

**STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804**

OFFICE OF THE DEPUTY SUPERINTENDENT OF ACADEMICS

September 18, 2025

TO: The Honorable William Arakaki
Chairperson, Student Achievement Committee

FROM: Heidi Armstrong 
Deputy Superintendent

SUBJECT: Presentation on Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners: Nānākuli-Wai'anae Complex Area Data-Driven Instructional Leadership System

1. EXECUTIVE SUMMARY

Nānākuli-Wai'anae Complex Area's Data-Driven Instructional Leadership System, is designed to fulfill Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

The Nānākuli-Wai'anae Complex Area has developed a proactive, data-driven system to address challenges such as high poverty, high teacher turnover, and high student mobility. This system is founded on the belief that the business of school is learning for all and is built on three interconnected pillars that foster instructional excellence and provide support through modeling:

- Walkthrough System: The complex area leadership conducts learning walks to inform professional development for principals and coaches. In turn, principals and coaches conduct weekly classroom walkthroughs to gather real-time data on what supports teachers and students need.
- Principal Professional Learning Community (PLC): This monthly PLC is where principals engage in data cycles and cross-school collaboration to share best practices and grow instructional strategies.
- Data PLC/Instructional Coaches' Academy: This academy supports instructional coaches, who are crucial for providing job-embedded professional development, by offering a space for them to collaborate on data analysis and share effective coaching strategies.

The presentation will also highlight how the Nānākuli-Wai'anae Complex Area is deeply connected to the community. Through initiatives like Ola Moku, students learn about their cultural heritage and responsibility to the land. The frequent community engagement nights provide families with resources and opportunities to connect with schools. The Career and Technical Education (CTE) Summer Internship program provides students with real-world business experience and connects them with industry mentors, preparing them for a globally competitive job market while staying rooted in our local community.

2. DESCRIPTION

The presentation, "Instructional Excellence: Our Data-Driven Instructional Leadership System," will provide a high-level overview of the Nānākuli-Wai'anae Complex Area's strategic approach to achieving Goal 1.1.

The presentation will outline how the complex area's leadership, principals, and instructional coaches work in a unified system. It will explain how the walkthrough system provides real-time data from the complex area down to the classroom level, ensuring that support is always targeted and based on evidence. The presentation will also detail how the Data PLCs empower teachers to make proactive, data-informed instructional decisions and how the Instructional Coaches Academy and Principal PLC build the capacity of leaders to sustain this work. Finally, the presentation will showcase the Nānākuli-Wai'anae Complex Area's commitment to its students and community through initiatives that extend beyond the classroom, including the Ola Moku program, community engagement events like Aloha 'Ia 'O Wai'anae, and the CTE Summer Internship program.

3. PRESENTATION

Presentation on Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners: Nānākuli-Wai'anae Complex Area Data-Driven Instructional Leadership System.

HA:dh
Attachment

c: Nānākuli-Wai'anae Complex Area



HAWAII STATE DEPARTMENT OF EDUCATION

Instructional Excellence: Our Data-Driven Instructional Leadership System

Nānākuli-Waiʻanae Complex Area

*Native plants grown and planted
at Māili Elem.*



Hawai'i State Board of Education
Student Achievement Committee
September 18, 2025

Disa Hauge, *Complex Area Superintendent*
Ray Pikelny-Cook, *Principal, Waiʻanae High School*
Evangeline Casas, *Complex Academic Officer*



Demographics:

- **Number of schools:**
 - 6 Elementary
 - 1 Middle
 - 1 High
 - 1 Combination
- **Student enrollment:** 6,482
- **Total staff:**
 - School level: 627 Certificated; 380 Classified
 - Complex Area (CA) level: 16 Certificated; 5 Classified

