

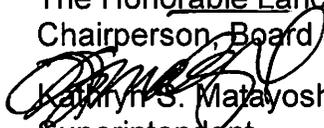


STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 18, 2016

TO: The Honorable Lance A. Mizumoto  
Chairperson, Board of Education

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Presentation on Draft of Proposed Revisions for Review and Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan**

1. DESCRIPTION

On January 19, 2016, the Board of Education approved a review and extension of the strategic plan. In accordance with the Board's charge, the review and extension retains the 2012 update's goals and framework but will make mid-course adjustments to better support improved student outcomes.

This October 18, 2016 presentation continues the Department's monthly progress reports on the strategic plan review and extension process.

2. PRESENTATION

Asst. Superintendent Tammi Chun of the Office of Strategy, Innovation, and Performance will present an update on the strategic plan review and extension to include feedback collected on drafts of Goals 2 and 3 and information about the public comment period.

KSM:TOC:csg

Attachments:

GBM\_10182016\_Proposed Revisions for 2011-2018 Joint DOE-BOE Strategic Plan

c: Office of Strategy, Innovation, and Performance

Draft of Proposed Revisions for Review and Extension of the  
**2011-2018 Joint Department of Education  
and Board of Education Strategic Plan**

Board of Education General Business Meeting | October 18, 2016



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## Review & Extension **Update**

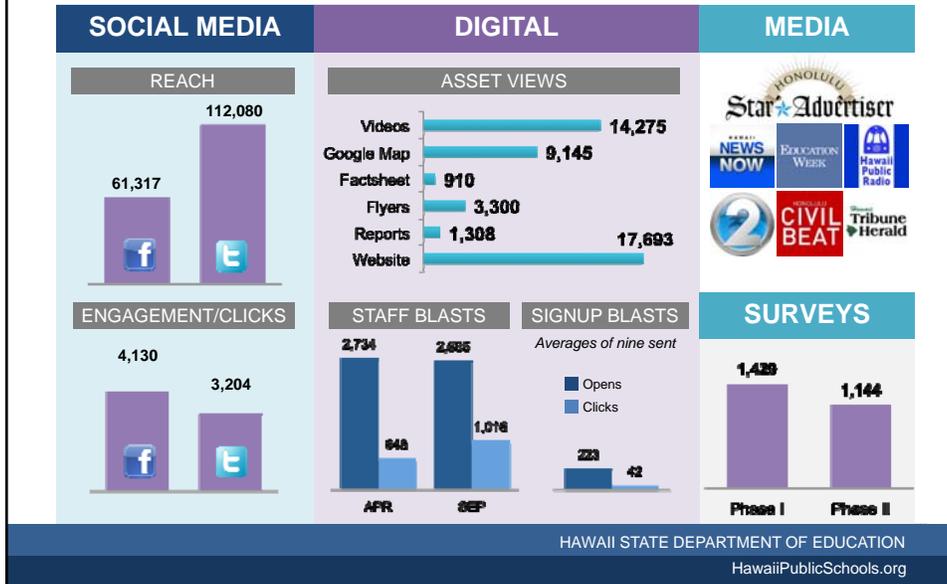
- Outreach Results
- Goals 2 and 3 Survey Results
- 2017-2020 Joint DOE/BOE Strategic Plan Draft
- Opportunity for Public Comment Details
- Timeline and Next Steps

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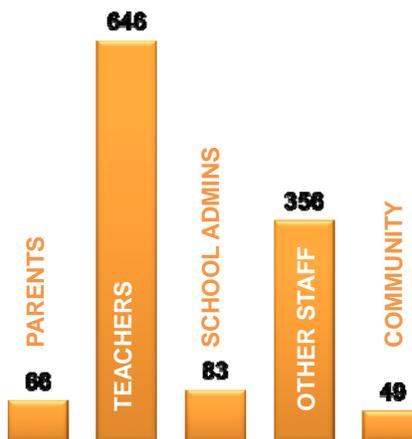


# Outreach results



# Goals 2 and 3 Survey

- Open 9/23 – 9/30.
- Targeted Department of Education staff at the school, complex, and state level.
- Open to the public through Strategic Plan page and eblast.
- Total Respondents: **1,144**
- 642 respondents said this was their first contribution to the Strategic Plan review and extension.



\*Respondents could select more than one role.



## Survey highlights: Goal 2

<b>Hawaii-Based Workforce</b>	<ul style="list-style-type: none"><li>• Focus efforts on developing and supporting teachers in Hawaii.</li><li>• “Home-grown” teachers will stay.</li><li>• Improve teacher workforce we currently have in Hawaii and reward commitment to the profession.</li><li>• Ensure teachers coming from the mainland are prepared for Hawaii’s culture.</li></ul>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>• Increase number of quality professional development opportunities, but cater to the specific needs of the teacher, school or complex (not “one size fits all”).</li></ul>
<b>Additional Time</b>	<ul style="list-style-type: none"><li>• Develop mechanisms to offer teachers more time, both before and during the school year.</li></ul>

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## Survey highlights: Goal 2

*Agreement with objective statements*



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## Survey highlights: Goal 3

<b>Funding for Schools and Facilities</b>	<ul style="list-style-type: none"> <li>• School facilities and aesthetics need priority funding, especially for schools with lesser legislative representation, to benefit students and the greater community.</li> <li>• Need WSF adjustments to increase funding for small and rural schools.</li> <li>• Air conditioning in classrooms will make a big difference for students and teacher working conditions.</li> </ul>
<b>Continued Outreach</b>	<ul style="list-style-type: none"> <li>• Pay attention to and continue community outreach – especially during implementation – transparency is good but also need to respond to feedback and take action.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Parent and family involvement is essential to students' education.</li> <li>• A diverse set of community partnerships (funding and other non-monetary resources) is a big help at the school level.</li> </ul>

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## Survey highlights: Goal 3

<b>Data</b>	<ul style="list-style-type: none"> <li>• There are a wide variety of perspectives on data, data teams, data systems, and data usage.</li> </ul>
<b>Class Size</b>	<ul style="list-style-type: none"> <li>• Smaller class will support student success.</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>• Collaboration, time, resources, flexibility, a positive organizational culture, and excellent personnel are necessary to support innovation.</li> <li>• Need specific strategies to support scaling.</li> <li>• Recognition of innovation will spur more successful innovation.</li> </ul>

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# Survey highlights: Goal 3

*Agreement with objective statements*



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# Goals 2 and 3 Survey

*Teacher salary was highlighted as a key issue, but is a matter of collective bargaining, not a strategic initiative*

## Increase Teacher Pay

- Successful recruitment and retention of teachers is heavily influenced by pay. Offering teachers a higher wage and adequate benefits will attract high quality personnel and will demonstrate respect and meaningful recognition.
- Incentivize hard-to-fill areas and positions, like SPED positions and positions in rural communities, to improve the pool of teacher applicants.

