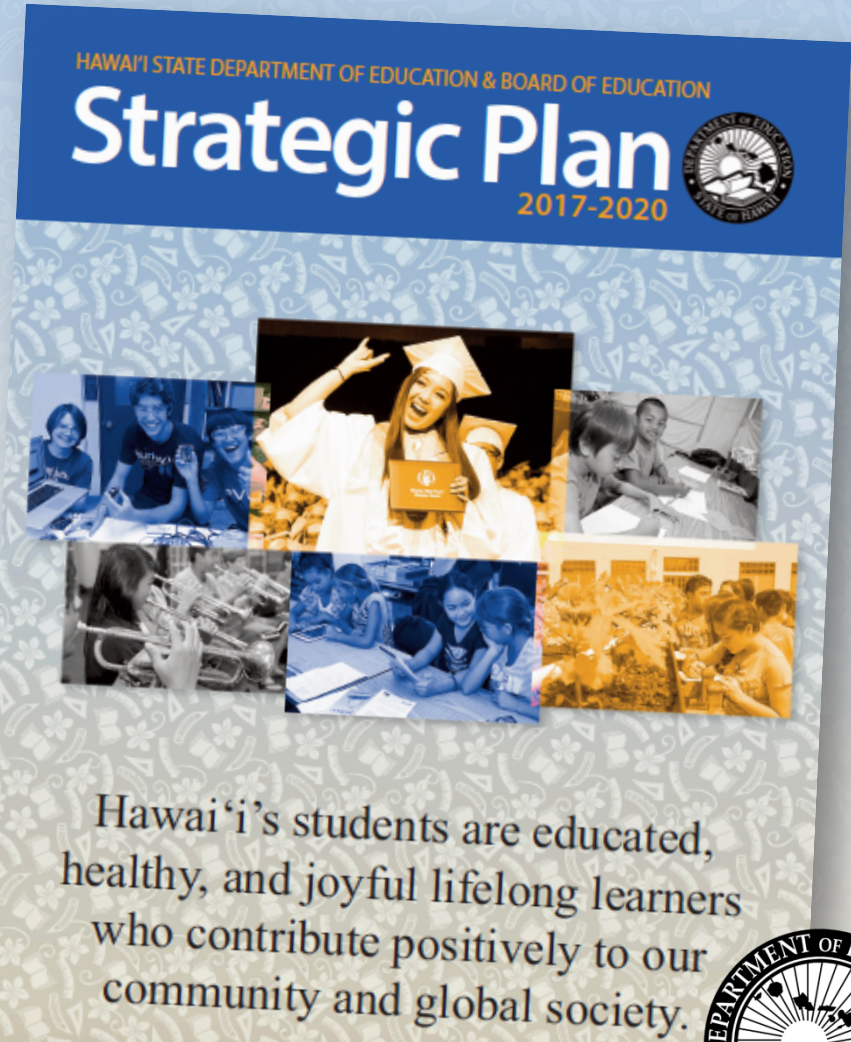
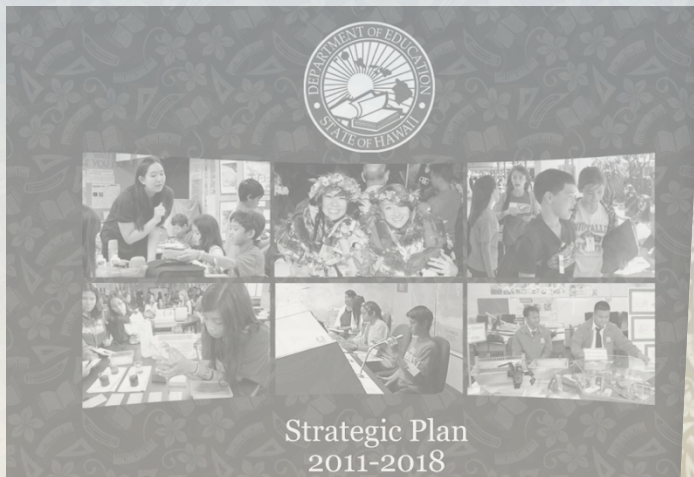


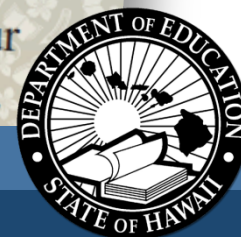
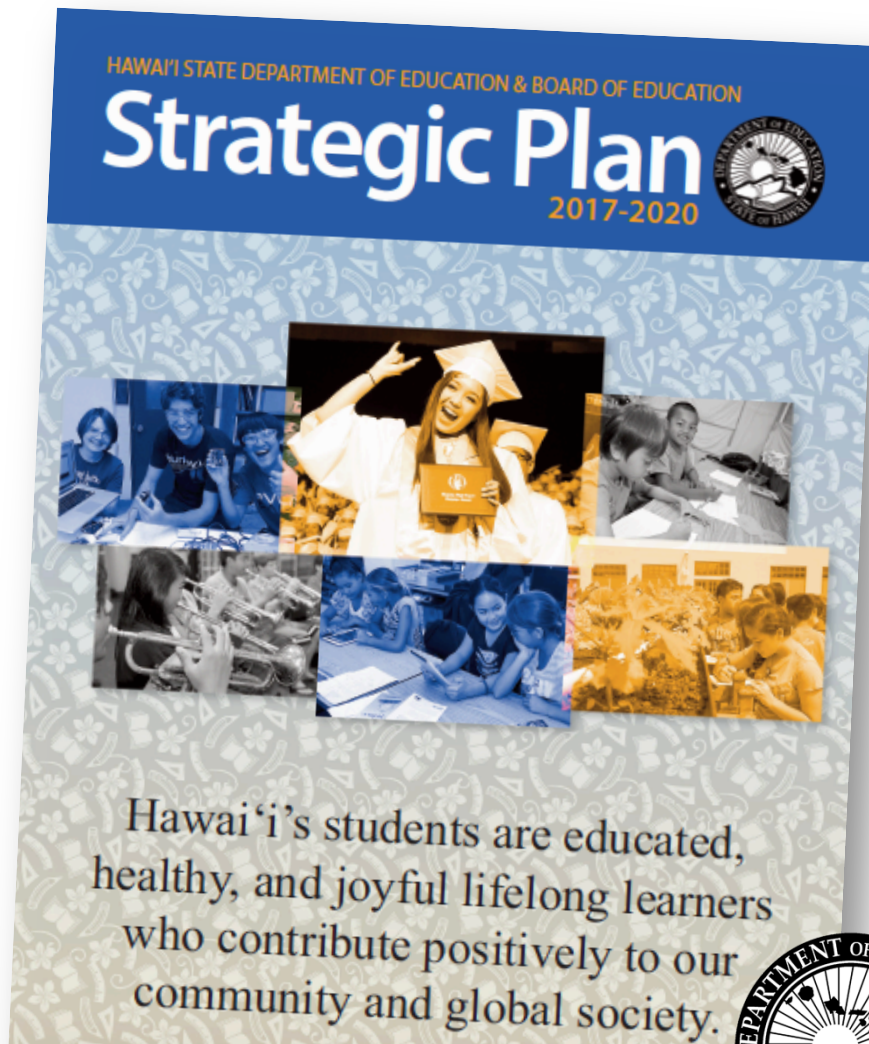
Hawai'i's Public Education Strategic Plan

SENATE & HOUSE
EDUCATION COMMITTEES
January 27, 2017



About the process

- Year-long process of analysis, extensive outreach and feedback from educators, students, families, stakeholders (beginning with Jan. 19, 2016 Board approval to update plan)
- Takes advantage of flexibilities of new federal law: Every Student Succeeds Act (ESSA)
- BOE approved plan unanimously on Dec. 6, 2016



Outreach & engagement: 2016



Phase 1: What is student success?

