

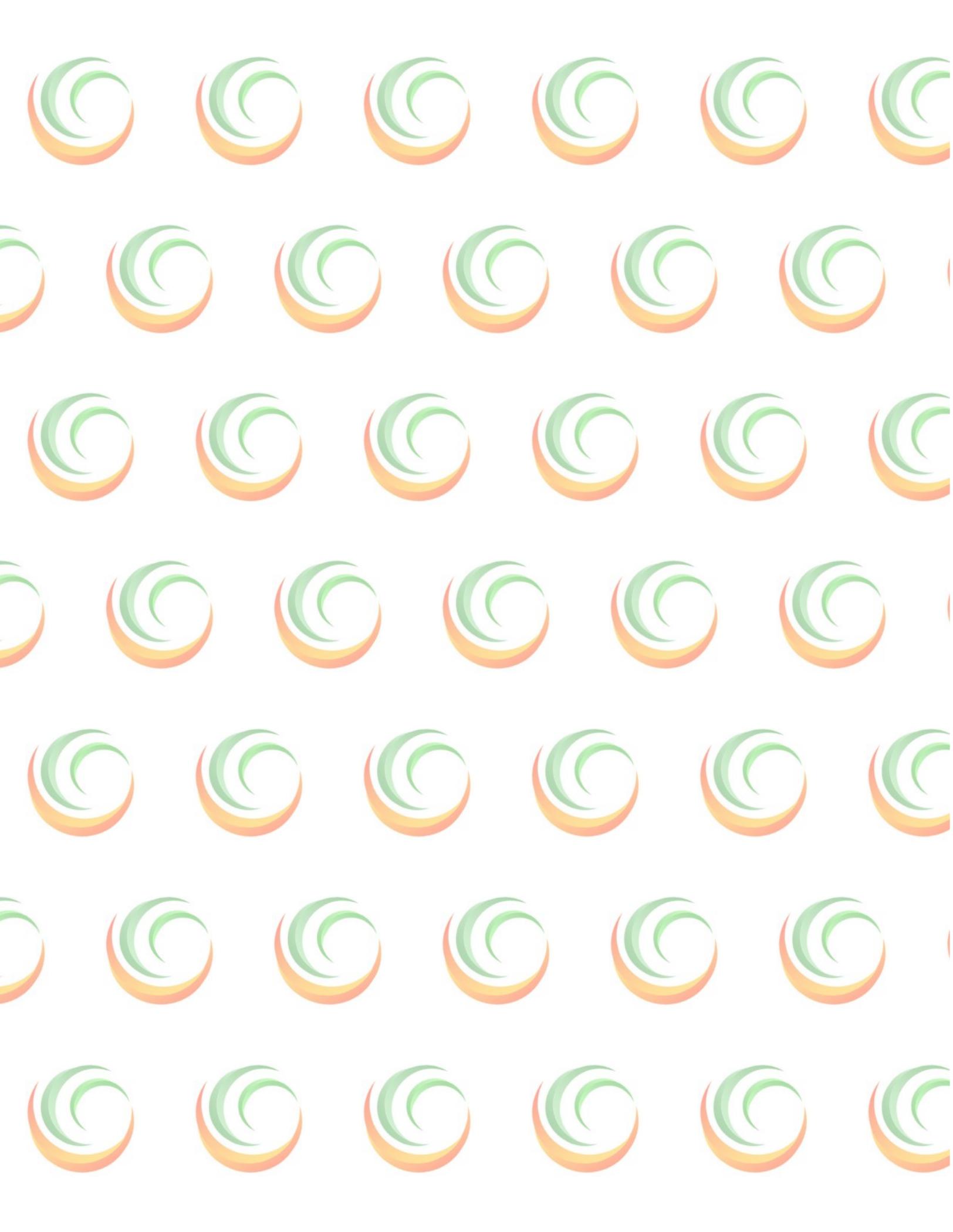
Hawai'i's Blueprint for Public Education



2017



Governor's
ESSA
Team





Special Message from
Governor David Y. Ige
Hawai'i's Blueprint for Public
Education

March 17, 2017



I am pleased to present to the community the first edition of Hawai'i's Blueprint for Public Education. We took the first step over a year ago when I formed a team to take advantage of new federal legislation that gave governors in each state the opportunity to listen to their communities and maximize education opportunities and possibilities.

Today, this Blueprint includes input from over 3,000 people from communities around our state, whether it was at the Education Summit in July 2016 or at the dozens of follow-up meetings. It truly reflects the community's hopes and dreams for a public education system that efficiently delivers results for the people of Hawai'i.

The Blueprint focuses on school empowerment. Specifically, this means allowing those who are closest to the students and understand best how they are motivated to make many of the instructional and programmatic decisions. Additionally, the Blueprint reflects the public's desire for our schools to be places that value innovation and unleash curiosity and creativity in all learners.

