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David Miyashiro
Executive Director

April 6, 2023

Hawaii State Board of Education
General Board 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 Discussion Item A:
Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II),
Implementation Plan: Summary of feedback on draft.**

As part of HawaiiKidsCAN's community engagement mission, we strongly encouraged our base of partners and supporters to complete the three community feedback surveys related to the Strategic Plan and Implementation Plan. We generated more than 2,000 digital engagements for the surveys, as 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 each survey, HawaiiKidsCAN prepared survey guides. Out of a desire for transparency and so that the Board can review the context we feel is important at this time, we have included the third survey guide here as part of our testimony.

Overall, we believe that generally the right Key Performance Indicators, strategies, and performance measures have been included in the Implementation Plan, but much work remains to ensure adequate support, accountability, and buy-in across the system. In order to have moved the needle in five years, the BOE and DOE must stay focused and

not shy away from difficult conversations. The community is eager to complete this process and move forward.

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN



HawaiiKidsCAN - Part 3: 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.

HawaiiKidsCAN has been highly invested in seeing a quality strategic plan finalized that boldly improves outcomes for students. We have testified to the board at least 10 times going back to September 2021 on the need for a new strategic plan. We have also encouraged our supporters and partners to get involved with the BOE's official community engagement process, which is why we put together survey guides in [October 2022](#) and [January 2023](#) to give vital context and data on questions that felt very high level or reliant on lots of prior knowledge.

The final details of the plan are coming together, including the DOE's connected Implementation Plan: Key Performance Indicators, strategies and performance measures. The DOE is collecting feedback via [a new survey](#) that is **due on March 31**, so we are pleased to present our third survey guide.

Before you begin, you may want to check out these resources from the DOE:

- Brief [introductory video](#)
- Draft of [implementation plan strategies and measures](#)
- [Frequently Asked Questions \(FAQs\)](#) document

[Survey - Strategic Plan Implementation Plan: Feedback on Draft Components](#)



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 northstar 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.

PRIORITY 1: HIGH QUALITY LEARNING FOR ALL STUDENTS

1. Please review the Priority 1 Key Performance Indicators (KPIs) ([Executive Summary](#), pages 2-5). Do you agree that the Key Performance Indicators will represent the status and progress of student learning statewide?

- I strongly agree and support the draft KPIs with enthusiasm.
- **I generally agree and can support the draft KPIs.**
- With some minor changes, I can agree and support the draft KPIs.
- I do not agree with the current draft but with some major changes, I can agree and support the draft KPIs.
- I do not support the draft KPIs at all.
- At this time, I do not have an opinion on this question.



For reference - Priority 1 Key Performance Indicators (KPIs):

- 1) Language arts proficiency: Percent of students proficient on statewide assessments.
- 2) Mathematics proficiency: Percent of students proficient on statewide assessments.
- 3) Science proficiency: Percent of students proficient on statewide assessments.
- 4) Improvement in academic performance: Change in percent of students proficient, comparing current year with pandemic-impacted year (2020-21).
- 5) Equity in student learning: Above measures will be disaggregated by student group (i.e., race/ethnicity, English Learners, students receiving special education services, socioeconomically disadvantaged students).
- 6) Students regularly attend school to engage in learning: Percent of students attending 90% or more days of instruction (in attendance at least 162 days per year; absent 18 or fewer days per year).
- 7) Students maintaining positive behaviors: Percent of students with no Class A and/or B student misconduct offenses.
- 8) On-time high school graduation: Percent of students graduating with a high school diploma “on-time” (i.e., four-year adjusted cohort grad rate).
- 9) Extended high school completion: Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma within five years of high school.
- 10) Postsecondary education and training immediately after high school: Percent of graduates who enroll in a postsecondary educational institution by the following fall. Includes vocational or trade schools and two-year colleges, as well as colleges in Hawai‘i and on the continent.