- 108 focus groups
- 1,429 online surveys
- Interviews
- Design Thinking workshop, “Redesign my school,” with 100+ students, Adult Friends for Youth, Oceanit and Hawaii Business 20 for the Next 20 Class of 2015

Phase 2: Draft Objectives

- 9 BOE community meetings
- 15 complex area principal meetings
- 1,144 survey responses on Goals 2 and 3
- Many stakeholder meetings: charter schools, Teacher Leader Work Group, Special Education Advisory Council, Teacher Education Coordinating Committee

Phase 3: Review of Draft

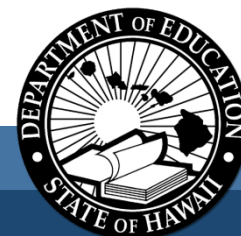
- Public comment period with 3,000+ views of draft
- 3 private meetings with Governor, Governor’s ESSA Team, BOE and Superintendent



Key shifts



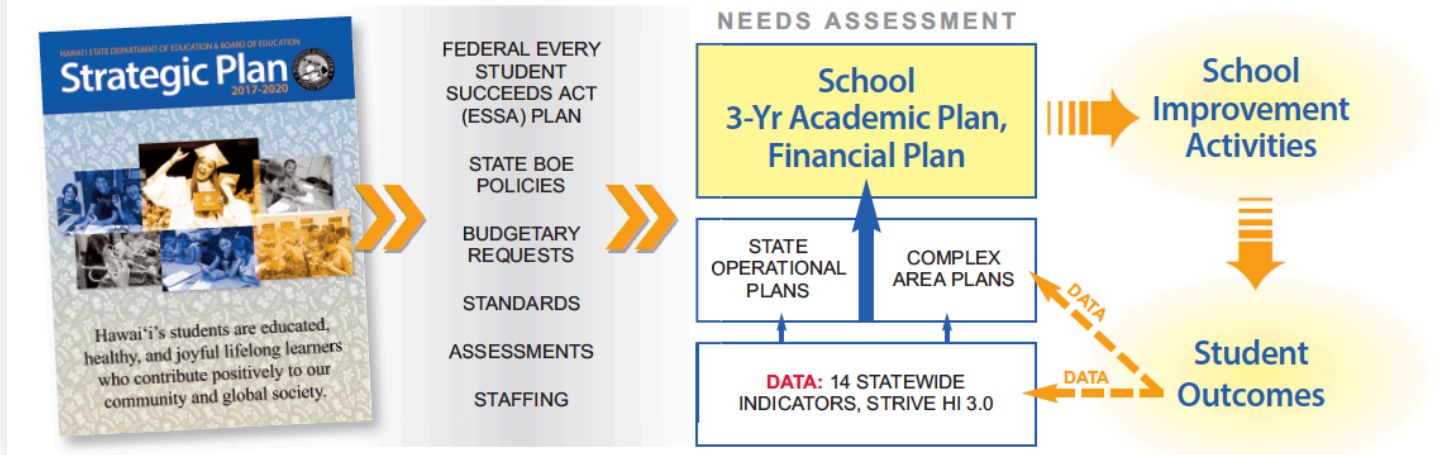
- **Student-centered:** Objectives for staff and systems support Student Success objectives
- **Equity and Excellence:** Commitment to more targeted strategies and reporting of indicators focused on closing the achievement gap
- **Differentiated actions and supports:** Balance of statewide direction with flexibility for school and community strengths, opportunities, aspirations, student needs
- **More focused set of progress indicators**
- **Focus on empowering students with emphasis on career aspirations**
- **Grounded in Hawaiian values**
- **Inclusive of charter schools**
- **Explicit about innovation**



What's next?

Strategic Plan State, Complex Area and School-Level Implementation

This diagram provides an overview of implementation of the Strategic Plan at all levels of the system, with yellow representing those areas that are school specific. The Strategic Plan provides a student-centered educational structure designed to deliver more students to career, college and community readiness. Read the plan: bit.ly/DOEBOEstratplan.



SCHOOLS	COMPLEX AREAS	STATE
<ul style="list-style-type: none"> 3-year Academic Plans, developed w/ staff & School Community Councils 	<ul style="list-style-type: none"> Complex Area Plans Support for schools 	<ul style="list-style-type: none"> Reports to BOE, schools and public ESSA plan to US ED Support for strategic initiatives

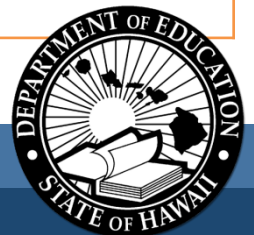


GOAL 1

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.
OBJECTIVE 2	WHOLE CHILD. All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
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.
OBJECTIVE 4	PREPARED AND RESILIENT. All students transition successfully throughout their educational experiences.



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.
OBJECTIVE 2	TIMELY RECRUITMENT AND PLACEMENT. Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
OBJECTIVE 3	EXPANDED PROFESSIONAL PIPELINE. Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.



GOAL 3

Successful systems of support

The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

OBJECTIVE 1	INNOVATION. Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
OBJECTIVE 2	ADEQUATE AND EXPANDED RESOURCES. Secure adequate resources to support school and community-based plans for student success.
OBJECTIVE 3	EFFICIENT AND TRANSPARENT SUPPORTS. Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.



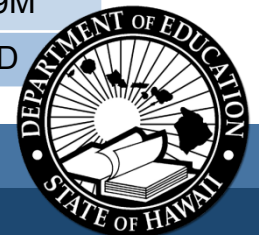
WHERE THE DATA COME IN

Focused set of indicators



2015-16

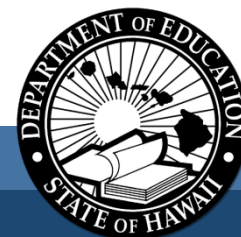
INDICATOR (STATEWIDE & BY SUBGROUP)		BASE	TARGET	
1. Chronic absenteeism		15%	9%	✓
2. School climate		73%	79%	
3. Inclusion rate		37%	51%	
4. 3 rd grade literacy		65%	76%	✓
5. 9 th grade on-track		90%	94%	
6. Academic achievement	ELA	51%	61%	✓
	MATH	42%	54%	✓
	SCIENCE	43%	64%	✓
7. Achievement gap (<i>high needs vs. not high needs students</i>)	ELA	32 points	TBD	✓
	MATH	29 points	TBD	✓
8. High school 4-year graduation rate		82%	86%	✓
9. Career and Technical Education Concentrators		38%	50%	✓
10. College enrollment		56%	62%	✓
11. Teacher positions filled on August 1		96%	98%	
12. Teacher retention (5 year retention rate)		52%	60%	
13. Repair and maintenance backlog		\$279M	\$239M	
14. Family and community engagement		TBD	TBD	



USING DATA

Why data and accountability?