### **Future Action:**

**This information will be shared with the Governor's team.**

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# Draft Strategic Plan

**POSTED** — Oct. 12, 2016

## DRAFT: JOINT DEPARTMENT OF EDUCATION/BOARD OF EDUCATION STRATEGIC PLAN UPDATE 2017-2020

DRAFT 1 OVERVIEW AND PUBLIC COMMENT SURVEY

Public comment open through Oct. 31, 2016 at  
[<https://spark.adobe.com/page/MAGelnmpXBbcH/>]

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## How to participate

*We want to hear from you! Open through Oct. 31, 2016.*

- Link to the draft Strategic Plan:  
[<https://spark.adobe.com/page/MAGelnmpXBbcH/>]
- Read the introduction and review the draft.
- As you review, answer the public comment questions by clicking the links in the draft to give feedback.
  - Complex Thinker
  - Effective User of Technology

Public Comment Section 1

**Click the Public  
Comment  
Sections as  
you review.**

**VI: Goals, Objectives and  
Strategies for Achieving**

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# Public Comment Outreach

SURVEYS

Survey and Public Comment questions embedded in the draft of the 2017-2020 Joint DOE/BOE Strategic Plan.

DRAFT: JOINT DEPARTMENT OF EDUCATION/BOARD OF EDUCATION STRATEGIC PLAN UPDATE 2017-2020

DIGITAL

Promoting draft and public comment through memos and e-blasts to internal and external audiences.



SOCIAL MEDIA

Promoting draft and public comment period through HDOE Facebook and Twitter accounts.



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# Timeline

OCT

**10/18** Draft for BOE discussion

**10/22** BOE, Governor, and ESSA Team meet to discuss draft

**10/18-31** Public Comment Period on draft

NOV

Finalize Strategic Plan and align other implementation documents including: ESSA, biennium budget request, academic plans, priority strategies and initiatives

**11/15** Summary of Public Comment Period to BOE

**11/30** Post final draft of Strategic Plan on BOE website

DEC

**Present final draft to BOE (12/6)**



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# DRAFT: JOINT DEPARTMENT OF EDUCATION/BOARD OF EDUCATION STRATEGIC PLAN UPDATE 2017-2020

DRAFT 1 OVERVIEW AND PUBLIC COMMENT SURVEY

As you review the draft section of the Strategic Plan below, please participate in the Public Comment period through October 31, 2016 by clicking the "Public Comment Section" buttons throughout the draft to provide input. There are six Public Comment Sections in all.

At the end of the draft, please review the "About This Draft" section to provide you with context for the update of the Strategic Plan. You can also learn more on the [Strategic Plan page](#) of the Hawaii Department of Education's (DOE) website.

Mahalo for your feedback as we work to finalize the plan for presentation to the Board of Education (BOE) on December 6, 2016.



## JOINT DEPARTMENT OF EDUCATION/BOARD OF EDUCATION STRATEGIC PLAN UPDATE, 2017-2020

DRAFT

### I. Our Journey

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Over the past decade, sweeping changes have occurred in our state, country, and world with many changes also in public education locally, nationally, and globally. Public education in Hawaii has maintained a steady trajectory of increased achievement, and students have progressed academically within this shifting education landscape. A decade ago, Hawaii needed to make significant changes to how the state supported and educated our keiki. At that time, Hawaii's public education system was ranked among the bottom five states in the nation. The sobering reality — and what it meant for Hawaii's youth and communities — required the BOE and DOE to take stock of the urgent challenges and undeniable strengths that would help our schools set the right course. In 2004, the Legislature passed [Act 51](#), the “Reinventing Education Act of 2004,” which included significant reforms such as empowering schools through school-based budgeting using a Weighted Student Formula, reducing bureaucracy, and establishing a principal academy, principal performance contract, and reporting and accountability requirements for schools.

Since the BOE adopted the current Strategic Plan in 2012, the efforts to improve education have been numerous and intensive.

- Public school educators statewide learned about the Hawaii Common Core Standards in English Language Arts/Literacy and Mathematics and shifted their lessons and teaching to address these new, more rigorous standards which are shared with 41 other states, Washington, D.C., four territories, and the Department of Defense Education Activity (DoDEA).
- Starting with the graduating class of 2016, students also met higher standards to graduate. Schools pursued innovations such as school gardens, promotion of social-emotional learning and mindfulness, high quality career academies, and partnerships with the University of Hawaii (UH) for high school students to take college courses and earn college credits.
- DOE developed new infrastructure to support student learning. New assessments were used to measure students' progress to meet the higher expectations, compare our progress with other states, and communicate high school graduates' readiness for UH community colleges and four-year universities, as well as other colleges in the nation. New tests were also developed in the Hawaiian language to assess progress of our Kaiapuni Hawaiian immersion students so they could be tested in the language of instruction.
- The Strive HI Performance System introduced new ways — beyond proficiency on reading and mathematics tests — to measure school performance.
- Supports for beginning teachers were established systematically across the state through induction and mentoring programs.
- Using data to inform planning and instruction became commonplace through training, implementing “data team” structures for professional conversations about student learning, and providing new tools that provide more real-time student data to inform supports for students. Our staff were also evaluated more rigorously through the Superintendent's evaluation, including expectations about addressing equity in achievement for all of our student groups, including student outcome data as a component of principals' performance evaluation, and teachers moving from being evaluated once every five years to annual evaluations and professional conversations with their administrators based on their students' learning and growth and more in-depth evidence of their practice.

The past four years have brought a lot of initiatives and required our educators to learn many new things and encouraged our leaders to manage significant changes. Our courageous teachers and leaders persisted despite challenges presented by the changes and the driving need to improve educational outcomes for students and the community despite budget reductions, labor strife, and significantly higher rates of economically disadvantaged students. Through continuous improvement processes, the DOE has evaluated the new programs and expectations and, with feedback from educators and review of data, made changes to continue effective initiatives, make improvements, or stop ineffective or unnecessary efforts.

Creativity, professionalism, and determination of our leaders and educators, collaboration with community partners, \$75 million of federal Race to the Top grant funding, and resilience of our students developed the capacity that is foundational for improvement and resulted in increases in student achievement on multiple measures. The outcome has been positive for our students and community. Hawaii was one of two states to lead the nation in overall gains in math and reading proficiency over

the last 10 years; in 2015, the U.S. Chamber of Commerce [recognized](#) Hawaii for this accomplishment. Our students made these gains on the National Assessment of Educational Progress (NAEP) exam during a time when the national average stagnated. The “leading” indicators of student outcomes have also improved. Fewer elementary students are chronically absent, providing a stronger foundation for learning.