The group of highly skilled volunteers who shaped the public input and created this document included award-winning teachers, current and former principals, community and business leaders. I thank them for the hundreds of hours they spent on this endeavor and their willingness to serve the public in this capacity.

Implementation of this Blueprint will be challenging and require an ongoing effort. I encourage residents across the state to remain engaged in the process. Together, we will make progress toward a public education system that includes the basics and adds new skills that prepare all our people to meet the challenges of the 21st century.

With warmest regards,

DAVID Y. IGE
Governor, State of Hawai'i

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Hawai'i's Blueprint for Public Education reflects the thoughtful, informed, and passionate voice of thousands of stakeholders from communities and islands across our state. It was developed as the result of an inclusive and transparent process to engage students, parents, teachers, principals, education leaders, state leaders, community leaders, and community members to create a blueprint that is organic, bottom up, and truly reflective of the collective wisdom of those who care deeply about our students and our schools.

Members of the Governor's ESSA Team

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Catherine Caine, Teacher, Waikiki Elementary School

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Executive Summary

On December 10, 2015, President Barack Obama signed into law the Every Student Succeeds Act (ESSA), a national education law that replaced the No Child Left Behind Act and subsequent state waivers for education policy. The passage of ESSA was described by the Wall Street Journal as the “largest devolution of federal control to the states in a quarter century” (Severns, 2015).

U.S. Senator Lamar Alexander, Chairperson of the U.S. Senate Education Committee and recognized by many as the “architect” of ESSA referred to the new law by stating, “What I believe is that when we take the handcuffs off, we’ll unleash a whole flood of innovation and ingenuity, classroom by classroom, state by state, that will benefit children” (Klein, 2016).

On April 14, 2016, Governor David Ige announced how Hawai'i would work toward a new vision and seize the opportunity provided for by the Every Student Succeeds Act. He then announced the formation of the “Governor’s ESSA Team” and stated that “the Governor’s team will work to develop a blueprint for Hawai'i’s public schools that is consistent with ESSA and will maximize opportunities and possibilities for Hawai'i to transform education.” Governor Ige shared his rationale:

“This is a major opportunity to change the face of public education in Hawai'i for the better. Our innovation economy depends on a well-educated workforce to meet the state’s goals in renewable energy, locally grown food production, environmental stewardship and more. It is my hope that the public will participate in this process to help our education system prepare students for high-skill careers in the 21st century. By law, the governor of each state must be involved in and must sign off on the new state education plans that ESSA requires. This is a significant opportunity to change public education in Hawai'i, and we definitely are grasping it.”

On April 28, 2016, nineteen members of the Governor’s ESSA Team convened for the first of many meetings to develop “Hawai'i’s Blueprint for Public Education”; a coordinated, strategic and transparent design that provides the vision, values, and beliefs for public education in Hawai'i. The blueprint was inspired by Governor David Ige and his passion for education and Hawai'i’s students. He called for the ESSA Team to start with a blank sheet and to be bold and innovative.

The Governor’s ESSA Team was fully committed to taking advantage of the passage of the federal Every Student Succeeds Act. Governor David Ige and the Team understand that Hawai'i has an unprecedented opportunity to establish a vision to create the best public education system in the nation.

The purposes of the Blueprint:

-  Providing an inclusive and transparent process for engaging stakeholders across all islands
-  Articulating a bold and aspirational, vision for public education
-  Projecting a long-range view
-  Reflecting and communicating the essence of Hawai'i, our unique history, culture, values, and beliefs
-  Guiding educational strategic/operational plans, and educational policy for our schools and students

Hawai'i's Blueprint for Public Education is organized around three "Vision Focus Areas" – Student Success, Educator Success, and System Success. Under each Vision Focus Area are the "Design Principles" as recommended by a diverse array of education stakeholders who were engaged in the Blueprint process in town hall meetings and forums held across the state. Each Design Principle is student centered and based on a theory of action that inspires engagement rather than compliance.



The Blueprint sets bold aspirations for the future of Hawai'i public education

Each Vision Focus Area culminates with a section entitled 'From Vision to Reality: Aspirational Targets for Success.' It is in these sections that a new conversation begins for making an inspiring shared vision become real. This conversation begins with setting bold aspirations and challenging everyone to think innovatively as problem solvers creating new structures, processes, relationships, approaches and policies to implement the Hawai'i Blueprint for Public Education.