Report on progress toward clear, high expectations for students, staff and schools so that ***all students are prepared for success in college, careers and citizenship.***

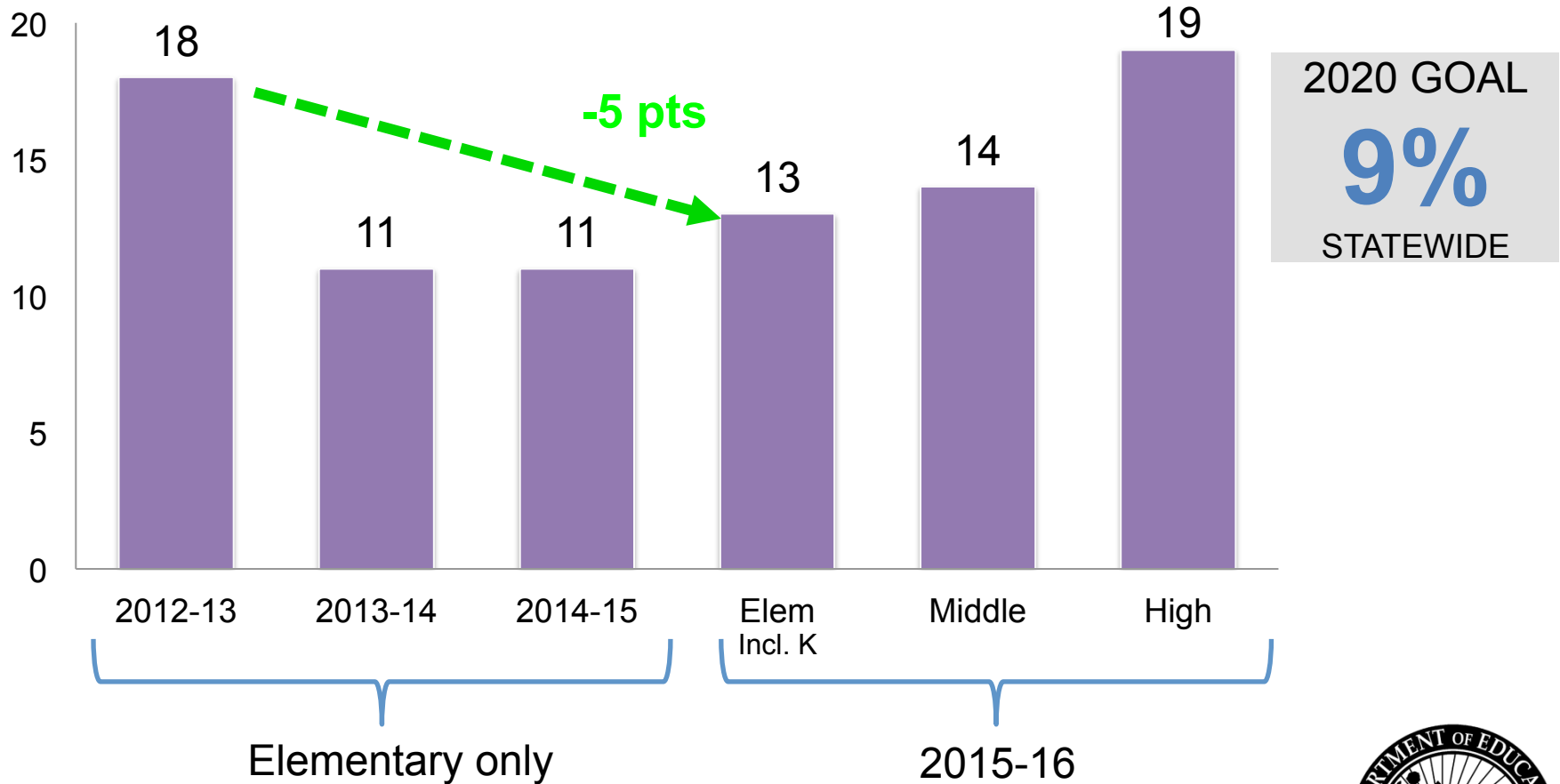


INDICATOR 1

Chronic absences



Percent of students out of school for more than 15 days:



INDICATOR 6

Academic achievement



- Measures whether students are on-track for success on more rigorous Common Core standards in English Language Arts/Literacy (ELA) and Mathematics
- Assesses more than just reading. **English Language Arts and Literacy** also includes Listening, Writing, and Research/Inquiry.
- **More than multiple choice.** Measures **application of knowledge.** Includes performance tasks to assess students' learning.
- Provides quality tool to **measure students' mastery of:**
 - ✓ Critical thinking
 - ✓ Problem solving
 - ✓ Analytical writing
- Given in **14 states and territories** in 2016
- **Recognized by nearly 200 colleges/universities** for placement into college-level courses

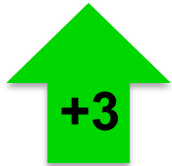


INDICATOR 6

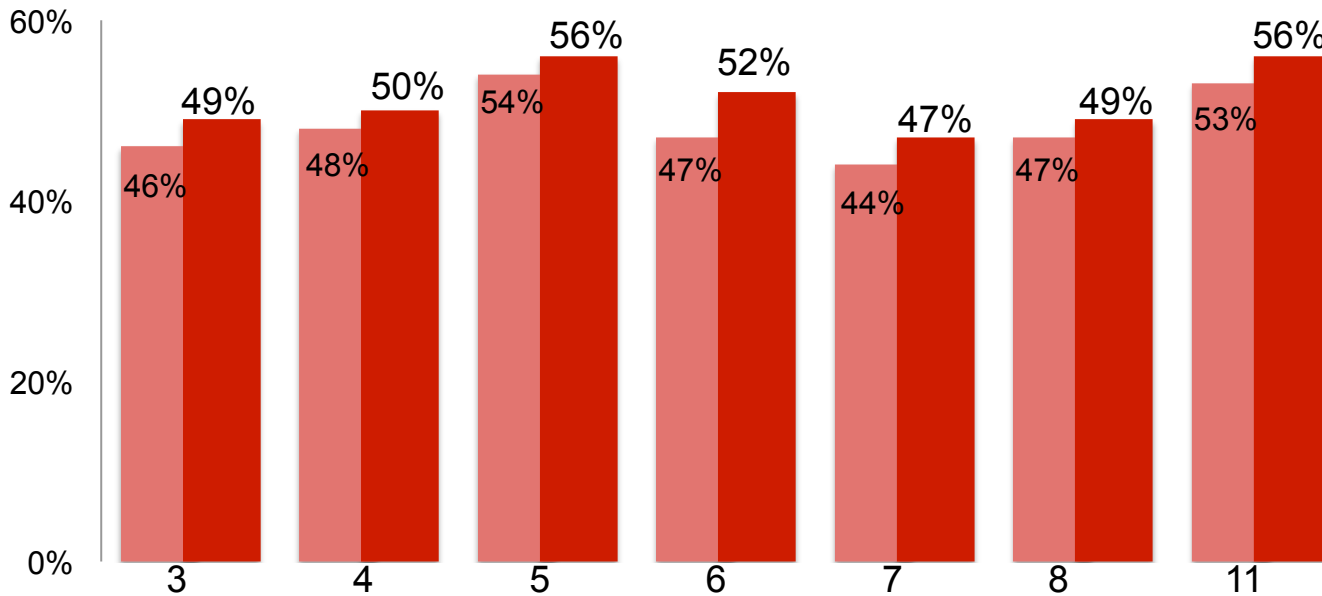
Results 2015-16



Percent met achievement standard,
by grade level in 2016 compared with 2015



English Language Arts/Literacy



2020 GOAL
61%

OVERALL
2015: 48%
2016: 51%
Legend: 2015 (light red), 2016 (dark red)
Greatest increase:
Grade 6 (+5)