There is also significant momentum around college readiness. As of 2016, more of our graduates are prepared to succeed in higher education beyond high school compared with 2012:

- Advanced Placement: 34% increase in exam taking and 29% increase of all juniors and seniors earning a 3 or better on the exam;
- Dual Credit: 57% increase in courses taken and 11% earning college credits before graduation; and
- College Enrollment: 12% increase in graduates enrolling in a two- or four-year college or a trade or vocational school immediately after high school (graduating Class of 2015 vs. Class of 2009) and nearly a one-third reduction of UH community college enrollees who are taking remedial or developmental courses.

Momentum in increasing college readiness is important since 90% of public school juniors have reported that they want to earn a four-year college degree or professional or graduate degree in their lifetime.

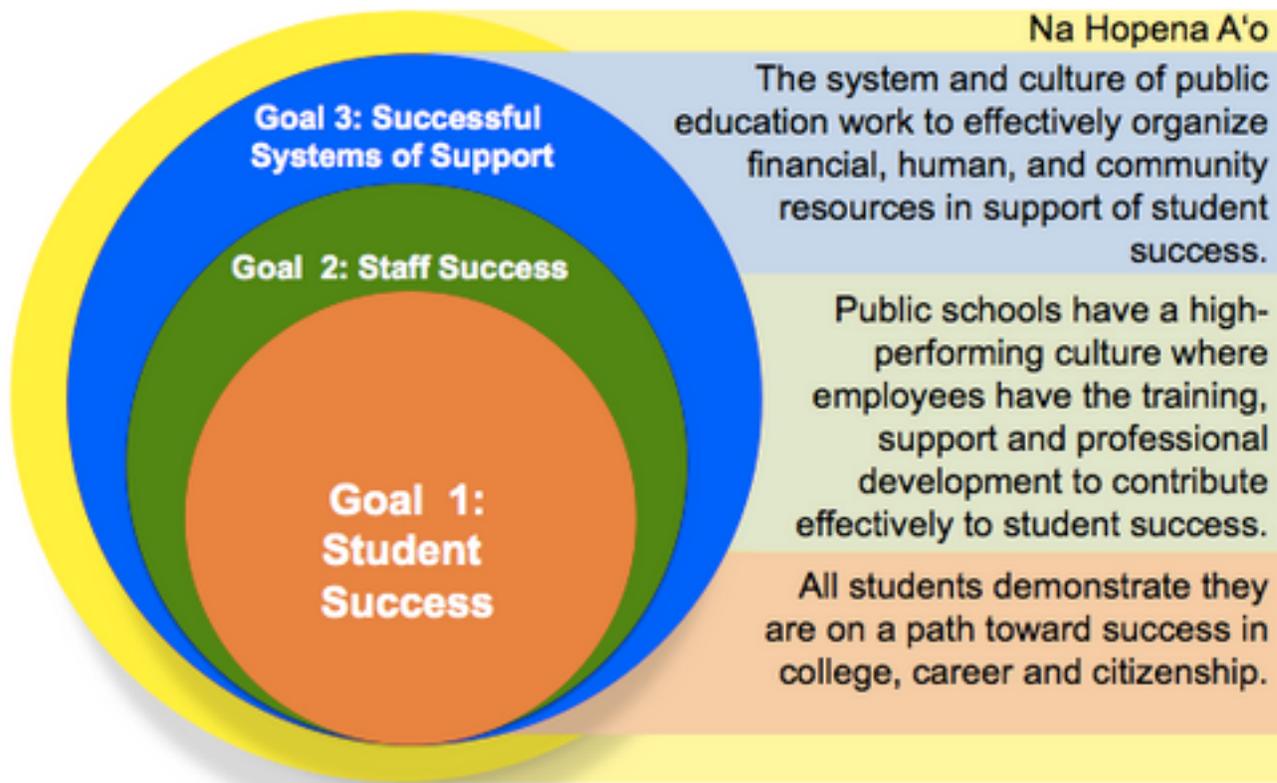


### Our Promise: The Next Leg of Our Journey

Hawaii is no longer one of the bottom achieving states, having moved solidly into the middle of the pack. However positive, the pace of improvement needs to be accelerated since too many students and schools still struggle to demonstrate proficiency in critical building blocks of learning. Hawaii, like many states, continues to struggle with a large “achievement gap” that separates high-needs students from their non-high-needs peers; in fact, since a majority of Hawaii’s students are now high-needs, increasing overall achievement is dependent upon our high-needs students’ improvement.

The 2017-2020 update of the Strategic Plan must build upon our stronger foundation to achieve excellence and equity for all students. We must be steadfast in pursuing our mission to develop our students so that each student, each graduate is prepared to succeed in their post-high school pursuits of their careers, postsecondary education and training, and contributing to our community. In this way, public K-12 education contributes toward achieving the statewide [“55 by ‘25” goal](#) that 55% of Hawaii’s adults have a college degree by 2025.

Based on all the lessons learned on this journey to date, the Joint DOE/BOE Strategic Plan will continue to focus all resources on the primary goal of student success, and in supporting full implementation of the DOE Vision and Mission, and System-wide Values for all of our students.



Goal Structure

## II. DOE Vision

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

## III. DOE Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

## IV. System-Wide Values and Organizational Culture

We believe that our special island home prepares us to lead globally. Our unique values, sense of place, and strong community are all increasingly important here and around the world. [Nā Hopena A'o, or HĀ](#), are values grounded in Hawaii that apply to leaders and learners at all levels of our statewide school system. In all aspects of our organization, from the classroom, school, complex area, and state offices, we aim to model the skills, mindsets, and values that are important for students and their communities. No matter where the future takes our students, they will be better prepared for life after high school. These values include a Strengthened Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai'i (sense of place).



# Nā Hopena A'ō Statements **HĀ: BREATH**



\* Source: Puku'i, M. (1983). 'Ōlelo No'eau Hawaiian Proverbs & Poetical Sayings. Honolulu, Hawaii: Bishop Museum Press.

[HĀ](#) also helps to reinforce and strengthen the existing DOE General Learner Outcomes (GLOs) for students. The Hawaii P-20 Career Ready Studies in 2007 and 2012 emphasized how such “soft skills” (also called “employability skills”) as demonstrated by the GLOs are highly valued by local employers, mirroring a national trend.