Context from HawaiiKidsCAN (from our BOE testimony):

HawaiiKidsCAN has been eager to finally review the Key Performance Indicators (KPIs), as these will represent the tangible progress our system makes over the duration of the 2023-2029 Strategic Plan. Overall, we appreciate the specificity of the KPIs, and we believe they measure the most impactful metrics. We humbly offer a few notes for consideration:

- For KPIs 1-5, it may be helpful to further tease out goals based on the grade levels for assessments. For example, being able to draw conclusions about the effectiveness of reading interventions at the 3rd grade level versus 11th grade could lead to more productive discussions between the BOE and DOE. At the early grades, there is more importance on the use of materials and practices based on the “science of reading” and proper phonics instruction, while high school may require intensive tutoring or extended learning time.
- For KPIs 6 and 7, we believe the BOE may want to look closer at the potential of distance learning to provide flexible solutions. For example, life circumstances may constrain the ability for students to attend consistently in-person, such as illness and family emergencies. In cases where a student unexpectedly cannot get to campus, the option to participate in learning



virtually on a limited basis could help students keep up academically. Similarly, this kind of participation during suspension for behavior could help these students from falling further behind.

- For KPI 10, the BOE may want to consider the value of including a measure like FAFSA completion. As the DOE correctly notes, it can be difficult to account for the various options students may have upon graduating. A measure like FAFSA completion is much more clearly in the locus of control for schools and correlates strongly to college enrollment.

2. Please review the Priority 1 Strategies ([Executive Summary](#), pages 2-5). Do you agree that the strategies, when implemented effectively and for all students, will result in high quality learning for all?

- I strongly agree and support the draft strategies with enthusiasm.
- **I generally agree and can support the draft strategies.**
- With some minor changes, I would agree and support the draft strategies.
- I do not agree with the current draft but with some major changes, I would agree and support the strategies.
- I do not support the draft strategies at all.
- At this time, I do not have an opinion on this question.

For reference - Priority 1 Strategies:

1.1.1) Align standards-based curriculum, instruction and assessment within grade levels and between grade levels to support students' transitions between grade levels and schools.

1.1.2) Provide differentiated, evidence-based support to address students' learning needs, especially for vulnerable students, based on the regular assessment of student academic progress.

1.1.3) Integrate evidence-based, explicit instruction in reading across the K-12 curriculum.

1.1.4) Provide students with opportunities to apply their learning in a Hawai'i-based context (e.g., project-based, work-based, 'Aina Aloha, place-based learning).

1.1.5) Connect students with opportunities beyond the K-12 school day to accelerate students' learning (e.g., early learning, summer, after-school programs).

1.2.1) Nurture conditions for learning that reflect HĀ and are culturally responsive.

1.2.2) Provide evidence-based support to address students' social and emotional health, based on the regular assessment of students' social and emotional health. Provide support through direct services and partnerships, available statewide, to address mental and physical health needs.

1.2.3) Support students' attendance by working with families and collaborating with community and government partners.



1.3.1) Provide K-12 students with scaffolded experiences for career exploration and development.

1.3.2) Align high school framework (Vision of a High School Graduate, Personal Transition Plan, graduation requirements and distinctions) to prepare graduates for current and projected workforce and community needs.

1.3.3) Equip students to responsibly engage in local and global issues.

Context from HawaiiKidsCAN:

- For Strategies 1-3, the focus on quality curriculum, differentiation, and instruction is commendable. The rubber meets the road, however, when it comes to accountability, transparency, and support on these critical fronts. Will the DOE provide specific guardrails for schools on how to implement these strategies? For example, will that mean clearly identifying which curricula meet the rigor intended under this strategy? Will the DOE intervene in cases where schools are using a curriculum that is not evidence-based, such as where materials are not aligned with the science of reading?
- For Strategies 4-6, the prospect of promoting extended and non-traditional learning opportunities is extremely exciting. HawaiiKidsCAN's research has shown that successfully prioritizing these strategies will require increased investment and policy change that enables more students to access these modes of learning.
- For Strategies 7-8, technology could be an extremely powerful resource to help respond to student needs. For example, current DOE partnerships with organizations like Hazel Health enable students to access tele-therapy, a major benefit for students in communities with limited licensed therapists. Similarly, how might students access distance learning to minimize disrupted learning when they aren't able to make it to campus due to illness or family needs?
- For Strategies 9-11, HawaiiKidsCAN is pleased to see some of our top priorities represented. We urge the DOE to engage closely with community, employer, government, and non-profit partners to ensure equity of access and participation.

PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

3. Please review the Priority 2 Key Performance Indicators (KPIs) ([Executive Summary](#), pages 6-8). Do you agree that the Key Performance Indicators will represent the status and progress on having a high quality educator workforce in all schools?

- I strongly agree and support the draft KPIs with enthusiasm.
- I generally agree and support the draft KPIs.
- With some minor changes, I would agree and support the draft KPIs
- **I do not agree with the current draft but with some major changes, I would agree and support the draft KPIs.**
- I do not support the draft KPIs at all.
- At this time, I do not have an opinion on this question.

For reference - Priority 2 Key Performance Indicators (KPIs):



11) Classes taught by teachers prepared for assignment: Percent of classes taught by teachers who have training specifically in the subject matter of the assignment (i.e., meet “Highly Qualified” requirements).

12) Support staff positions are filled by qualified hires: Percent of support staff positions filled at a predetermined point(s) in time.

13) Schools with prepared principals: Percent of schools with a certified principal during a predetermined point in time

14) Effective staff: Percent of effective complex area and state staff. Effective staff are those earning a “meets,” “exceeds,” “effective” or “highly effective” on annual performance appraisals, as appropriate to the rating used for the role.

Context from HawaiiKidsCAN:

For KPIs 11-14, we find it strange that only complex area and state office staff are actually held accountable for their performance. In contrast, the professionals closest to the classroom are measured in this plan by their credentials. By this logic, why not gauge the percentage of complex area and state office staff with degrees directly related to their job titles? Since this clearly wouldn’t make sense, we urge the BOE to consider tying the plan to the actual effectiveness of our educators.

4. Please review the Priority 2 Strategies ([Executive Summary](#), pages 6-8). Do you agree that the strategies, when implemented effectively and for all schools, will result in high quality educator workforce in all schools?

- I strongly agree and support the draft strategies with enthusiasm.
- I generally agree and support the draft strategies.
- With some minor changes, I would agree and support the draft strategies.
- **I do not agree with the current draft but with some major changes, I would agree and support the draft strategies**
- I do not support the draft strategies at all.
- At this time, I do not have an opinion on this question.

For reference - Priority 2 Strategies:

2.1.1) Provide structured opportunities for teacher development that align with statewide, complex area and/or school strategic priorities and are differentiated and designed for adult learning.

2.1.2) Improve recruitment process to ensure fit between applicants and schools’ needs, and results in timely hiring.

2.1.3) Differentiate support for key shortage areas to attract qualified hires for “in-demand” assignments.

2.1.4) Partner with in-state teacher preparation programs to increase the number and readiness of teacher candidates who reflect the diversity of Hawai’i’s students and for key shortage areas.

2.2.1) Provide structured and differentiated training opportunities that align with statewide, complex area and/or school strategic priorities.



2.2.2) Develop career ladders for entry-level school support roles to attract, develop and retain effective staff.

2.2.3. Develop new recruitment strategies for hard-to-staff support roles.

2.3.1) Provide differentiated support and professional development for new and experienced administrators.

2.3.2) Redesign recruitment process for administrator candidates to build a strong principal pipeline of candidates who reflect the diversity of Hawai'i's students.

2.4.1) Provide training for complex and state office staff that is differentiated based on their evaluations (i.e., performance objectives).

Context from HawaiiKidsCAN:

We highly recommend community members read [HawaiiKidsCAN's analysis](#) of the 2020 teacher compensation study commissioned by the DOE. We had three big takeaways and recommendations:

1. Emphasize Responsibility and Incentives
2. Frontload Salary Increases
3. Prioritize Excellence/Difficulty/Scarcity.

Overall, the Priority 2 Strategies feel vague and generic. While they could lead to impactful outcomes, we believe clearer definitions and a bolder vision would give us more confidence.

PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

5. Please review the Priority 3 Key Performance Indicators (KPIs) ([Executive Summary](#), pages 9-11). Do you agree that the Key Performance Indicators will represent the status and progress of effective and efficient operations at all levels?

- I strongly agree and support the draft KPIs with enthusiasm.
- I generally agree and support the draft KPIs.
- With some minor changes, I would agree and support the draft KPIs
- **I do not agree with the current draft but with some major changes, I would agree and support the draft KPIs.**
- I do not support the draft KPIs at all.
- At this time, I do not have an opinion on this question.