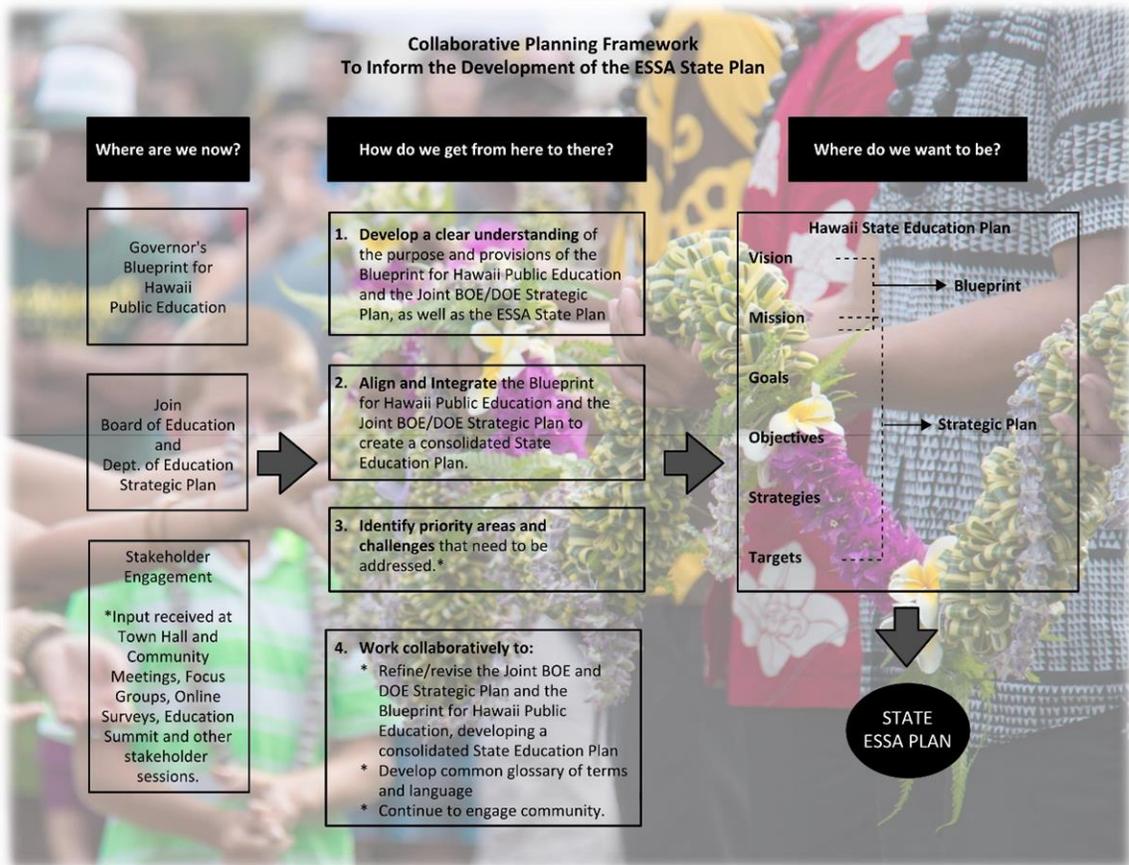


Hawai'i's Collaborative Planning Framework

The passage of ESSA provided opportunities for state education policy leaders to review and align education visions and plans. Hawai'i leaders identified three separate but complementary plans to develop:

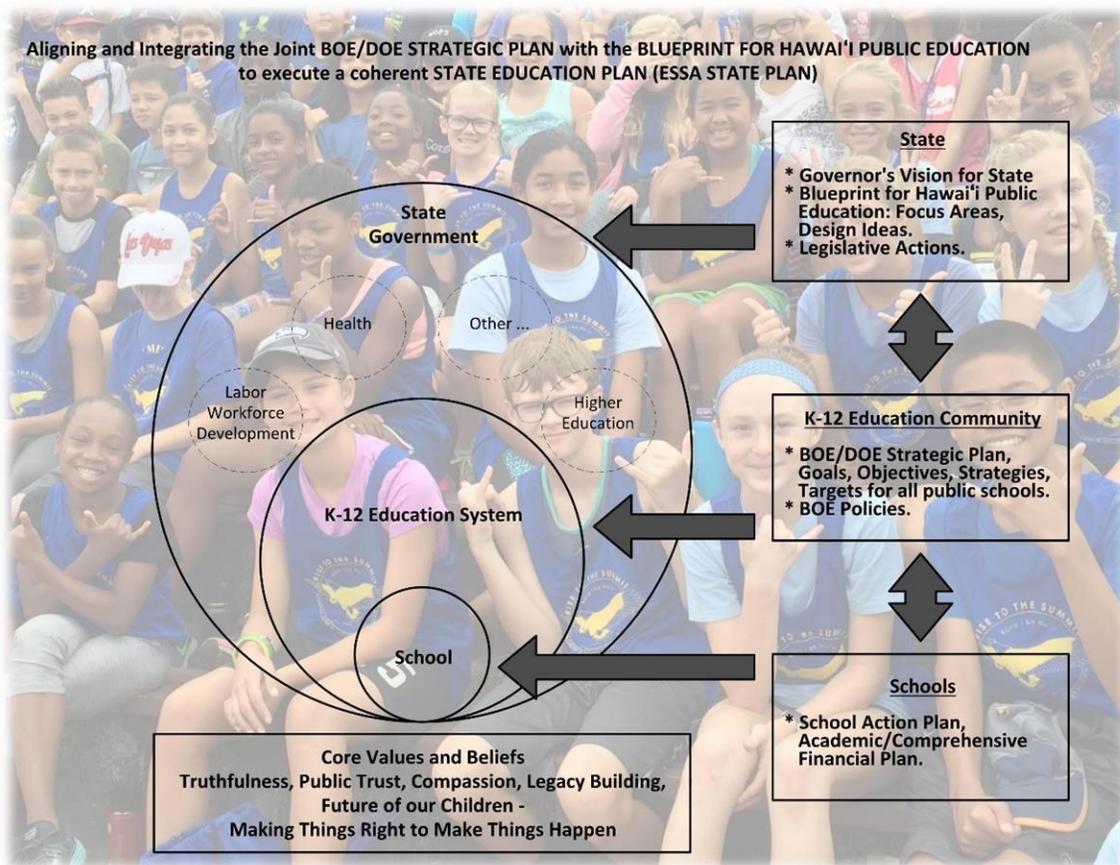
- (1) the Hawai'i Blueprint for Public Education;
- (2) the joint BOE/DOE Strategic Plan; and
- (3) the state ESSA Plan to be sent to the United States Department of Education as required by law.