General Learner Outcomes:

- Self-directed Learner
- Community Contributor
- Complex Thinker
- Quality Producer
- Effective Communicator
- Effective and Ethical User of Technology

V. Student Goals and Aspirations



BOE policy establishes a vision of a Hawaii public school graduate stating that all Hawaii public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers.

As we began the process of updating the Strategic Plan, we turned to the community to better understand student goals and aspirations. This began with an extensive statewide listening tour that included 108 focus groups and an online survey that included over 2400 participants. In our surveys, listening tour, and community meetings, participants considered supports for struggling students as well as academically successful students. This provided much common ground for community-based definitions of student success. Students are:

- Giving back to the community, environment, and world;
- Discovering and pursuing their passions so they can reach their full potential;
- Demonstrating strong academic and life skills (General Learner Outcomes), and showing an ability to think critically, solve problems, and apply knowledge to new situations or contexts;
- Being prepared for life after high school, including setting clear goals and developing a short-term and long-term engagement in learning;
- Exhibiting strength, confidence, and resilience in their everyday lives, and being generally healthy and happy; and
- Gaining a strong sense of cultural understanding and appreciation for Hawaii.

These definitions have been critical in working with our educators, leaders, students, families, and community members to update our objectives for the Strategic Plan. While the three goals of Student Success, Staff Success, and Successful Systems of Support remain consistent in this updated Strategic Plan, objectives and strategies now support this broader understanding of “Student Success.”

[Public Comment Section 1](#)

**VI. Goals, Objectives and Strategies for Achieving Student Outcomes**

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As we work together to fulfill the community mandate for supporting student success, we know that closing our state’s achievement gap and achieving equity will require expanded resources, both in terms of funding for public schools, and increased and focused community contributions and partnerships. Supporting all students will mean addressing equity in our DOE systems of support as well, including teacher preparation, placement and professional development, student access to specialists, trained career counselors, and high quality facilities. To help schools and complex areas implement the goals and objectives below, the BOE and DOE will therefore focus statewide support on a small number of strategic initiatives that will close the achievement gap and support attainment of Strategic Plan goals and objectives.

**Goal 1 - Student Success: All students demonstrate they are on a path toward success in college, career, and citizenship.**



**Objective 1. Empowered: All students are empowered in their learning to set and achieve their aspirations for the future.**

*Students' learning opportunities expand their horizons about a range of topics, solutions, and possibilities for their education and their future. Students develop personalized plans for their future based on their interests and informed by their learning opportunities. Students are engaged in learning that is relevant and builds on their strengths to motivate lifelong learning. Students' voice and curiosity are nurtured and prepare them to have and exercise choices about their learning and future. Students prepare for life after high school, including a career and postsecondary education and training options, so that they will contribute to their families and community.*

1. Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student voice. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions that address challenges of our islands and the world.
2. Increase student access to quality career exploration and planning skills. Students graduate from high school with the abilities, habits, and knowledge to set and achieve their short-term and long-term career and community goals.
3. Ensure students are equipped with the knowledge and skills to set and achieve their postsecondary education goals. Throughout their K-12 education experience, students explore, plan, and prepare so that they graduate from high school ready to enroll in and complete the postsecondary education or training programs of their choice.

**Objective 2. Whole Child: All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.**

*Students' basic physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students' well-being and health increases readiness to learn. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.*

1. Provide students with learning environments that are caring, safe, and supportive of high-quality learning.
2. Address students' physical, mental, and social-emotional health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.
3. Cultivate a school environment where attendance is valued, encouraged, and supported.

**Objective 3. Well-Rounded: All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.**

*In response to the federal No Child Left Behind's test-based school accountability, some educators and schools focused curriculum and instruction too narrowly on reading and mathematics. All students should experience a standards-based education that is rigorous, well-rounded, covers a variety of academic subject areas so that students can experience the interdisciplinary nature of education, and develop foundational knowledge and skills necessary to have a "breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry... (that) inspire(s) and meet(s) the needs, interests, and abilities of all students." It includes balanced assessments to inform planning and validate progress.*

1. Provide students of all backgrounds and ages with a challenging and quality standards-based education in all subject areas.
2. Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward readiness for success in college, career, and community.

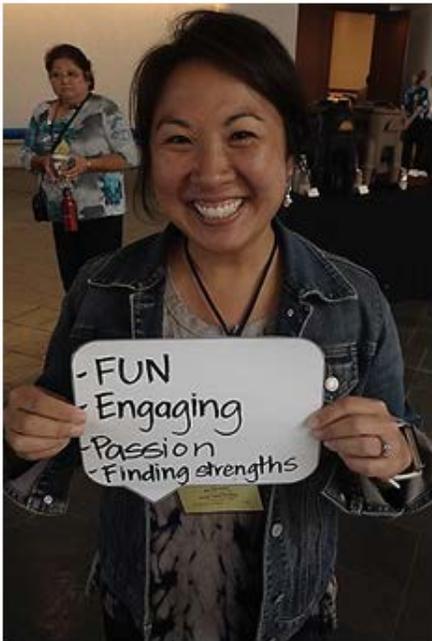
**Objective 4. Prepared and Resilient: All students transition successfully throughout their educational experiences.**

*Students who feel connected to school are more likely to engage and to learn. Students' transitions between schools — whether advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness. Schools' planning intentionally to support students' transitions can make a big difference in student success.*

1. Identify and address student strengths and challenges early so that students transition into early elementary grades ready to learn and with a cognitive foundation for reading.
2. Support students' transition in adolescence (Grades 5-10) through school practices, counseling, and research-based experiences that advance their total well-being in school so they can stay on course with their learning goals.
3. Create innovative learning options to earn a high school diploma.
4. Support student transitions, both for students that are transitioning between grade levels or transferring to a new school.
5. Ensure that every high school graduate or completer has an identified next step after high school that is aligned with their future aspirations.

[Public Comment Section 2](#)

Goal 2 - Staff Success: Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.



**Objective 1. Focused Professional Development: Develop and grow employees to support student success and continuous improvement.**

*Education is a “people business,” and research and our own experiences confirm that competent, committed teachers are the greatest influence on student achievement beyond students’ families. Supporting the development of teachers’ professional and collegial practice so that teachers are successful in the classroom is our greatest investment and primary strategy to retain teachers. When teachers excel, students thrive.*

1. Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners, special education inclusion, quality classroom assessments).
2. Increase consistency of all students having a caring teacher who provides quality instruction that meets their needs and enables them to progress toward becoming ready for college, career, and community.
3. Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices with all students, specifically around special education inclusion.
4. Strengthen the principal and educational leader development pipeline to support shared and effective leadership.
5. Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders).