For reference - Priority 3 Key Performance Indicators (KPIs):

15) Deferred maintenance: Dollar amount in list of unfunded or deferred major repair and maintenance projects.

16) Safe facilities: Percent of schools with a current vulnerability assessment (performed at least every two years).



17) Key Administrative Systems: TBD. Report on status of the functionality of reports on administrative systems (e.g., fiscal, human resources, information technology, school food services, transportation, data).

18) Accessibility of information for families: Percent of schools that have at least three communication mechanisms for families with at least one via two-way communication. These may include an identified family/parent outreach coordinator (e.g., Parent Community Networking Center coordinator), electronic communication system for families/parents (e.g., School Messenger), school website with current key information (e.g., school calendar, information about resources for parents who have concerns about their child's education or school, school contact information, and School Community Council meeting information).

Context from HawaiiKidsCAN:

- For KPIs 15-17, it seems as though these are the bare-minimum floor for what to expect out of our public education system. Instead, some sort of measure about whether or not school is a welcoming place, or how partnerships such as school-based community health centers, would be more inspiring.
- For KPI 18, we appreciate the intent of this metric. As an organization that works directly with parents, HawaiiKidsCAN has found that there is wide disparity in the quality of communications options across the system. Some schools have multiple social media channels, informative websites, and an up-to-date public calendar, while others have none of these elements. Establishing norms and expectations across the system would help close this gap. We also wanted to note that this feels necessary but not sufficient. This approach feels grounded in an “open door policy” or “build it and they will come” assumption that the abundance of options will lead to better engagement. While this assumption has merit, we hope schools will also set goals around the percentage of parents having meaningful connections with schools, and not just improve their communication mechanisms and consider the job done.

6. Please review the Priority 3 Strategies ([Executive Summary](#), pages 9-11). Do you agree that the strategies, when implemented effectively, will result in effective and efficient operations at all levels?

- I strongly agree and support the draft strategies with enthusiasm.
- **I generally agree and support the draft strategies.**
- With some minor changes, I would agree and support the draft strategies.
- I do not agree with the current draft but with some major changes, I would agree and support the draft strategies
- I do not support the draft strategies at all.
- At this time, I do not have an opinion on this question.

For reference - Priority 3 Strategies:

3.1.1) Provide timely resolution of school repair and maintenance issues for all schools.

3.1.2) Update and prioritize the master plan for school facilities.

3.1.3) Implement a facilities plan with priorities for Americans with Disabilities Act (ADA) and Title IX compliance, health and safety.



3.1.4) Maintain current vulnerability assessments (every two years) for all schools and implement a plan to improve school safety consistently and equitably.

3.1.5) Align tri-level roles and responsibilities for facilities to ensure safe learning environments at all schools statewide.

3.2.1) Assess and align the role and function of state offices and complex areas (i.e., clear articulation of tri-level structure, state and complex area organization).

3.2.2) Modernize Enterprise Resource Planning systems (e.g., human resources, fiscal, performance) to allow for data integration.

3.2.3) Align planning processes to be data-informed and to achieve strategic plan goals.

a. Establish performance routines for state offices that communicate and achieve annual priority deliverables.

b. Align biennium budget development process with strategic plan goals.

c. Align and integrate school planning processes. Align academic plan templates with strategic plan and integrate multiple planning requirements, as appropriate.

3.2.4) Report and use quality, relevant, user-friendly data to inform decision-making for educators, policymakers and the public.

3.2.5) Modernize or transition systems that are high risk and that are unintentionally redundant.

3.2.6) Redesign workflows for efficiency and automate workflows.

3.3.1) Support effective School Community Councils in every school by providing information about SCCs and training for SCC members.

3.3.2) Provide clear information for parents and employees on where and how to direct their concerns. Review, track and address concerns at state level in an appropriate and timely manner.

Context from HawaiiKidsCAN:

Community members may find this set of strategies more high-level than helpful, but it certainly seems like a set of activities that the system should prioritize for efficient operations. We do urge the DOE to exercise transparency and candor with progress or challenges with these strategies, as well as taking the time to fully explain key developments to stakeholders in plain language.

OVERALL (ALL THREE PRIORITIES)

7. What do you think are the Department's top 1-3 actions that are necessary to support the implementation plan (Key Performance Indicators, strategies and measures)?