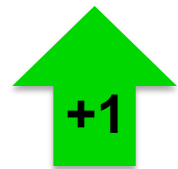


INDICATOR 6

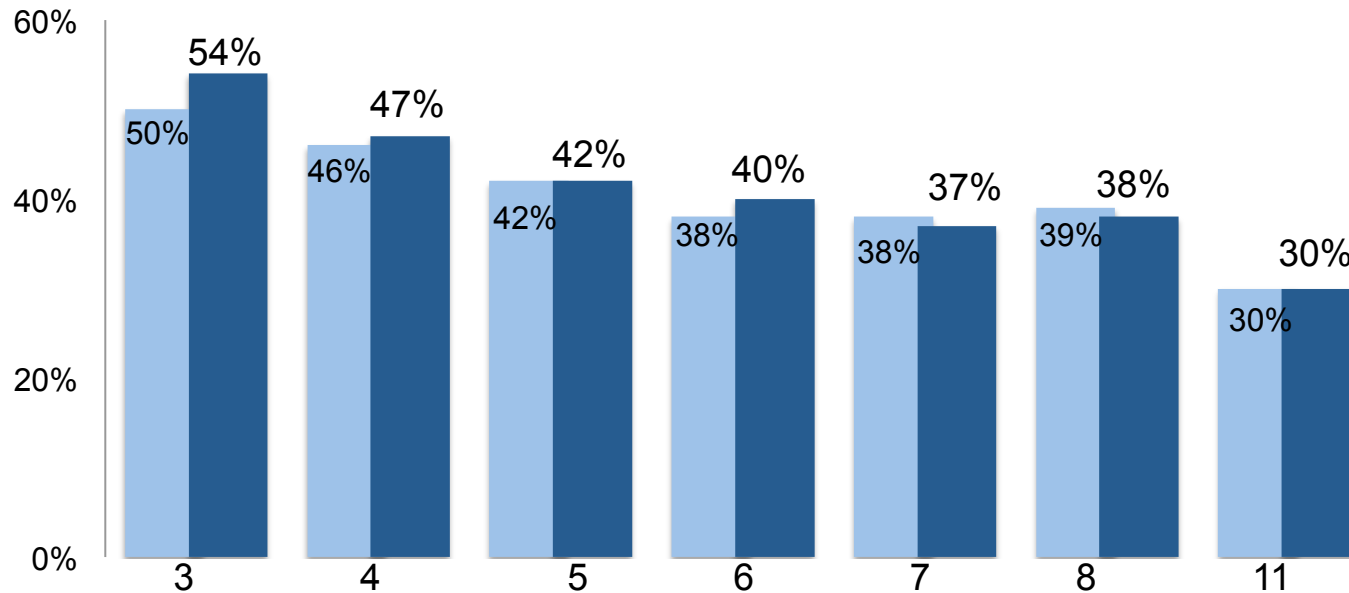
Results 2015-16



Percent met achievement standard,
by grade level in 2016 compared with 2015



Mathematics



2020 GOAL
54%

OVERALL
2015: 41%
2016: 42%

■ 2015 ■ 2016

Greatest increase:
Grade 3 (+4)

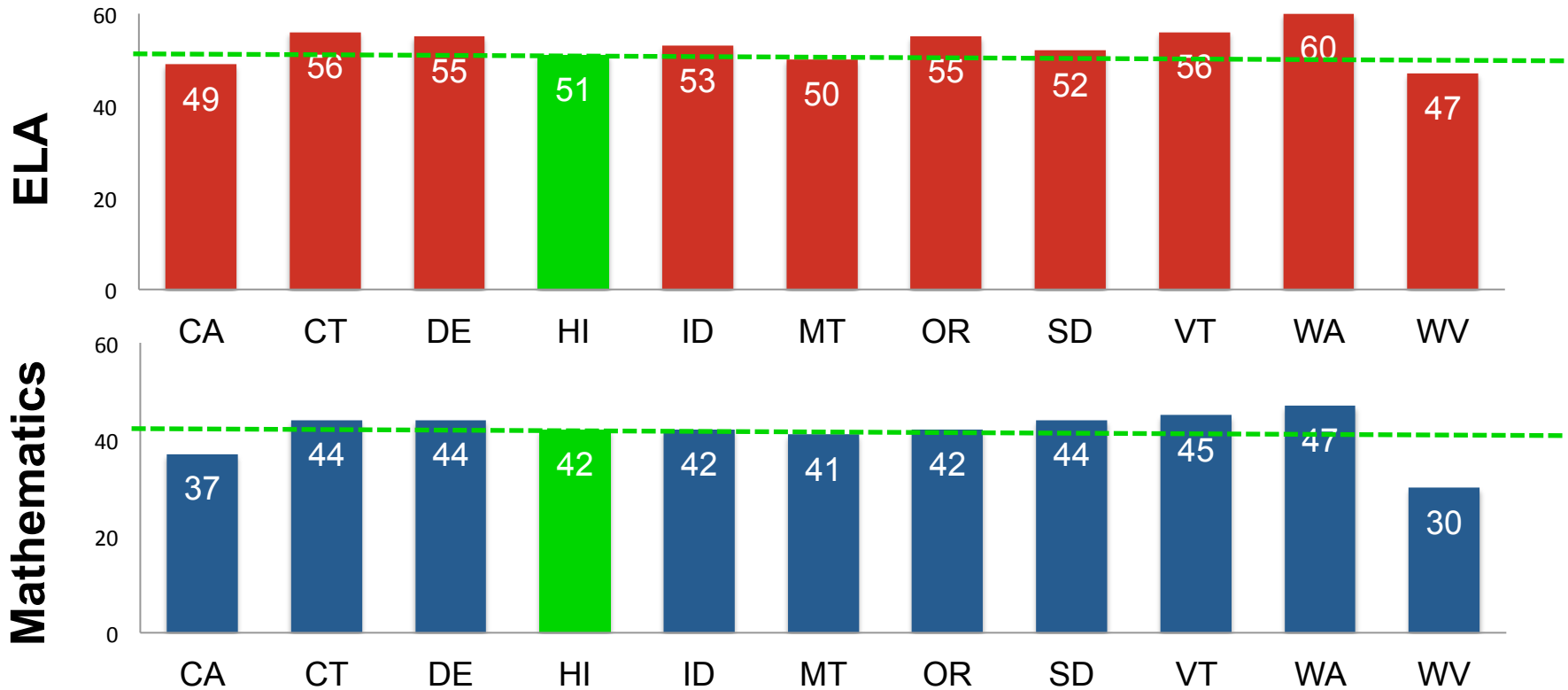
Decreases:
Grade 7 and 8 (-1)