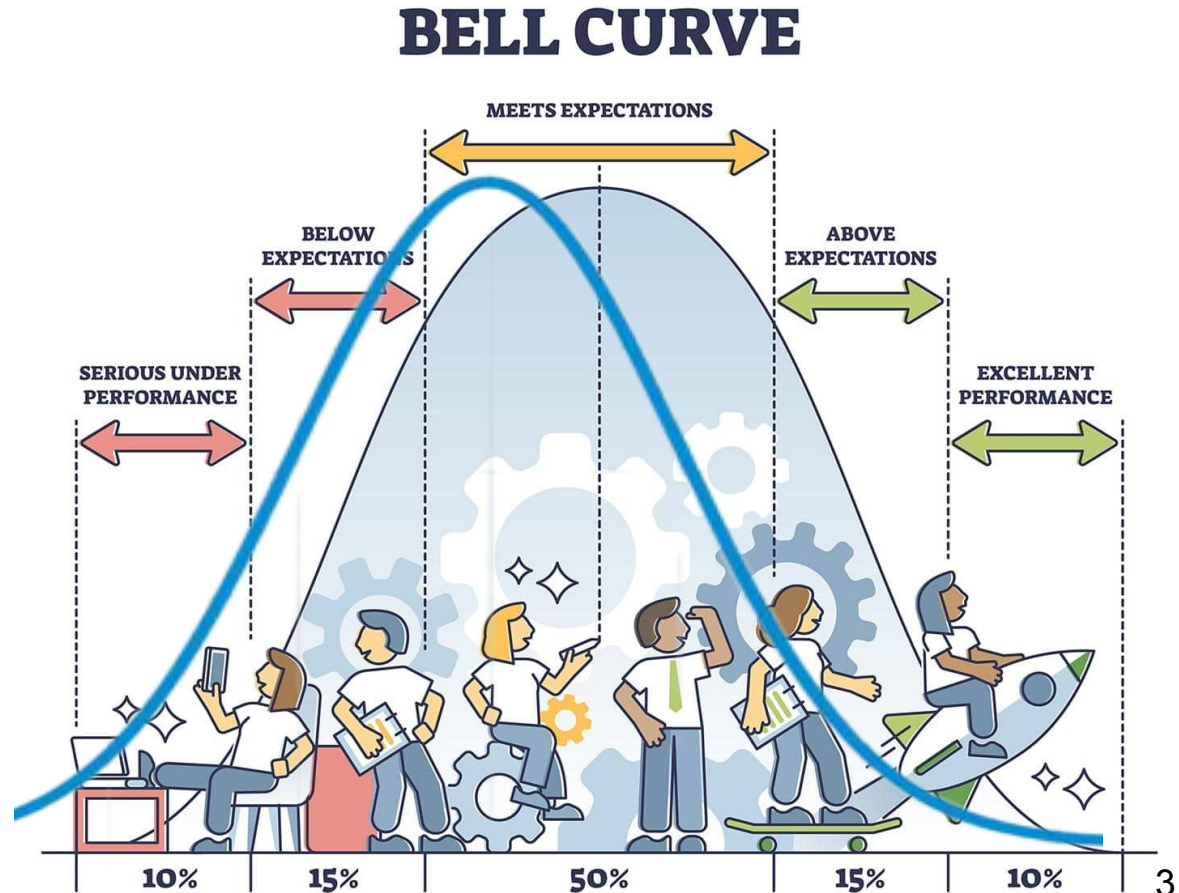


*Our Complex Area Staff, Principals,
Vice Principals*



Our Why

- We have a normal distribution of ability
- Add in high teacher turnover, high student mobility, high poverty
- And you get lowered performance levels
- Our mission is to support kids and families to achieve their potential!





Our Focus - Building Instructional Leadership Capacity through Data

*...the greatest effects on student **LEARNING** occur when the **TEACHERs** become **LEARNERS** of their own **TEACHING** and...*



