremely seriously. As the plan is finalized, we humbly offer the following recommendations to consider:



Go big on academic outcomes for students. We recognize the logic of focusing on the milestones of 3rd grade reading and 8th grade math, but we believe families and our broader community deserve to hear high expectations for all students and a specific commitment to rigor. It is possible within our lifetimes for all students, including High Needs students, to make significant strides toward foundational academic proficiency and success. That means we need to name these goals and call out strategies like high-quality instructional materials grounded in evidence and the science of reading, as well as access to quality out of school time programs and tutoring.

Innovate across our system. With the disruption of the Covid-19 pandemic, our system can do much better than just returning to what existed before. Now is the time to look deeply at how to leverage technology and digital learning to massively increase academic acceleration and real-world learning opportunities. Our system would also benefit by more intentionally drawing upon the assets in Hawaii, including non-profits, community organizations, family groups, and employers. Our communities can truly serve as our classroom if we are willing to think boldly about how and where learning happens.

As metrics get formulated for final approval, we urge BOE members to consider this simple but powerful student-centered framework for success:

By 2030: 90% of students are proficient with core academics (language arts, math, and science), with no larger than 10% achievement gap; 90% of students complete Free Application for Federal Student Aid (FAFSA) before graduation; 90% of students graduate on-time from high school; 90% of students complete a career and technical education (CTE) pathway leading to financial stability; 75% of students participate in meaningful experiences with community organizations each year; 75% of all DOE staff are trained on trauma-informed education; 75% of students are enrolled in computer science courses each year; and 75% of students are enrolled in a postsecondary institution or program upon graduation.