Governor David Ige convened three meetings for the purpose of bringing leaders of the respective planning efforts together to collaborate and align with one another. These joint meetings involved the Governor, State Board of Education, State Superintendent, members of the DOE leadership team, and members of the Governor's ESSA Team. A collaborative planning framework was developed, agreed to by all participants, and used to facilitate the three meetings. A diagram of the framework used during the joint meetings is provided below.



State Education Framework

Hawai'i's Blueprint for Public Education is the aspirational document that codifies the Governor's vision and sets broad targets for education reform. This document is not necessarily time-bound and encompasses all state stakeholders, most of which are outside Hawai'i Department of Education. The joint BOE/DOE Strategic Plan in its current update (2017 - 2020) seeks to balance resources and provide the best possible education for our keiki under the current system. The state ESSA plan is the responsibility of the state DOE and is a derivative of both the blueprint and strategic plan and articulates our vision while complying with federal reporting requirements to receive continued necessary funding. Meanwhile, the law defines a new role for state governors in public education. During the joint education planning meetings, education leaders used the following graphic to guide discussion on the big picture of education in Hawai'i, the important role of the Department of Education, and the important role of all state departments in supporting public education and the overall well-being of everyone in Hawai'i.



A Foundation for Excellence

The foundation for Hawai'i public education integrates learning from the past, understanding the present, and designing for the future.

Learning from the Past: He Nu'u I Kālia 'Ia - A Summit Strived For

Hawai'i is a special place with a long, complicated and somewhat progressive educational history. The foundation for public education in Hawai'i was laid more than two centuries ago. In 1841, Kamehameha III organized a national department of public education, operated and taught in the Hawaiian language. Education was made compulsory, beginning at age four, in hālau hula-like schools run by communities to teach literacy. Schools were completely integrated, serving all races and genders and included support for multilingualism (Pukui, Haertig, & Lee, 1979; Wilson & Kamana, 2006). No other state has a history of an earlier compulsory education system, much less a racially integrated one, or one in which compulsory education began at the preschool level. In 1867, Hawai'i participated in the World's Fair in Paris, earning a gold medal for its central exhibit on its education system (Wilson & Kamana, 2006). At annexation in 1898, the literacy rate of those who had been educated in Hawai'i exceeded that of the United States with a large percentage literate in Hawaiian and at least one other language (Wilson & Kamana, 2006; Reinecke, 1969).

With the overthrow and annexation, the purposes and structures of public education shifted. In 1896, the Republic of Hawai'i closed all public schools taught through the medium of Hawaiian, only to be reestablished by the state legislature in 1986. The groundwork for much of our current system was laid in the context of an economic system driven first by sugar production and later by tourism and American military presence (Perkins, 2006; Sai, 2011). Under American influence, public schools became an explicit site of assimilation and cultural imperialism. Hawai'i became "Americanized" as a territory, in the first half of the twentieth century, in part through the work of progressive American educators who helped to create two-tiered public school system (English Standard and regular public schools). The regular public schools were institutionalized for working class Native Hawaiians and the children of former plantation workers, who in the latter part of the century began to move from plantation work to the service industry of tourism and into work that was financially supported by increased occupation by the American military. English Standard Schools were developed for white "middle level plantation management and technicians, physicians, teachers, social workers, shop keepers, skilled craftsmen, and members of the American military" (Hughes, 1993; Meller, 1948).