State comparisons



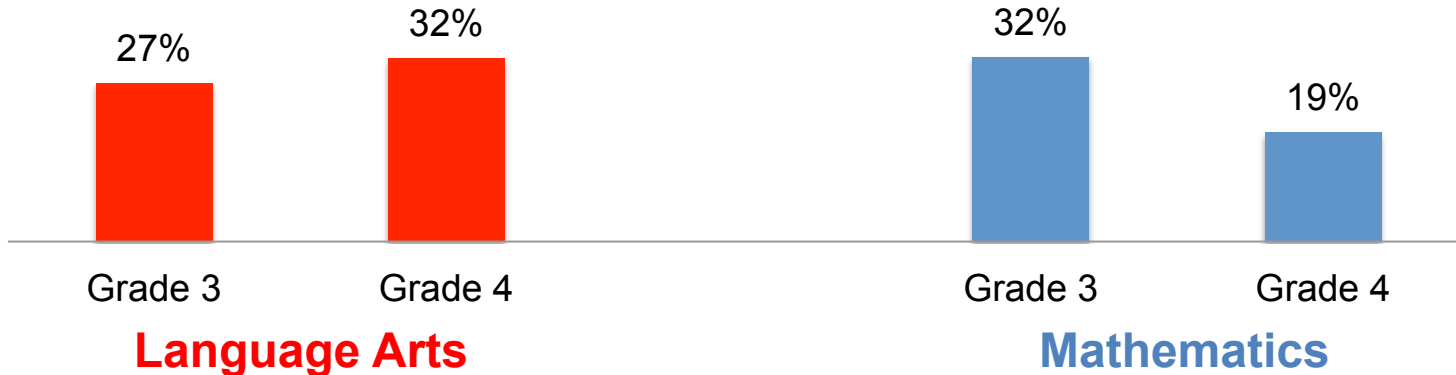
Percent met achievement standard, average of scores (as of 9/30)



Academic achievement



KAIAPUNI MILESTONE: First KAEO administration for Hawaiian immersion programs provides baseline measure of Kaiapuni students on challenging standards. *Percent of tested students hitting proficiency (N=531):*



	2013-14	2014-15	2015-16	2016-17
Language Arts	Grades 3 & 4 Development	Grades 3 & 4 Field Test	Grades 3 & 4 Operational Test	Grades 3 & 4 Operational Test
Mathematics	Grades 3 & 4 Development	Grades 3 & 4 Field Test	Grades 3 & 4 Operational Test	Grades 3 & 4 Operational Test
Science		Grade 4 Development	Grade 4 Field Test	Grade 4 Operational Test

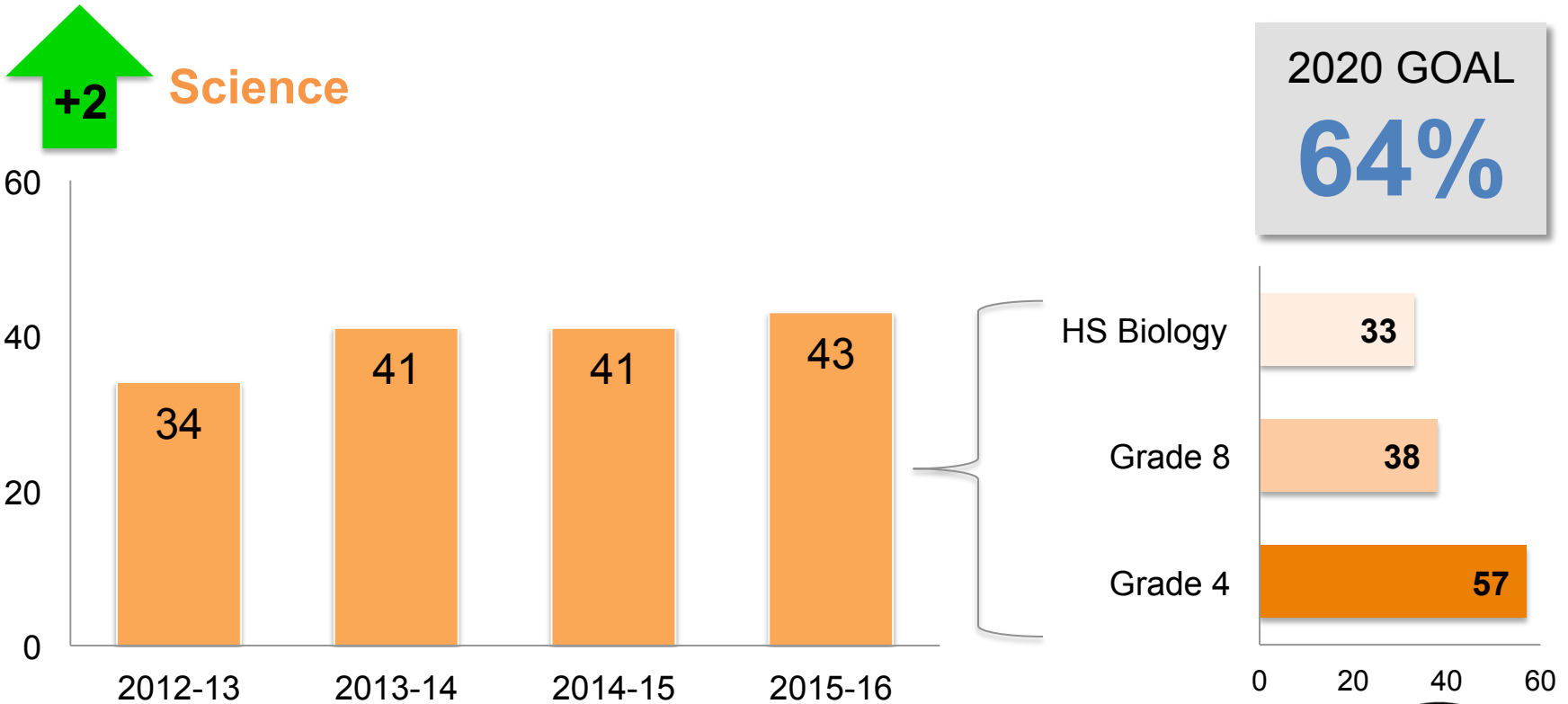


INDICATOR 6

Results 2015-16



Percent of students demonstrating proficiency on the Hawaii State Assessment in Science