**Objective 2. Expanded Professional Pipeline: Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success goals and objectives.**

*Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early in education as a profession and higher education institutions and community organizations to support training programs and to promote the teaching profession. There will be an emphasis on developing partnerships that produce Hawaii-connected educators, whether specific to a geographic region in the state, Hawaii-based educator preparation programs, or Hawaii-connected teachers, as locally connected teachers are more likely to be retained.*

1. Partner effectively with local educator preparation programs to develop qualities and competencies that facilitate Goal 1 Student Success objectives. Educator preparation programs include teacher certification programs and schools’ career pathways programs to develop future teachers.
2. Partner with appropriate organizations to develop programs to fill gaps in preparing full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors).
3. Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service.

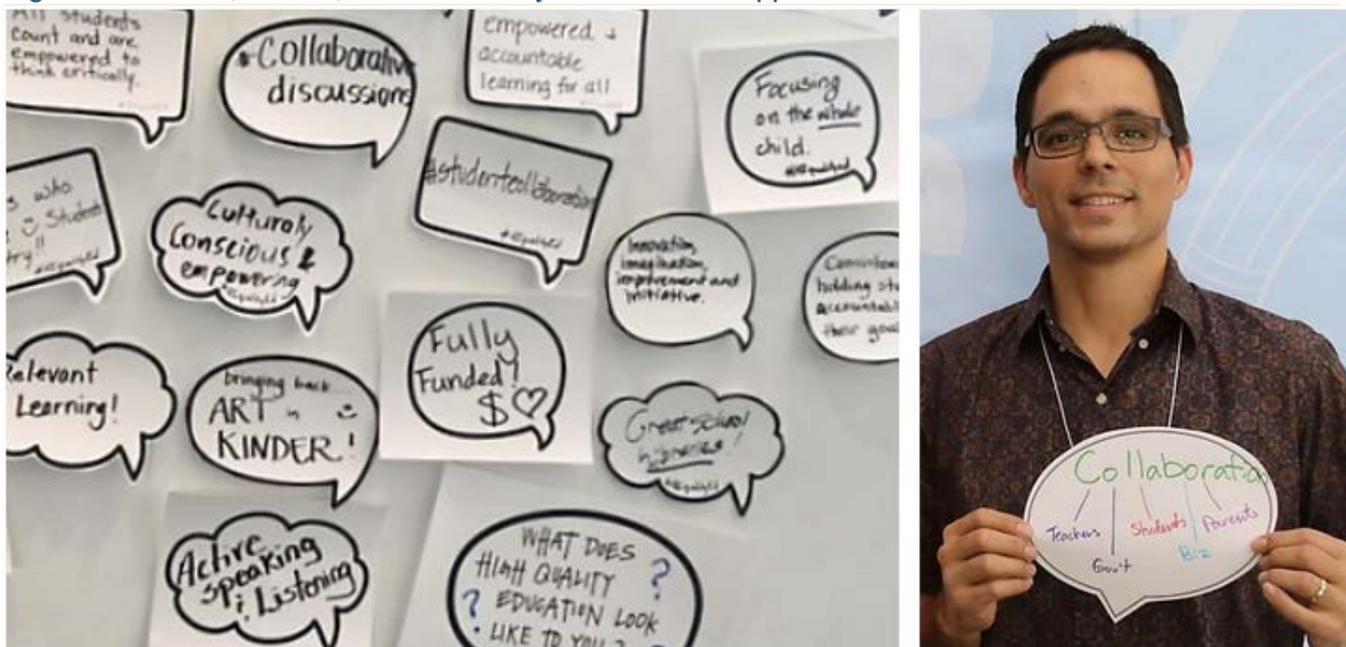
**Objective 3. Timely Recruitment and Placement: Timely recruitment and placement of applicants to better serve all students by addressing equity and achievement gaps.**

*Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs of every school.*

1. Implement targeted efforts to recruit and place educators for specialized assignments and high demand skills and abilities (e.g., special education, secondary science, career-technical education, deaf, Hawaiian language, multilingual).
2. Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year.

[Public Comment Section 3](#)

Goal 3 – Successful Systems of Support: The system and culture of public schools work to effectively organize financial, human, and community resources in support of student success.



**Objective 1. Expanded Resources: Secure adequate resources to support school and community-based plans for student success.**

*Analyses of Hawaii’s school funding repeatedly find that resources are distributed equitably but are inadequate. Public education funding has not maintained pace with inflation, and public education has endured budget cuts and restrictions which has required education leaders to maximize available resources and prioritize choices. Additional resources are needed to achieve the goals of this Strategic Plan for all students. Resources include funding as well as partnerships.*

1. Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, partnerships with state agencies).
2. Engage with families and communities to access relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, and partnerships).
3. Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding and weighted student formula).

**Objective 2. Efficient and Transparent Supports: Increase efficiency and transparency of instructional and operational supports to support schools and student learning while stewarding public education resources.**

*Public education’s human, social, community, and financial resources must support student learning. Operational supports will be efficient and transparent to provide a system of support with a high level of service and accountability.*

1. Enhance support for development, implementation, and reporting of school academic and financial plans.
2. Provide timely and user friendly data to support strategic decision-making and accountability for Student Success.
3. Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.
4. Strengthen culture of continuous improvement to provide efficient transactions and operations.
5. Improve communication within the DOE and with the community to promote understanding and engagement of stakeholders.

**Objective 3. Innovation: Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.**

*Meeting the challenges of our students, communities, and world for today and tomorrow requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawaii public schools will foster innovation which includes learning from our charter schools which were established as innovation labs. Supporting innovation includes methodologies selected by schools such as design thinking, promoting bright spots where innovations have succeeded, learning from innovations to make system changes, and also providing opportunities for risk taking that also consider consequences of failure for our students and boundaries established by law and collective bargaining agreements.*

1. Identify and scale local public education **“Bright Spots”** (successful practices) through existing professional networks to best support Strategic Plan objectives.
2. Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, positive organizational culture and excellent personnel, and recognition).

[Public Comment Section 4](#)

VII. Strategic Plan Scorecard

To measure progress on the Strategic Plan, the BOE and DOE commit to regular reporting on key statewide indicators that represent progress of public education statewide. Other important indicators will be measured and reported to assess implementation of plans whether for business operations or strategic initiatives and to report on school progress. These “Top 10” indicators represent the health of public education and will be reported at least annually on Status, Progress, and Equity.



Progress targets will be set in Fall 2017. Recommendations will be made by the [Hawaii P-20 Council](#) which established the 55 by '25 goal in 2007. Equity targets will reflect advancement for “high needs” student groups (English Learners, economically disadvantaged, and students receiving special education services) as well as students in challenging locales (e.g., rural schools). Analysis of appropriate equity targets will be completed in Fall 2016.