Public education in Hawai'i is also rooted in a historical context of international imperialism, racism and economic disparities (Kame'elehiwa, 1992; Kaomea, 2001; Osario, 2002). The Hawaiian Kingdom was overthrown in 1893 and shortly thereafter the Republic of Hawai'i closed all public schools taught through Hawaiian in preparation for annexation and an increased political control of the sugar plantation owning elite. These changes dramatically affected the public schools as the children of plantation workers grew from a minority of students in the public schools to the core public school population. There was also a major linguistic change from Hawaiian as the normal language of child peer group interaction in the schools to the gradual development of Hawai'i Creole English for that purpose, albeit with much influence from the Hawaiian language and culture.

Hawai'i was annexed to the United States at the same time as Puerto Rico and the Philippines. Those two areas then became the source of additional laborers to join Chinese, Portuguese and Japanese laborers already working in the plantations with a remnant group of Native Hawaiians

there. Japan's imitation of European imperial expansion then resulted in Okinawans and Koreans brought to Hawai'i under national agreements. Public schools where the working-class children came together using Hawai'i Creole English, forged a unified unique local identity that placed high value on honoring ancestral ethnicities while working together under a shared aloha for Hawai'i.

During the long territorial period the ruling elite of Hawai'i, whose children did not attend the public schools, moved back and forth between educational policies that were designed to use the public schools to keep the non-white majority "in their place" and democratic ideals regarding the equity of all. These actions were influenced by a context elsewhere in the United States where, unlike anything in the previous history of Hawai'i, there was strict racial segregation and barriers to Asian immigrants acquiring citizenship. Added to this was American xenophobia emerging first with World War I and then, most harshly for Hawai'i's people, with World War II.

In spite of the historical structural misuse of our public school system, Hawai'i's people as a whole have much to be proud of in what has emanated from the traditional values and ideals that were cultivated by administrators, teachers, and students in our public schools. From the earliest territorial days, strikes and lawsuits against discriminatory practices were based on those ideals. As the shared local identity with Hawai'i grew, so did unified action against injustice. Many of the victories for equality that came to be shared by all the United States were first accomplished in Hawai'i lead by families whose hopes and dreams for the future were nurtured in Hawai'i's public school classrooms. Among such victories were Farrington vs. Tokushige that reaffirmed the right of parents to promote ancestral languages, the election of the first Asians and Pacific Islanders to high government positions, non-white Olympians, and the reversal of federal restrictions on indigenous Americans to use their languages as the medium of education.

Hawai'i's history, including the history of its educational systems, is very different from that of the other states. A clear theme that emerges in considering the history of Hawai'i public education is that the accomplishments which we as an island society are most proud have emerged from values, ideals and practices nurtured in our public-school classrooms and families. At the same time, the very system under which those classrooms operated was not fully aligned with those values, ideals, and practices. Imagine what Hawai'i could be if we could align the system to reflect what has made Hawai'i a beacon in the world that it has long represented.

Understanding the Present: The Current State of Hawai'i Public Education

Voices across our state agree that Hawai'i possesses the potential to be a global leader in public education. Our challenge is to engage in transparent, collaborative analysis of our strengths as well as the barriers that hinder innovative solutions to our challenges.

Our unique diversity, combined with our powerful cultural values, is a foundation for excellence. Our hard-working, committed educators possess creative and innovative ideas waiting to be unleashed. Our single state district provides more financial equity than is possible in states with multiple districts and has the potential for a more responsive and forward-moving approach to 21st century schooling.

Hawai'i is already the national leader in culture-based education that is now developing throughout our local communities. Hawai'i is also widely recognized as being in the top tier of international leaders in indigenous language medium education. Our recognition of two official languages, through either of which a student may pursue a full P-20 education, has been a groundbreaking change for equity since 1986. Education through immersion in Hawaiian must be

better integrated into federally funded education initiatives to assure equity to those participating in this model of education.

Moving forward, we need to build on the strengths that give our state public education system a stable foundation. The ESSA Team engaged in a thorough review of statewide data, gathered feedback from individuals and community groups, studied current research, and heard presentations from local and international experts. We have identified areas of excellence that should be sustained, critical challenges that must be addressed, and barriers to change that will need to be overcome

Understanding the Present: Areas of Excellence

Access to high expectations for learning

- 43% increase in enrollment of Early College while in high school from 607 (2011) to 789 (2014)
- 30% increase in the number of students taking Advanced Placement Exams from 5,813 (2011) to 8,270 (2015)

Decrease of Repair and Maintenance Backlog from \$400 million (2010) to \$279 million (2016)

*Data from Strategic Plan (Hawai'i Department of Education, 2016)

Understanding the Present: Critical Challenges

Here is a typical student moving through Hawai'i's public education system in 2016:

- He or she may be one of the 3,675 students who receive the early learning support of an estimated 35,100 children who need it
- When he or she reaches grade 3, they may be part of the 65% deemed to be proficient in terms of literacy or part of the 35% not proficient
- When he or she reaches grade 11, they may be part of the 53% proficient in reading or part of the 47% that is not proficient
- When he or she reaches grade 11, they may be part of the 30% proficient in math or part of the 70% that is not proficient
- When he or she graduates, they may be part of the 56% going to college, or part of the 44% not going to college



Understanding the Present: Critical Challenges

For a different student who may have different needs:

- If he or she receives special education services
 - they may have an achievement gap of 48% in math
 - they may have an achievement gap of 55% in reading
 - they may have a least restrictive environment gap of 25% when compared to peers nationally
- If he or she receives English Language Learner (ELL) services, the student may part of the 53% of ELL students who graduate or part of the 47% that do not (as compared to 82% of all Hawai'i students who graduate)

The academic story on average for all public school students in Hawai'i is that 42% are proficient in mathematics, 43% are proficient in science, and 51% are proficient in reading.

*Data from Strategic Plan (Hawai'i Department of Education, 2016)

Another issue of highest priority is the shortage of qualified teachers for our public schools. While there are many reasons that have been identified as contributing to this problem, it has not always been the case that teaching positions were difficult to fill and there have even been teacher surpluses in the past. The isolation of the islands, the high cost of housing and other living expenses, and the relatively lower salary in comparison to other states are all significant factors that contribute to our shortage. However, the working environment and diminishing regard for teachers as professionals may be the greatest barriers to a stable workforce. If we do not address how to elevate the teaching profession in Hawai'i, then we will have lost an opportunity and may be negligent in maximizing the learning opportunities for our students.

“How we define a successful student should be the measure of how we see a successful community. Our hope is for our students to sustain our community; we need to have that mirror. The current state is one that is encouraging. There is a lot of work yet to do, and understanding what a successful student is, is a key foundation for any blueprint.”

Art Souza, Complex Area Superintendent, West Hawai'i, ESSA Blueprint Community Meeting, September 21, 2016 at Kealakehe Intermediate School

Public education in Hawai'i mirrors the diverse communities throughout our island state. Where communities are thriving, the schools, and students are thriving. We recognize that there are areas within our state where issues that stem from poverty and homelessness can overwhelm families and schools. Therefore, we know that the educational solutions for some communities must include social and health supports, in addition to exemplary academics. We also know that approaches to curriculum and instruction need to be differentiated according to the needs of the students and that local schools and complexes are best able to make decisions about what is best. Equality of funding does not result in equity when student and community needs are not the same, and this must be more effectively addressed as we strengthen all Department of Education and Public Charter Schools. Diversity and empowerment go together to serve the various communities and schools and students of our state.

Understanding the Present: Barriers to Change
<p>83% agree that the Hawai'i DOE should stop issuing mandates and focus on empowering schools</p> <p>96% agree that Hawai'i needs to encourage innovation and creativity in schools</p> <p style="text-align: right; font-size: small;">Resident Opinions on Public Education Survey – February 2016 N = 720 (Ward Research, Inc., 2016)</p>
<p>School-level personnel should be able to have input on how statewide standards and policies are achieved:</p> <ul style="list-style-type: none">  96% of teachers agree  93% of principals agree <p style="text-align: right; font-size: small;">Hawai'i Principals Survey by Ward Research – May 2016 N = 125 Governor's ESSA Team Teacher Survey – July to September 2016 N = 834</p>
<p>72% of teachers disagree that "Hawai'i DOE schools as a whole are currently "empowered" to an appropriate degree"</p> <p>69% of teachers disagree that "my school community currently has sufficient control over the curriculum decisions that directly affect our students"</p> <p>86% of teachers agree that "the students at my school would benefit if my school community has more control over the educational decisions that affect our students"</p> <p style="text-align: right; font-size: small;">Governor's ESSA Team Teacher Survey – July to September 2016 N = 834</p>

Harvard professor and former leader of Finland's education system, Pasi Sahlberg offers valuable experience and insights:

"...there is another way to improve education systems ...by improving the teaching force, limiting student testing to a necessary minimum, placing responsibility and trust before accountability, and investing in equity in education ..." (Sahlberg, 2015).