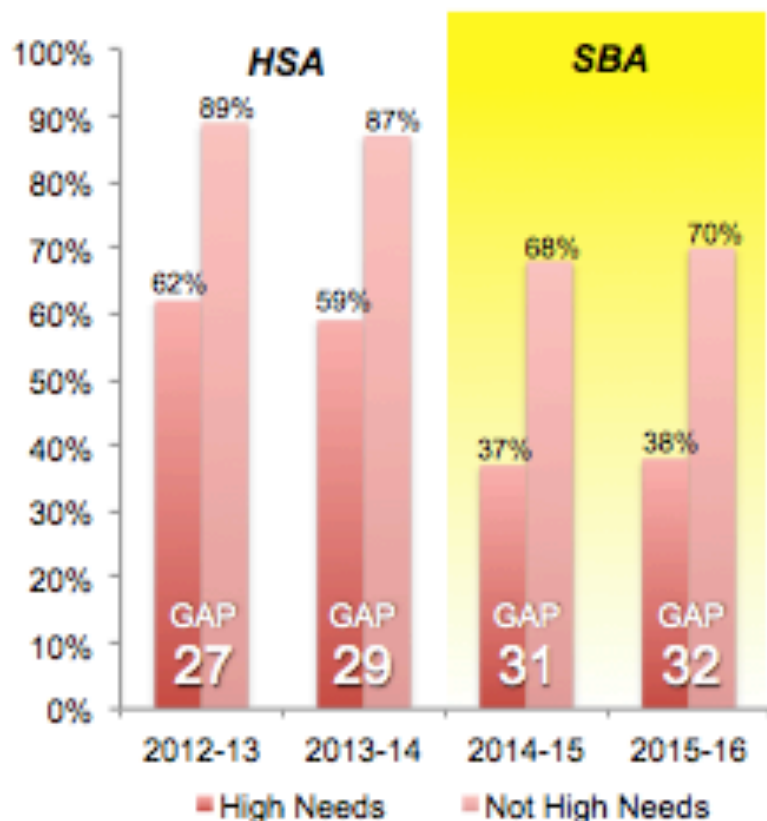


INDICATOR 7

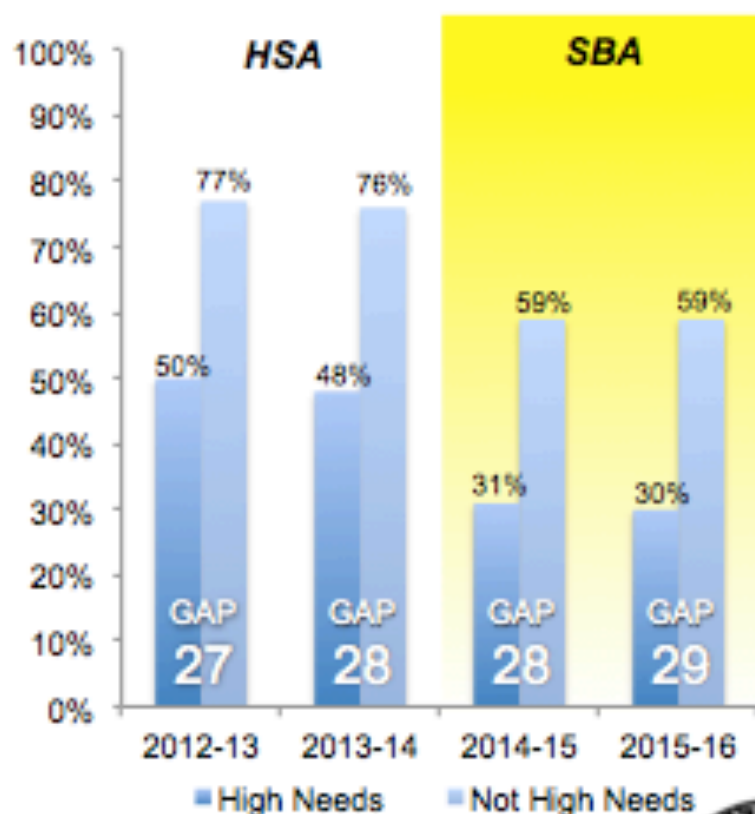
Achievement gap



Performance differential for high-needs students (low income, special education, English learners):
Percent of students proficient (HSA) or met achievement standard (SBA)