Statewide Indicators

1. CHRONIC ABSENTEEISM

*The percentage of students absent 15 days or more during the school year.*

*Chronic absenteeism is a powerful predictor of student success, even accounting for other factors like poverty, previous performance, and disadvantage. Students need to be in school to benefit from educational opportunities and because the habit of “showing up” is an important life skill.*

<i>Current Status &amp; Progress</i>	<i>Equity</i>
2015-16 school year: <ul style="list-style-type: none"> <li>• Elementary: 13% of students</li> <li>• Middle: 14% of students</li> <li>• High: 19% of students</li> </ul>	Candidates for equity measures: ethnicity and high needs student groups.

[Learn More About Chronic Absenteeism](#)

2. STUDENTS’ PERSPECTIVES ON SCHOOL CLIMATE

*Measured via a survey such as Tripod or School Quality Survey.*

*Our community engagement revealed that a positive school climate is highly valued support for student success.*

*The “tripod” in the Tripod Project refers to three “legs” of quality teaching: content, pedagogy and relationships. This model emphasizes the importance of teachers’ content knowledge and pedagogic skills and their capacity to form and sustain effective student-teacher relationships. The model’s premise is that students will engage more deeply and learn more effectively when they perceive (or experience) all three legs are strong.*

*The School Quality Survey (SQS) is a DOE-administered survey that asks students, parents, teachers, administrative and office staff, and instructional support staff for their opinions of school quality. Schools may find the survey results useful for school planning, improvement, and other purposes. The SQS is administered to DOE students in grades 4, 5, 7, 8, 9, and 11.*

[Learn More About Tripod](#)

[Learn More About SQS](#)

### 3. 3RD GRADE LITERACY

*Measured by Smarter Balanced Assessment-SBA-Reading Claim or Lexile Levels.*

*Students’ reading level at grade level by 3rd grade is a significant predictor of student success because it establishes a foundation for future learning.*

<b>Current Status &amp; Progress</b>	<b>Equity</b>
2015-16: 49% of 3rd graders met or exceeded the reading standard as measured by Smarter Balanced Assessment	Candidates for equity measures: ethnicity and high needs student groups.

[Data Sample](#)

### 4. 9TH GRADE ON-TRACK

*Using Hawaii data, DOE is developing an indicator that reflects whether a 9th grader is “on track”.*

*Across the nation, districts and university partnerships are investigating the possible indicators that best predict likelihood of graduation. Educational research shows that students who are on track in 9th grade are more likely to graduate. As we develop this indicator, we are incorporating Hawai’i data to address the unique attributes, successes, and challenges of Hawai’i’s students in order to best characterize what it means to be “on-track” to graduate in our state. Schools have already been tracking progress of high school freshman based on attendance, grades and behavior.*

<b>Current Status &amp; Progress</b>	<b>Equity</b>
Measure to be determined in Spring 2017	Candidates for equity measures: ethnicity, high needs student groups, high schools with lower graduation rates.

[Learn More About On-Track](#)

5. ACHIEVEMENT SCORES

*The Smarter Balanced Assessment is used to assess math and reading statewide in grades 3-8 and 11. The test aims to measure whether students are "on track" for readiness in college and/or career. The test allows us to look at progress statewide, overall achievement, to understand the achievement gap that exists in the state for our high needs students so that we can better support their education.*

<i>Current Status &amp; Progress</i>	<i>Equity</i>
2015-16, % of tested students who met or exceeded achievement standard: <ul style="list-style-type: none"> <li>• <i>English Language Arts: 51%</i></li> <li>• <i>Mathematics: 42%</i></li> </ul>	Candidates for equity: ethnicity and high needs student groups.  Gap in percent of students meeting achievement standard on Smarter Balanced Assessment, "high needs" group vs. not high needs group, 2016: <ul style="list-style-type: none"> <li>• <i>English Language Arts: 32 points</i></li> <li>• <i>Mathematics: 29 points</i></li> </ul>

[Data Sample](#)

[Learn More About SBA](#)

6. HIGH SCHOOL GRADUATION RATE

*Percentage of students who earn a high school diploma "on-time" in four years. Hawaii uses the federal Adjusted Cohort Graduation Rate methodology to calculate graduation rates. The aspiration for all students is that they graduate from high school on-time, prepared for any postsecondary pursuit.*

<i>Current Status &amp; Progress</i>	<i>Equity</i>
Class of 2015: 82%	Candidates for equity measures: ethnicity and high needs student groups.

**7. CAREER AND TECHNICAL EDUCATION (CTE) CONCENTRATOR RATE**

*The percentage of high school seniors completing a CTE program of study.*

*Participation in CTE programs is one of many ways students are gaining employability skills and knowledge in our public schools that students can use whether they go directly into the workforce after high school, continue their education through postsecondary education, or pursue higher education and employment simultaneously.*

<i>Current Status &amp; Progress</i>	<i>Equity</i>
Class of 2014: 31% Class of 2015: 35% Class of 2016: 38%	Candidate measures for equity: ethnicity, high needs student groups, gender.

[Data Sample](#)

[Learn More About CTE](#)

**8. COLLEGE GOING RATE**

*The percentage of high school completers who enroll in postsecondary education during the Fall following high school graduation (“first fall”).*

*This includes 4-year and 2-year colleges and technical trade schools. Information about postsecondary outcomes of students provides feedback to Hawaii’s schools on how students fare after they leave our K-12 system.*

<i>Current Status &amp; Progress</i>	<i>Equity</i>
Class of 2015: 56%	Candidate measures for equity measures: ethnicity and high needs student groups.  Gap between first fall college going rate for economically disadvantaged students vs. non-economically disadvantaged students, Class of 2015: 19 points

[Data Sample](#)

[Learn More About College Going](#)

**9. TEACHER POSITIONS FILLED ON FIRST DAY OF SCHOOL**

*The percentage of teacher positions filled by the first day of school each school year. Schools across the state continue to struggle with transiency of qualified teachers, particularly at the start of the school year.*

<i>Current Status &amp; Progress</i>	<i>Equity</i>
Teacher Positions filled at the start of the 2014-15 SY: 96.7% 2015-16 SY: 96.4% 2016-17 SY: 96.0%  *Data updated 10/18/2016	Candidate measures for equity measures: hard-to-fill positions (SPED, ELL teachers) and positions in small, rural communities  Special Education Teacher Positions filled at the start of the 2014-15 SY: 93.4% 2015-16 SY: 92.7% 2016-17 SY: 93.1%  *Data updated 10/18/2016

**10. REPAIR AND MAINTENANCE BACKLOG**

*The repair and maintenance backlog is the list of unfunded or deferred major repair and maintenance projects for schools and other DOE facilities. Projects in the backlog include infrastructure, hazardous material removal, health & safety, and structural improvements. Reducing the “R&M” backlog provides students and employees with functional facilities that provide positive learning environments for students.*

<i>Current Status &amp; Progress</i>	<i>Equity</i>
Fiscal Year 2016: \$279 million	Candidate measures for equity measures: Neighbor Island schools, older schools

[Data Sample](#)

[Learn More About R&M](#)

[Public Comment Section 5](#)

**VIII. Implementation**

The Strategic Plan sets both aspirational goals and outcomes for our state, and concrete statewide indicators and targets for growth in Student Success, Staff Success, and Successful Systems of Support. We strive to reach the right balance in standards and supports for all students. In doing so, we focus on equity and closing the achievement gap that continues to separate students from equal opportunity and outcomes.