Given the many elements to the implementation plan, we strongly recommend that the DOE provides follow up details to the BOE and public on expected timelines and accountability plans to increase the likelihood of progress. We assume that the DOE has



at least outlined some of this information, so it would be encouraging to see the larger game-plan.

We also would like to know what learning loops the DOE is planning to put in place for the implementation plan. As the plan gets underway, how will progress be assessed so that the correct interventions and changes can be made at the right level? How does the DOE plan to lift up exemplary schools or teams, and what incentives are available to recognize excellence?

It is conspicuous that the legislature and the local non-profit sector are not mentioned at all in the 12 page executive summary. In order to be successful, it seems obvious that our whole community needs to have buy-in and clear roles to play. The DOE won't be able to, not should it, succeed on its own, so we hope the new strategic and implementation plans can serve as a rallying cry for Hawaii.

8. Overall to what extent do you agree that the draft plan will achieve the Board of Education Strategic Plan vision of “an exemplary 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 (Do not agree at all)
- 2
- 3
- **4**
- 5 (Fully agree)

9. To what extent do you think the number of Key Performance Indicators, strategies, and performance measures are the right amount for statewide implementation, reporting and accountability?

18 Key Performance Indicators to measure the Goals

- Too few
- **Just about right**
- Too many

34 Strategies to implement the Goals

- Too few
- Just about right
- **Too many**

36 Performance Measures to measure Desired Outcomes

- Too few
- Just about right
- **Too many**

Context from HawaiiKidsCAN:

The number of KPIs, strategies, and performance measures isn't necessarily a problem, but it is still largely unclear how the DOE will prioritize and potentially weigh



these various measures. Without that focus, the ultimate legacies of these plans may lack impact and coherence.



April 6, 2023
Special Meeting

Dear Chair Voss and Members of the Board,

We would like to comment on the Discussion Item VI. A., Update on Hawaii Public Education 2023-2029 Strategic Plan (Phase II), Implementation Plan: Summary of feedback on draft.

About a year ago, when the BOE was starting its strategic planning process, a group of concerned public education stakeholders collaborated create its own draft strategic action plan for the Hawai'i DOE. The plan was circulated but did not appear to be of interest to the policy makers . HE'E recently revisited this plan and took an excerpt that we thought was pertinent for comment on the current DOE Strategic Implementation Plan draft.

A strategic plan provides the structure within which an organization can operate. It also defines success and what you need to do to meet the goals. While focused, it allows the flexibility to adapt to individual schools and its changing landscape. It provides clear goals and high-level detail in terms of how the goals will be achieved, without being prescriptive. It provides an umbrella for the entire organization's activities. It serves as a focal point for motivation as employees see how their work is connected to the overall direction they are headed. It also allows stakeholders to feel a higher sense of connection to the greater cause. It optimizes spending and resource utilization. Within that plan, frameworks are simple and clear so it can be easily understood and communicated.

A strategic plan also explains in more detail how the strategy will be executed. It provides employees with tangible steps and actionable tasks. It lays out the activities and tasks to be executed, who does what and their roles and responsibilities, provides a schedule of activities and tasks and most importantly, explains how we will ensure that these activites and tasks gets done.

DOE leadership was in the same room when the BOE created its Strategic Plan. With the understanding of what the Board members were thinking when developing the plan, we assumed that the DOE would be envisioning how it would construct an effective implementation plan, one in which everyone would understand what needed to be done to monitor progress and achieve the goals the BOE established. Sadly, DOE's Implementation Plan draft falls short of doing this. It is convoluted and confusing. It does not allow someone at the school level to understand where he/she fits in the plan and be motivated. It has no mention or indication of optimizing or utilizing resources efficiently. The Statewide Strateiges do not offer anything new or useful for the schools. Having KPIs that are different from the Performance Measures is perplexing and most of the Performance Measures do not indicate progress of the Board Approved Desired Outcomes.

The DOE states that in addition to the Implementation Plan, there will be Work Plans and the schools' Academic and Financial Plans that will align to the Strategic Plan. This is supposed to point to the detail of how the strategies will be executed, who does what, who is responsible, and how we will know if things are getting done. Unfortunately, because the Implementation Plan is not clear, we do not have confidence that there will be coherence in the Work Plan or the school level Academic and Financial Plans. The schools will be confused and will treat it begrudgingly as compliance.