ELA/Literacy



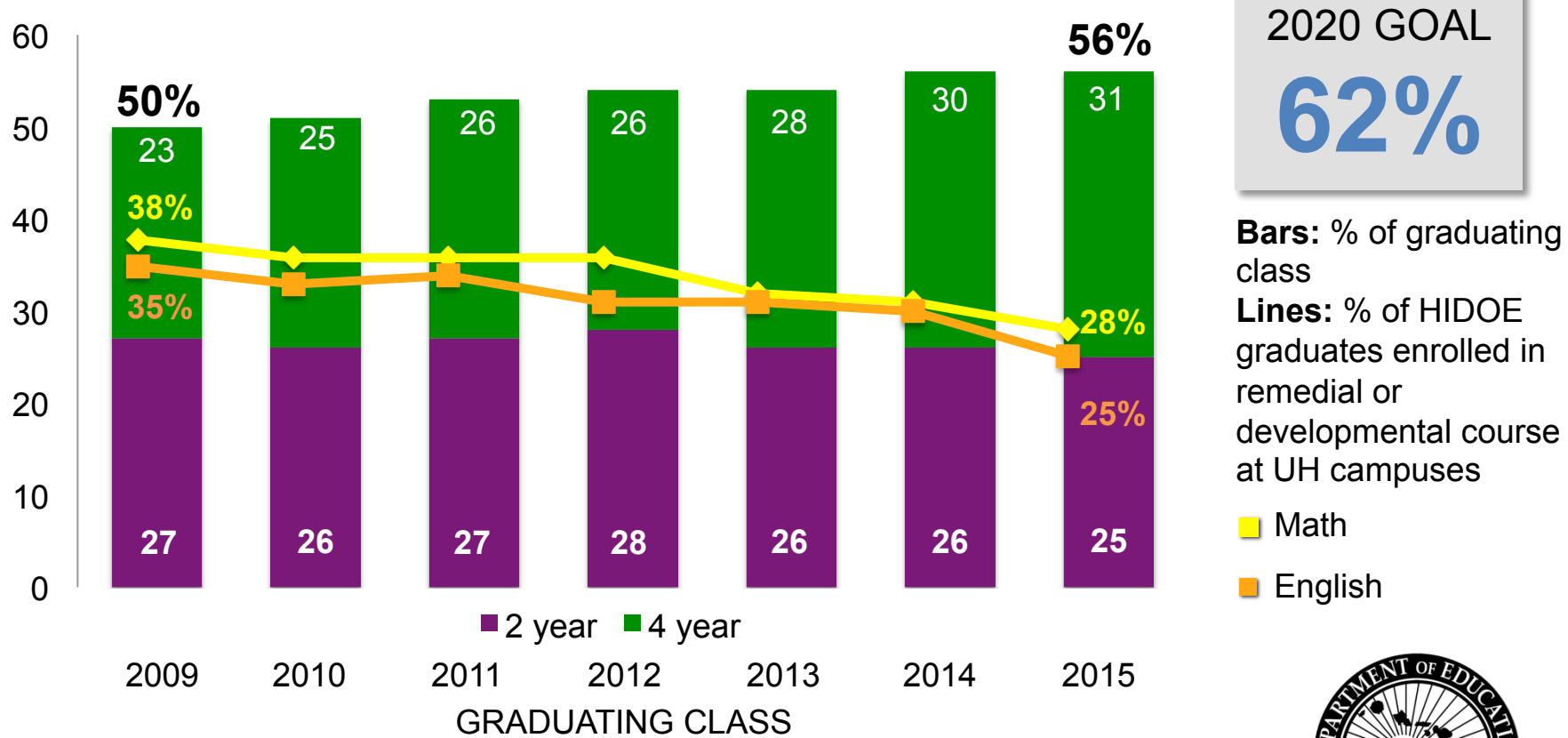
Mathematics



College enrollment and remediation

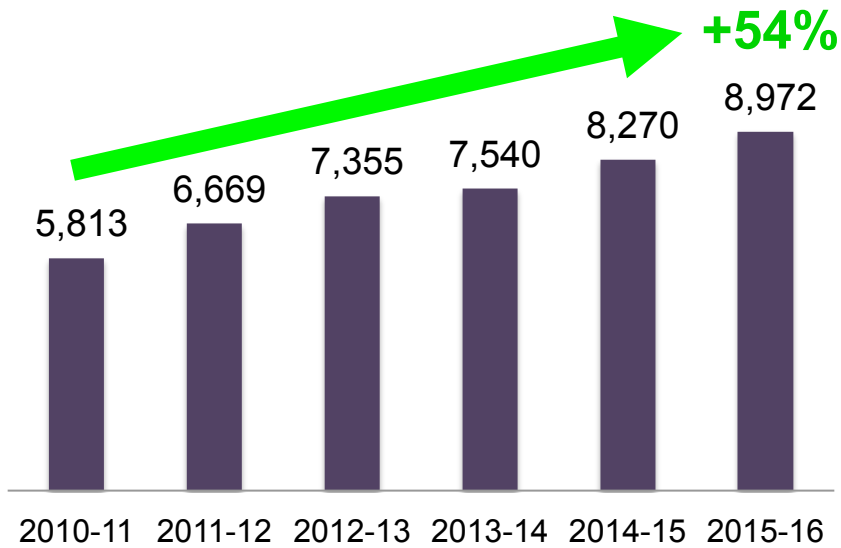


Percentage of high school completers enrolled in postsecondary institutions nationwide (vocational or trade schools, 2- or 4-year colleges) in the fall.

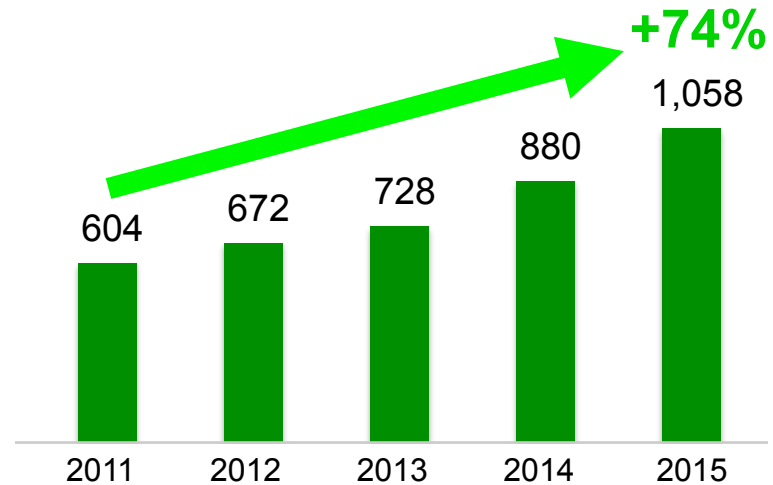


INDICATOR 10

Advanced courses



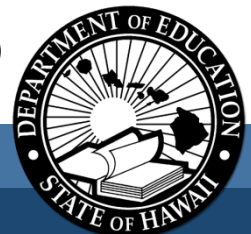
Advanced Placement Exams Taken



Dual Credit (University of Hawaii) Courses Taken by Graduating Class

41% of 11th & 12th graders took advanced courses that demonstrated their college and career readiness

(earned C or better in AP, International Baccalaureate, and/or UH courses, OR completed pathway of courses to be a Career Technical Education Concentrator)

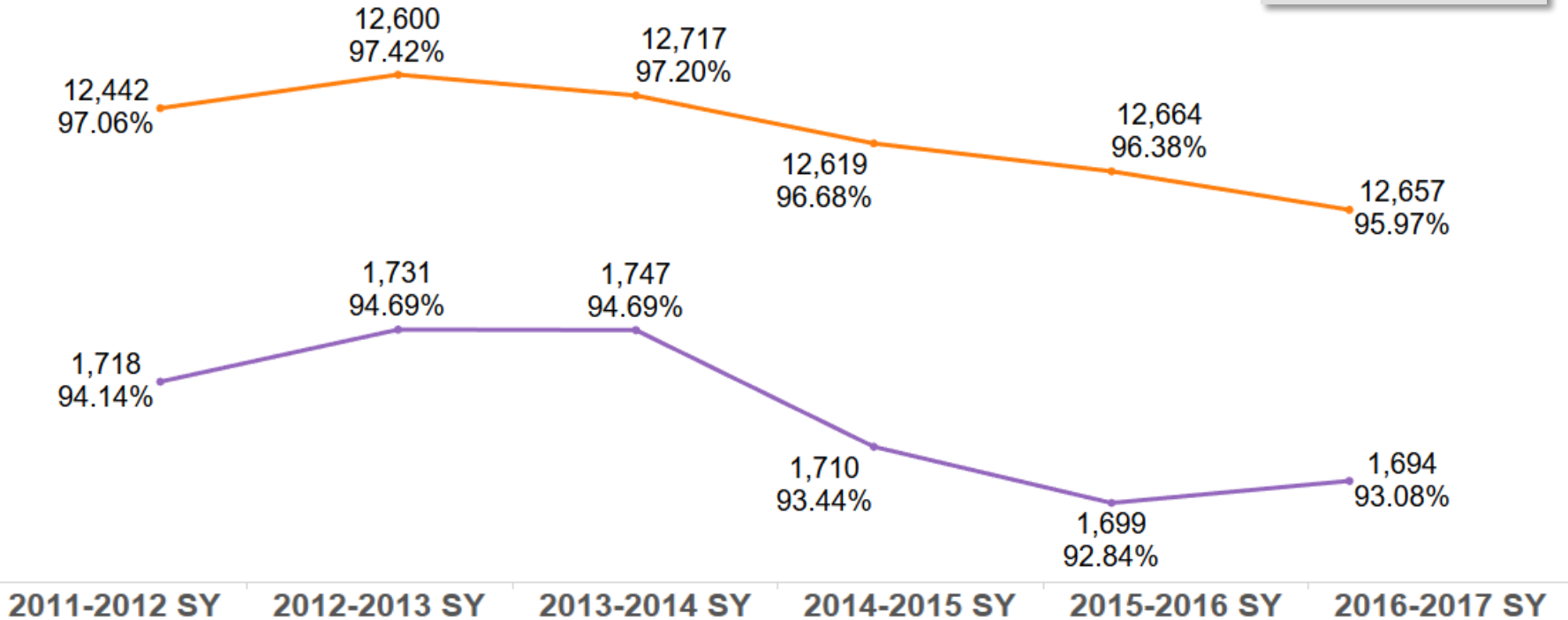


INDICATOR 11

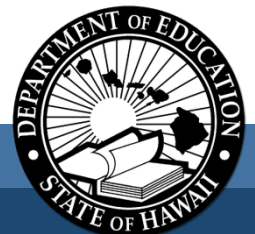
Teacher positions filled

Percentage filled as of August 1 each year.