Designing for the Future: Responding to a Changing World

Hawai'i's education system needs to create the conditions and culture for decisions about teaching and learning to be made closest to the student learner. Combining our lessons from the past with our understanding of the present context, we can design our future-focused education system based on the following key principles:

-  The culture of each school, complex area, and the culture of the entire organization must be positive, inspiring, supportive, and trusting
-  There are only two categories of workers in the education system – (1) those who work directly and closely with students, and (2) individuals who support those who work with students
-  Each school and community in Hawai'i is unique and how we engage students in learning will differ in each context
-  Adequate resources must be provided to schools and classrooms with the highest level of transparency about how resources are used; Resources and supports need to be placed in the classrooms and schools or closest to students

- 🌀 Highly effective school principals who are expert instructional leaders, collaborative, and innovative are essential for the requisite empowering leadership at each school
- 🌀 The system must elevate teaching as a profession, and support and empower teachers to maximize learning for each student
- 🌀 All students, in all schools, in all classrooms need to be engaged in highly relevant, rigorous, and inclusive teaching and learning
- 🌀 Students must be prepared to be successful in an innovation-driven economy; learning should foster curiosity, creativity, problem solving, and innovation

Our design challenge is threefold: First, we must learn from the past and understand the present. Second, we must engage in open, transparent, and collaborative analysis that involves asking hard questions and seeking innovative solutions. Third, we need to anchor our blueprint on our state's rich strengths and assets. These strengths and assets are exemplified in Board of Education Policy E-3, Nā Hopena A'ō, approved in June 2015 (Board - Policies, 2016), and are integrated into the Blueprint's three Vision Focus Areas.

“Our unique values, sense of place, cultural and linguistic, diversity and strong community are all increasingly important here and around the world.”

Patricia Halagao, University of Hawai'i College of Education Professor,
Testimony to Hawai'i BOE on November 11, 2016

Nā Hopena A'ō (HĀ) is a framework of outcomes that reflects the Hawai'i Department of Education's core values and beliefs in action throughout the public educational system. The education system works together and includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total-well-being and Hawai'i (“BREATH”) in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community. The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all our students to the fullest potential.

The HĀ philosophy is a set of six outcomes that are firmly rooted in Hawai'i. These outcomes contain values that are universal to all cultures. Educating students in an environment of HĀ will add value to and strengthen each person who engages over the course of a learning journey. Education faculty, staff, and stakeholders should also be models of behaviors that direct students to what these outcomes might look like in practice. Those who are moved by the goals and intentions of HĀ are encouraged to use it in their everyday practice.

It is intentional that this education blueprint does the following:

- (1) Set forth a bold vision for the future of public education in Hawai'i;
- (2) Use the inspiring outcomes of Nā Hopena A'ō as a framework;
- (3) Provide a compelling rationale for bold targets and innovative solutions.



Figure 1 Nā Hopena A'o (Hawai'i Department of Education, 2016)

Preparing All Students to Succeed Through Culture-Based Excellence in an Innovation Driven Economy

*“Future-focused empowered school communities that inspire learning, innovation, creativity,
and leadership in a healthy and safe learning environment.”*

David Ige, Governor of the State of Hawai'i, Hawai'i Education Summit
on July 9, 2016 at the Hawai'i Convention Center

All stakeholders understand the importance of system wide education policy. However, that policy should be crafted to provide schools with the flexibility and autonomy to best meet the needs of the students they serve. Statewide, process-specific mandates in education, like over-regulation in the business world, do not result in the innovation needed to improve education and do not recognize Hawai'i's rich diversity. We believe educators should be held to the highest

standards and given the flexibility to apply their experience, knowledge, and innovative skills to match local needs to best support each individual student.

This document shapes a vision for public education in Hawai'i to guide students, educators, legislators, labor, businesses, parents, and community members as we work together toward the common goal of fulfilling the promise of public education in Hawai'i. To accomplish this, the blueprint is organized around "Vision Focus Areas" and "Design Principles" centered around the theme of empowerment within our cultural context.

Each of the three Vision Focus Areas represents an area of reform to our current system. In turn, the Design Principles set forth theories of action for how major growth or change in an area can be realized. Each Design Principle is student centered and is presented through two important frameworks. First are the six outcomes of the framework of Nā Hopena A'o to provide a cultural context that is unique to Hawai'i. The second is a rationale for the Vision Focus Area to explain the sense of urgency and the educationally sound reasoning for the Design Principles that underpin it.

VISION FOCUS AREAS		
I: STUDENT SUCCESS	II: EDUCATOR AND STAFF SUCCESS	III: SYSTEM SUCCESS
All Students Successfully Empowered and Prepared to be Innovators and Global Citizens	All Educators Successfully Empowered to Teach, Lead, Motivate, Empathize, and Innovate to Achieve Equity and Excellence	Statewide Education System Driven by Innovation, Transparency, Empowering Leadership, and Hawai'i's Unique Values and Beliefs
DESIGN PRINCIPLES		
High Quality Early Learning Global Learner Outcomes Balanced Assessments and Testing in the Service of Student Learning Student Empowerment, Student Voice Student Wellness, Social Emotional Learning, Health/Fitness Needs Opportunities for Student Success Pathways for Career and Technical Education Pathways for Multilingualism Equity and Excellence: Eliminate the Achievement Gap	System Leadership School and Principal Leadership and Support Classroom Teacher Leadership and Support	School Empowerment Empowering Communities Engaging Parents and Families Innovation for Learning Learning Environments Continuous Improvement Transparency for Resources and Funding

Vision Focus Area #1: Student Success

Our vision is for all students to strive for, possess, and apply global learner outcomes to succeed as contributing citizens and productive workers. Our education system will provide students with opportunities to be engaged and inspired by empowering them to make decisions about their learning. We believe that when we establish a context for learning that offers meaningful and relevant learning experiences, students will meet the high expectations for academic and personal development that will foster success in school and in their future.