The Strategic Plan only matters for students to the extent that its goals and objectives influence the educational opportunities and outcomes for all public school students. There is flexibility in how schools and complex areas develop their operational plans to meet statewide goals, because each community has different strengths, challenges, priorities, and resources. Schools, classrooms, complex areas and communities also have diverse perspectives about how to define and measure success. As schools and complex areas align their operational, academic and financial plans to the updated Strategic Plan, they will be implementing statewide standards while setting customized goals that are meaningful to their school and region.

Each DOE school develops an Academic and Financial Plan to achieve statewide goals based on the strengths and needs of their students and community, supplemented by community-specific resources and aspirations. Each school's plans are reviewed by its School Community Council and approved by the Complex Area Superintendent. Each charter school's plan is approved by its local governing board within the context of each school's performance contract, which is approved by the Hawaii State Public Charter School Commission.

Support for school-level implementation is primarily provided by the complex area leaders. Many complexes, which include all schools leading to a high school, share common objectives and strategies to provide a seamless experience for students and ensure transitions that are smooth between the grade levels and even between schools when students often transfer among schools within a complex. Complex area implementation plans support school plans within the region.

At the state level, there will be implementation plans at two levels: operational plans and delivery plans. Operational plans support efficient and transparent operations of our public schools. These will be developed and monitored by state leaders and reviewed by the BOE. Delivery plans focus on strategic initiatives to provide support for innovations and new efforts to advance the Strategic Plan. Examples of candidates for strategic initiatives are special education inclusion, K-12 career readiness, expansion of [Hawaii Keiki](#) for student health, and supports for student attendance.

Updated role agreements will be developed between schools, complex areas, and the state office as we move into the next leg of our journey. This will allow us to maintain some shared expectations for all schools and students, while supporting diverse approaches and additional community-based objectives for students by increasing the share of resources overseen by principals and local School Community Councils.

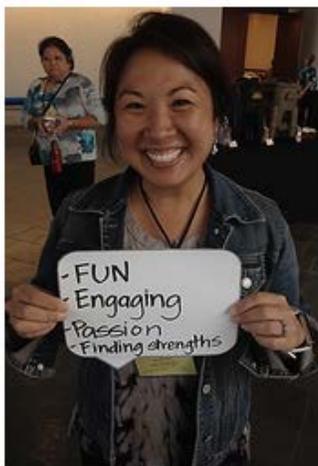
[Public Comment Section 6](#)

## ABOUT THIS DRAFT

### *What has the public process been for updating the Joint DOE/BOE Strategic Plan?*

In 2012, the Board of Education (BOE) approved the Department of Education’s (DOE) Strategic Plan update. This was the first time that the BOE--newly reorganized as a gubernatorially appointed board--and DOE unified behind a shared effort and plan to align resources at every level of our state’s education system behind goals and outcomes for student success. After four years of implementation and progress, in January 2016, the BOE charged the DOE to review and extend the strategic plan to consider our progress to date and update our strategies to achieve our goals for our students through 2020.

Achieving our strategic goals for public education requires our entire community’s commitment. Meeting our students’ needs and enabling them to achieve their aspirations requires students, families, educators and the community--including the BOE, DOE and Governor--to work together in supporting our students. Also, the outcome of public education--the readiness of our graduates to reach their dreams and contribute to their families and the community--impacts the entire community and the future of our state. With this in mind, following the BOE’s January commitment to update the strategic plan, the BOE and DOE embarked on an in-depth process to review and extend the strategic plan. The process included conversations with thousands of education stakeholders--students, parents, educators, community partners, elected officials, employers, and higher education--as well as analysis of progress, data, and research. The process engaged the community in reflecting on progress made, stubborn challenges, lessons learned, and new approaches that are needed to support achieving our goals for Hawaii’s children and for our island home.



The BOE and DOE’s planning also takes advantage of new flexibilities in the federal education law, the Every Student Succeeds Act (ESSA), which Hawaii-born President Barack Obama signed into law in December 2015. ESSA replaces No Child Left Behind in providing federal funding and requirements for K-12 education.



In late April, Governor David Ige convened an “ESSA Team” which is focused on creating a “blueprint” for education. The blueprint is intended to be a long term vision, which is not time-bound and has a broad view of education--including early childhood, higher education and labor--and the full range of state government in supporting education. The combined efforts of the Governor, BOE, and DOE provided unprecedented opportunities for public conversation about education. Multiple rounds of meetings held throughout the state by both the BOE and Governor’s ESSA Team engaged thousands of residents in discussions with the efforts complementing one another with the BOE and DOE’s meetings focusing on developing a near-term action plan for public education and the Governor’s ESSA Team focusing on a long-term blueprint that is visionary and aspirational.



This strategic plan draft reflects extensive feedback from the community, voices of our students, and the reflection and direction of our educators and education leaders who participated in the planning processes. Education stakeholders’ participation in developing this draft occurred in two phases: reflecting on and defining student success (Phase 1) and supporting student success objectives (Phase 2).



Community input into this updated Strategic Plan to date includes:

*PHASE I: APRIL-JUNE 2016*

REFLECTING ON AND DEFINING STUDENT SUCCESS

- Online survey (1,429 responses).
- 108 diverse statewide focus groups with an estimated 1,201 participants ([see map](#)).
- View Phase I Community Outreach report: [PRINT](#) | [DIGITAL](#).
- Additionally, meetings with educators and other community stakeholders.