2020 GOAL
98%



- = All Teachers
- = Special Education Teachers



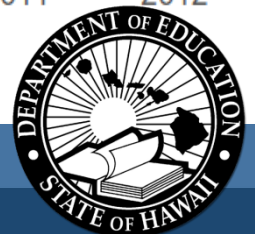
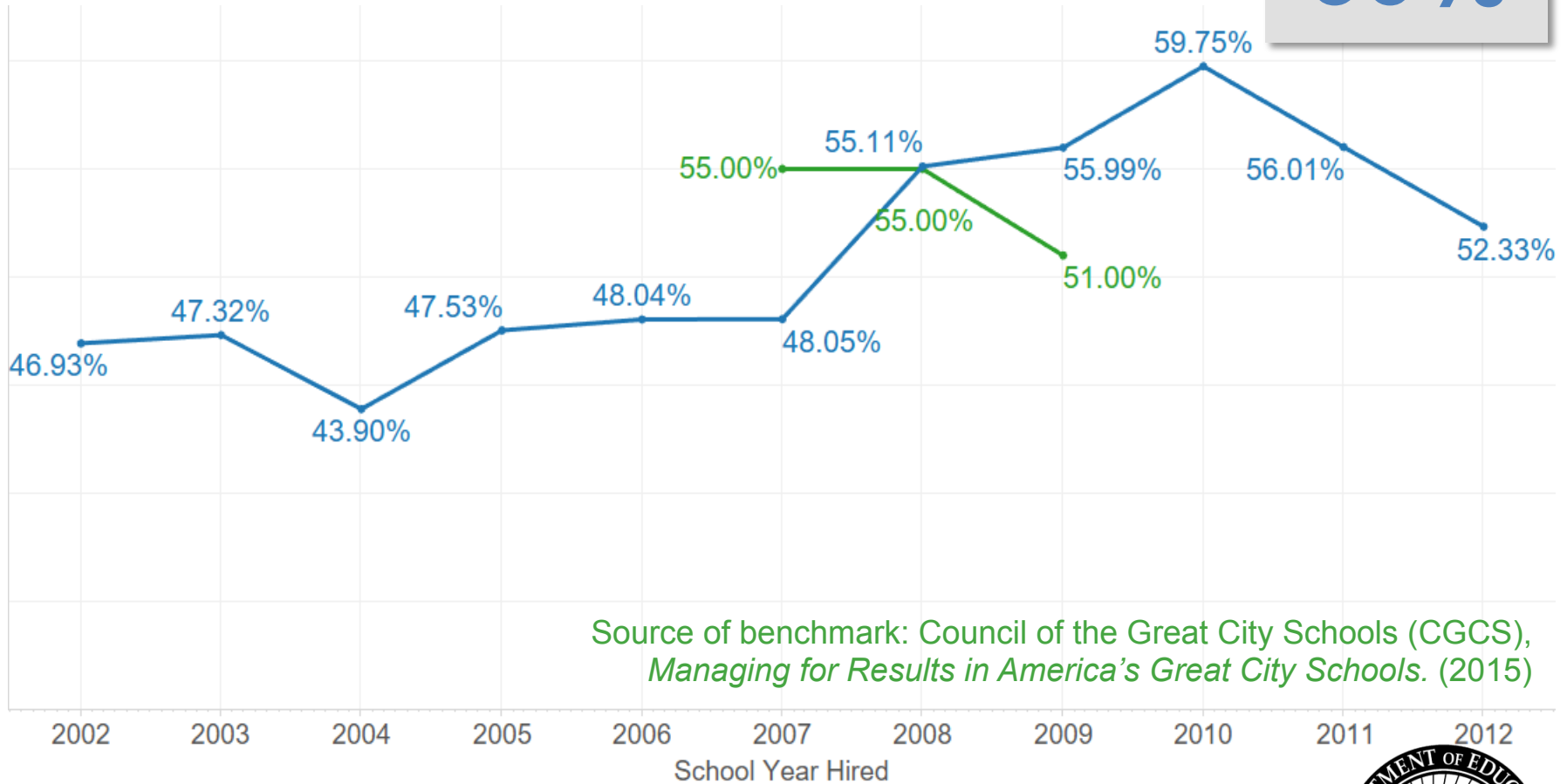
INDICATOR 12

Teacher retention

Percentage of new teachers retained after five years.

2020 GOAL

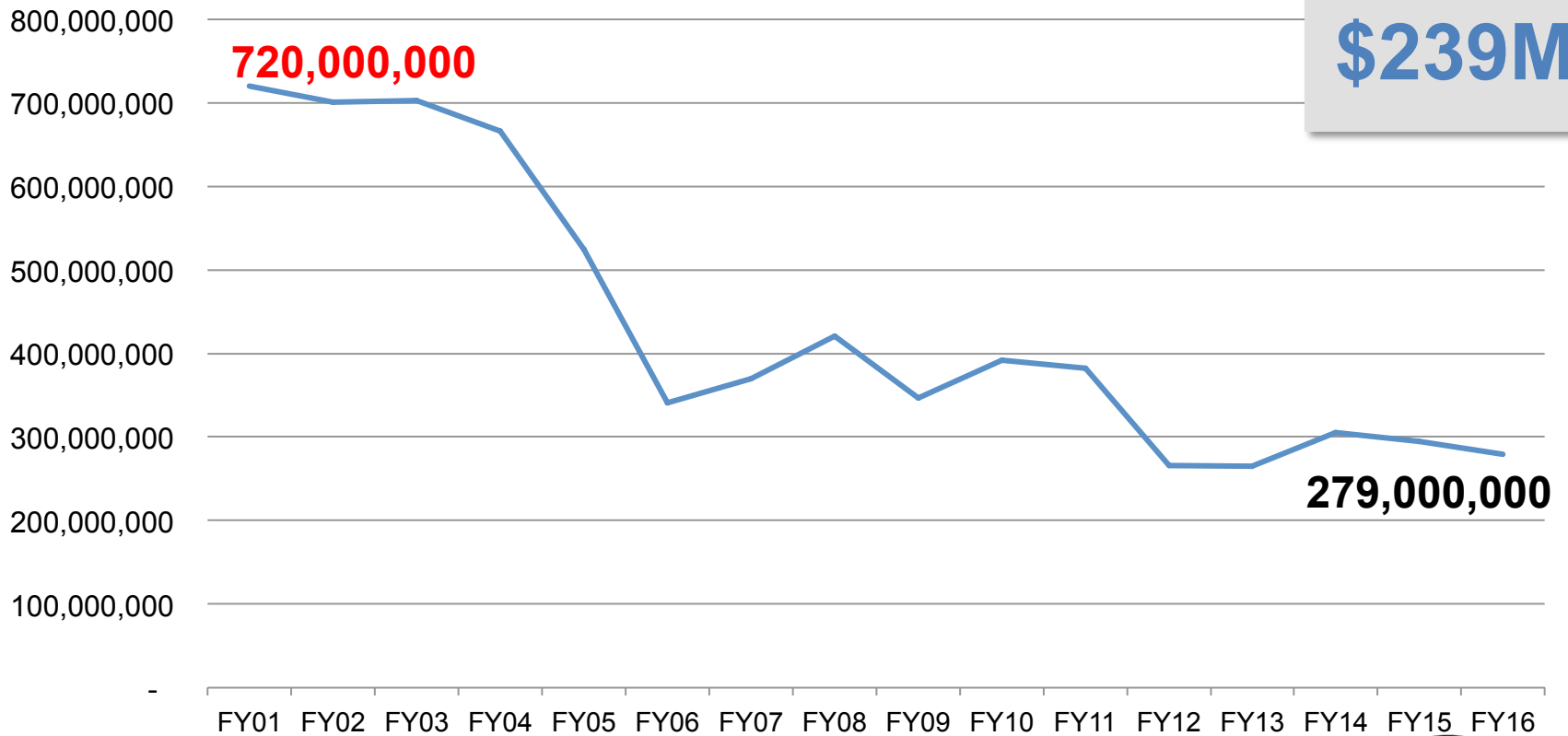
60%



INDICATOR 13

Repair & Maintenance backlog

Dollar amount in list of unfunded or deferred major R&M projects.



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