*...when students become their **own TEACHERs**.*

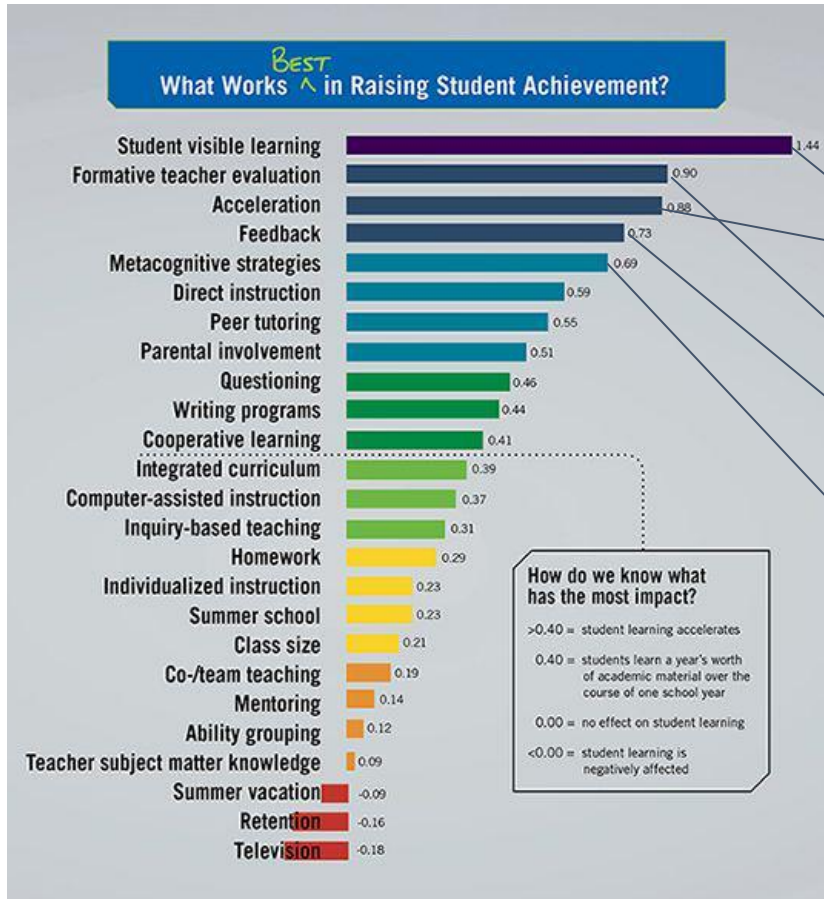
John Hattie
– *Visible Learning* (2009, p. 22)

- CA Educational Officers (EOs) directly support schools & do Walkthroughs (WTs) with Principals
- CA receives coaching from WestEd to improve our system of support
- We expect schools to support teacher Professional Learning Communities (PLCs) so we support principal and complex-wide coach PLCs
- WTs = Data & feedback. CA WTs all schools 3x/year; each school WTs all teachers 2x/month
- All students assessed on same standards 3x/year for Data PLC discussion

The Business of School is Learning. For ALL.



Complex Area & School Walkthroughs System: Our Data Engine



Complex	1	2	3
Each School, by Term	Complex		
	Fall	Wtr	Spr
Classroom Environment			
Adults and students are respectful towards each other.	99%		
Environment is inviting and conducive to learning.	96%		
Behavior is managed appropriately.	91%		
Routines are in place.	95%		
Teacher is engaged in student learning activities.	89%		
Average % of students on task	91%		
Curriculum & Instruction			
Learning targets or expectations & purpose are clear to students.	78%		
Grade level standards are being taught.	93%		
All instructional time is used effectively.	77%		
Teacher/task questions include DOK 2 & above.	38%		
Engagement Strategies Used for Formative Assessment			
Choral responses (DOK 1)	29%		
TALKING: academic peer talk (small group/class/socratic seminar), partner turn & talk	26%		
WRITING: quick write, white boards (or facsimile), graphic organizers, taking notes	42%		
DEMONSTRATION/PERFORMANCE: signaling, manipulatives/tools, student presentation	17%		
TECHNOLOGY based (research, Kahoot, iReady, etc)	9%		
None observed (silent reading, copying notes, call-outs, singleton responses)	16%		
Formative Assessment & Student Engagement			
*All students asked to overtly demonstrate their understanding (at least ONCE).	70%		
Students receive peer or teacher feedback on their thinking.	68%		
Teacher uses data to reteach or appropriately moves on.	50%		
*All students overtly demonstrate their understanding THROUGHOUT the observation.	52%		
Yay! There were none or few call-outs or singleton student answers.	56%		
Average DOK level represented by student work.			
DOK 1- Recall & remember, one right answer. [% that are DOK-1]	61%		
DOK 2- Apply understanding, compare/contrast, make simple inferences, etc.	36%		
DOK 3- Strategic thinking, justify their answers, make complex inferences across texts, solve or	3%		
DOK 4- Use extended reasoning and implement problem-solving over extended time, etc	0%		



Professional Learning Communities (PLCs)



Our Principals and Vice Principals reflecting on their areas of focus for the new school year.

Principal PLCs (monthly meetings):

- Principal selects focus area
- Plans, conducts data cycle
- Processes data with peers
- 4 data cycles each year



Principal & Coaches' PLC (6x/yr):

- Shared Data Analysis
 - Benchmark & standards tests
- Professional development
- Cross-school collaboration
- Growing instructional strategies



Our Principals and Instructional Coaches collaborating at our Data PLC/Coaches' Academy



Highlights - Ola Moku

Our schools belong to our community



[SY 23-24: Wildfire Prevention & Environment](#)

Link: Student learning from each school.