One of the reasons we feel that the draft DOE's Implementation Plan falls short is that it is lacking in rigorous analysis to find root causes. Without knowing the root cause of problems, we cannot possibly know what strategies will be appropriate to address the problems. For example, in mathematics, we often see a significant drop in meeting standards from 3rd grade to 4th grade. Yet, the DOE has yet to present to the BOE an analysis of why. Is it fractions? Do the standards become comparatively more complex in the 4th grade? Is there a pattern in the type of students who struggle with 4th grade standards? Has the DOE identified schools that have consistently improved from the 3rd to 4th grade? If so, what strategies have been used to buck the trend? The fact that the DOE has never presented such an analysis to the BOE suggests that it does not know. Furthermore, the math decline is not only from the 3rd to 4th grade, but continues to 11th grade. How will we achieve the goal of "All students are proficient in mathmematics by the end of 8th grade, and those who are not proficient receive necessary and timely support to be proficient" if we don't even know why math achievement continues to decline?

Another reason is it does not appear that the field, i.e. principals, teachers and staff, provided robust input to the Implementation Plan, which suggests that the DOE does not have adequate feedback loop processes to gather this critical information. We suggested this in previous testimony—The input and data collection from the schools should have been gathered, analyzed, and vetted by research throughout the years. It should be a continuous, clear, and transparent process so that all stakeholders in the tri-level system, particularly the school staff, understand and participate in the process. If the feedback processes were in place as well as rigourous analytics, an effective implementation plan could have easily been created in the two months that the BOE set as the deadline.

Our final comment has to do with the Performance Measures that do not indicate progress towards the Board Approved Desired Outcomes. For example, in Goal 1.1, Board Approved Desired Outcome 1.1.1, "percent of kindergarteners who were assessed for kindergarten readiness" is not sufficient. The Performance Measure should be "percent of kindergarteners who were assessed for kindergarten readiness and percent of students who were provided necessary and timely support to develop foundational skills for learning." It is up to the DOE to determine what necessary and timely supports are and there should be associated structural and outcome measures that describe how a schools will operationalize to this goal.

We found the same issue with Board Desired Outcome 1.1.2. Not only does the DOE need to measure percent of third graders who are reading proficient but also the percent of studetns who receive necessary and timely supports. The same goes for 1.1.3 for eight grade mathematics.

The comments we have provided only scratch the surface. We have provided more detailed comments in the DOE survey and will continue to comment as the draft progresses.

Thank you for this opportunity to testify.

Sincerely,
Cheri Nakamura
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21	*INPEACE
Alliance for Place Based Learning	Joint Venture Education Forum
American Civil Liberties Union	Junior Achievement of Hawaii
Atherton YMCA	Kamehameha Schools
Castle Complex Community Council	Kanu Hawai'i
Castle-Kahuku Principal and CAS	Kaua'i Ho'okele Council
Education Institute of Hawai'i	Keiki to Career Kaua'i
*Faith Action for Community Equity	Kupu A'e
Fresh Leadership LLC	*Leaders for the Next Generation
Girl Scouts Hawai'i	Learning First
Harold K.L. Castle Foundation	McREL's Pacific Center for Changing the Odds
*HawaiiKidsCAN	Native Hawaiian Education Council
*Hawai'i Afterschool Alliance	Our Public School
*Hawai'i Appleseed Center for Law and Economic Justice	*Pacific Resources for Education and Learning
*Hawai'i Association of School Psychologists	*Parents and Children Together
Hawai'i Athletic League of Scholars	*Parents for Public Schools Hawai'i
*Hawai'i Children's Action Network	Special Education Provider Alliance
Hawai'i Education Association	*Teach for America
Hawai'i Nutrition and Physical Activity Coalition	The Learning Coalition
* Hawai'i State PTSA	US PACOM
Hawai'i State Student Council	University of Hawai'i College of Education
Hawai'i State Teachers Association	* Youth Service Hawai'i
Hawai'i P-20	<i>Voting Members (*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.</i>
Hawai'i 3Rs	
Head Start Collaboration Office	
It's All About Kids	