Map of Focus Group Locations

PHASE II: JULY-SEPTEMBER 2016

- In August and September, attendees at public BOE community meetings across the state worked in teams to propose or revise strategies designed to support draft Goal 1: Student Success. Approximately 380 participants reviewed Goal 1 objectives for student success informed by Phase I outreach, and offered suggestions for improvement and action needed to achieve the objectives. [Click here](#) for list of meetings with links to Facebook galleries.
- DOE’s educational leaders provided feedback on Goal 1 objectives at the back to school Educational Leadership Institute.
- Over 100 students shared their ideas for redesigning their education to meet their needs at a Design Thinking workshop on August 6, 2016, that was organized by Adult Friends for Youth and Oceanit. [Click here](#) for a video from the event.
- A DOE-wide survey to gather educator and staff input on Goal 2--Staff Success and Goal 3--Successful Systems of Support (1,144 responses).
- Other stakeholder meetings.



[Summary of Phase I and Phase II Community Input](#)

[DOE Strategic Plan Update Webpage](#)

Community input informing the strategic plan draft also included regular updates from the the Governor’s ESSA Team and discussions with the Governor and his ESSA Team. While development of the Governor’s blueprint is still ongoing, the DOE/BOE community engagement and the Governor’s ESSA community engagement reflected similar findings in terms of community input and priorities and compatible ideas about desires and direction for public education. [Click here](#) for updates on their progress.

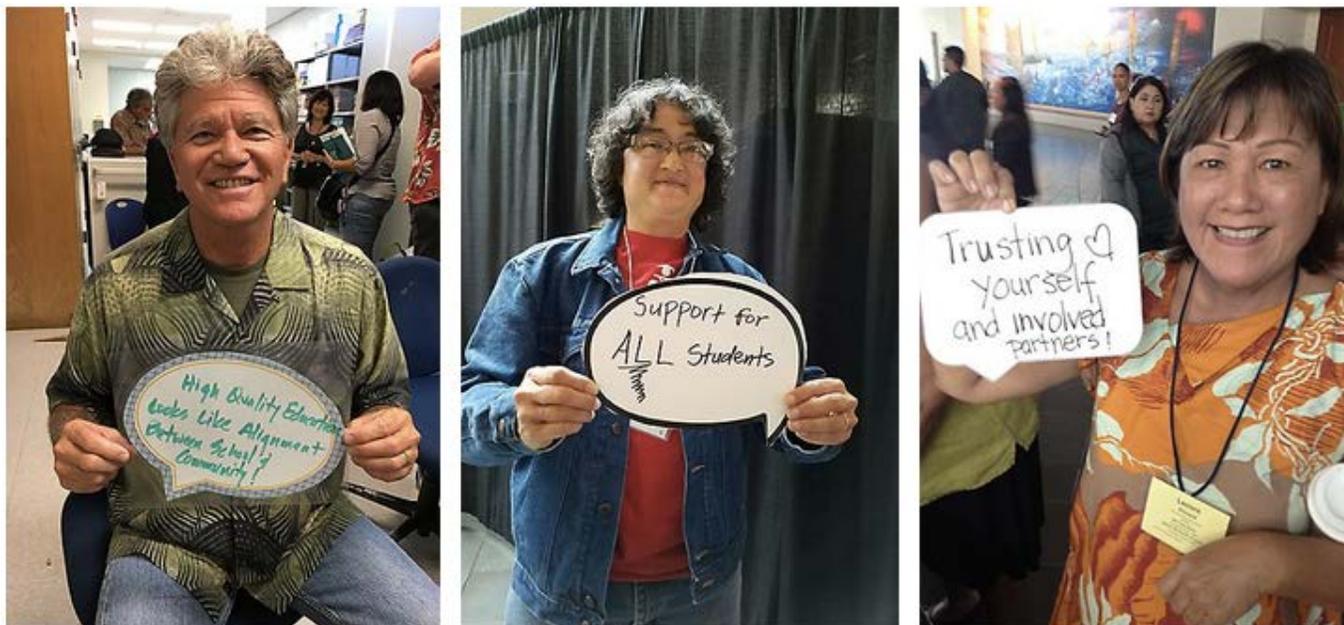
*What is the role of the Strategic Plan?*

The Strategic Plan is the BOE and DOE’s shared agreement about priorities for public education. It is a compact between the BOE and DOE and with the community about public education’s goals and the statement about the investments in public education necessary to achieve the goals. Every student, school, and community is unique with its own strengths, aspirations, assets, and challenges; everyone is currently at a different place, but the strategic plan describes shared expectations for every child and across Hawaii’s nearly 300 public schools, including our public charter schools.



Select areas of focus and related actions to implement the strategic plan will be shared statewide, but most actions will be locally determined in our school communities. Just as our teachers are entrusted daily to use their professional judgment to meet the needs of the students in their classroom, so too are schools and communities entrusted with the responsibility to focus their efforts based on their strengths and needs within the framework of the strategic plan. The strategic plan provides a common foundation of expectations and supports. Some schools may aspire to achieve the strategic plan’s student success objectives while other schools may have already substantially achieved the objectives and are encouraged to exceed the shared objectives to further advance success for their students and to share their learning with others.

The BOE and DOE will align investments and processes to achieve strategic plan goals. The plan will inform DOE state offices, complex, and schools’ planning, our state’s ESSA plan for federal education funding, education budget requests to the legislature, priorities for initiatives, focus of performance management and continuous improvement, and other policies and practices. Achieving the goals and objectives for all of Hawaii’s students requires complementary actions at schools, complex areas, and state offices in partnership with families, the community, and state government.



*What are the next steps toward finalizing the Strategic Plan?*

The BOE and DOE invite the community to provide feedback on this draft of the Joint DOE/BOE Strategic Plan Update (2017-2020). We encourage the community to review the draft plan and provide feedback through the Public Comment sections throughout this draft. A hard copy of the draft plan and feedback form are also available for those who do not have online access. Contact [StrategicPlan@notes.k12.hi.us](mailto:StrategicPlan@notes.k12.hi.us) or the Board of Education office for assistance. [Click here](#) for BOE Office contact information.

The opportunity for review and comment is October 13 through October 31.

During the community comment period, Governor Ige and BOE members will also meet to discuss the draft to provide feedback.

The final plan will be presented to the BOE at its December 6, 2016, meeting.

Stay updated on the Joint DOE/BOE Strategic Plan and State ESSA Plan

[www.hawaiipublicschools.org](http://www.hawaiipublicschools.org)

Learn more about the Governor's ESSA Task Force and Blueprint for Education

[Governor's Blueprint](#)

Participate in the ongoing community blog and #HIQualityEd social media campaign

[HIQualityEd Community Blog](#)

[#HIQualityEd Social Media Campaign](#)

Sign up for e-mail updates about the Joint DOE/BOE Strategic Plan

[Subscribe to Updates](#)

Mahalo nui loa to the many people to date who have given their voice and input to our draft Strategic Plan!