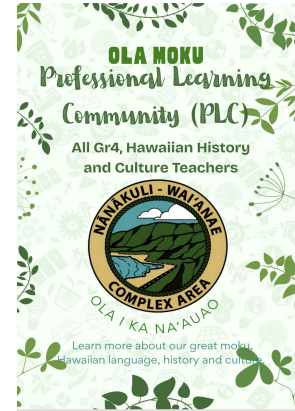
Photo: Students removing invasives that easily catch fire and planting native plants that create a firebreak within our moku.



[SY 24-25: Watershed 'Ike & Wildfire Mitigation](#)

Link: Student learning from each school.

Photo: Students taking care of our 'āina at a beach clean up.



[SY 25-26: Konohiki: Stewardship of our 'Aina](#)

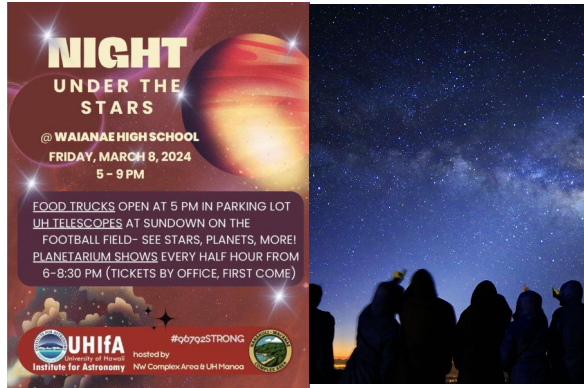
Link: CA Website of Resources for Schools

Photo: Invitation for teachers to join Ola Moku PLC



Highlights - Community Engagement

Our schools belong to *our* community.



SY 23-24: Night Under the Stars

Photo: 500+ people came to UH Mānoa's Institute for Astronomy night at Wai'anae High. WHS culinary students and community food trucks sold out. It was amazing!



Photos: SY 24-25: Aloha 'la 'O Wai'anae flyer & Lei of Literacy community event (families and Mākaha Ukulele Choir)

A total of >1,800 students & families attended the 2 events. Over 25 community groups & agencies had tables with info and activities-- Ma'o farm internships, housing support, preschools, wa'a 'ike, and MORE!



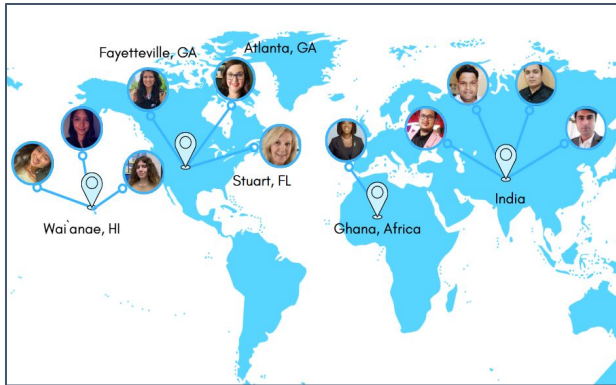
Photos: Golden Ticket Award for Attendance, families engaging in activities.

SY 25-26 dates:

Aloha 'la 'O Wai'anae, 3/12/26 (Wai'anae Elem)
Lei of Literacy, 5/07/2026 (Nānākuli Library)



Highlights - CTE Summer Internships



*Globally Competitive, Locally Committed!
Three of Waiʻānae Searider Production
students interned with MAD-Learn's global
team in Georgia, Florida, Africa, and India.*



*Fifteen student interns, 12 business mentors, 7
employers, 2 high schools, and 1 intermediary
partnership celebrate the 6-week summer
internship program.*



*Here, a Nānākuli business student presents her
aspirations, explains her 'Project of Value,' and
shares her growth journey in front of her peers,
administrators, family members, and business
mentors.*

What Support Can the Board Provide?



- Continue to support the development of strong complex area systems of support to schools
- Continue to advocate for budgets that allow us to do the work we need to do
- Continue to seek our input on new or to-be-revised policies



In the *piko* of the Wai'anae Moku lies Pōka'i Bay, home to the ancient Kū'ioliolua He'iau, protector of navigators. *Nānā i ke kumu.*