Student Success and Nā Hopena A’o

The Design Principles for student success are soundly aligned to the framework of Nā Hopena A’o. First, universal early learning and a focus on positive relationships that grow and evolve through each year of school will strengthen a **sense of belonging** that is a foundation for sustained success. Next, holding high expectations of personal and academic accomplishment for all students will reinforce our values of **responsibility** and **excellence**. Reinforcing social and emotional development and providing pathways for multilingualism will result in strengthening a **sense of aloha** with respect and honor for Hawai’i throughout our public education system. We want to be deliberate about developing students who embrace diversity, empathy and compassion. They will be civic minded, and caretakers of our unique island environment as well as global citizens who carry the values of Hawai’i throughout the nation and the world. Finally, we recognize that social, emotional, and physical **total well-being** are essential components for personal development and success in life. This understanding will guide our decisions about curriculum, instructional practices, and student assessment as we move forward.

Rationale

When President Obama signed ESSA into law on December 10, 2015, he made a profound declaration about how we need to change existing thinking about student success:

“This law makes long overdue fixes to the last education law replacing the one-size fits all approach to reform with a commitment to provide every student with a well-rounded education. It helps states and districts reduce unnecessary standardized testing we want to get rid of unnecessary standardized tests so that more teachers can spend time engaging in student learning while at the same time making sure parents and teachers have clear information on their children’s academic performance” (Davis, 2015).

Governor Ige saw the potential for this legislation to be the impetus for positive changes in public education in Hawai’i. He began to gather information from both educators and the public about their ideas for this transformation, beginning with redefining student success.

The Executive Office of Early Learning presently provides publicly funded preschool for 420 students in 21 classrooms in 19 schools. This is only 2.4% of state’s four-year-old population. Research shows that a child’s learning begins long before kindergarten and 92% of brain development occurs before the age of five. Research also shows that students from economically disadvantaged families begin school an average of 12 to 14 months behind their peers in language development and reading skills. To improve public education in Hawai’i, we need to invest smarter and we need to start earlier by expanding early learning. Experts report that states can expect a significant return on investment for early education – a return of seven dollars for every dollar invested in high quality preschool programs when comparing resources required to attain successful outcomes in a school career. Research also supports the cost effectiveness of early

child development in helping to prevent achievement gaps, boost school achievement, promote better health outcomes, improve our workforce, increase productivity, and reduce crime.

In January 2016 Ward Research conducted a statewide survey on education issues in Hawai'i. A surprisingly high percentage (44%) felt that there was too much emphasis on standardized testing in our state. This had not been discussed much in public venues and the researchers did not expect it to be of concern to so many. In July 2016 when Ward Research surveyed principals, 84% felt that the DOE should consider changes in the Smarter Balance Assessment and 85% agreed that the testing time should be reduced. Most principals (74%) recommended that the DOE consider alternatives to the Smarter Balance Assessment, such as portfolios, and demonstrations of competencies. In September 2016, the organizations representing Hawai'i Elementary and Middle School Administrators Association (HEMSA) and Hawai'i Association of Secondary School Administrators (HASSA) identified the need for more support in assessment literacy. In September 2016, the Governor's ESSA Team surveyed teachers across the state and found that the clear majority (91%) felt that the DOE should consider changes in the current state testing program; and, like the principals, most felt the testing time should be reduced and that more authentic assessment models should be considered. In addition, there was a strong interest in the option offered by the new legislation for selected states to pilot new testing options. In 2010 forty-five states agreed to join a consortium that would teach and test Common Core Standards, which led to Hawai'i's commitment to Race-to-the-Top. As of 2016 we are one of only fourteen states still using the Smarter Balance Assessment. We believe it is time to reconsider our commitment, also.

Design Principles

**High Quality Early Childhood Education * Global Learner Outcomes
*Balanced Assessments and Testing in the Service of Student Learning * Student Empowerment,
Student Voice * Student Wellness, Social Emotional Learning, Health/Fitness Needs *
Opportunities for Student Success * Pathways for Career and Technical Education *
Pathways for Multilingualism * Equity and Excellence: Eliminate the Achievement Gap**

High Quality Early Childhood Education for All Learners

Early childhood education is defined in statute as “developmentally appropriate early childhood development and education for children from birth until the time they enter kindergarten” (Relating to Public Early Childhood Education Act 109, 2015). Hawai'i's educational system will expand to include more access to high quality early childhood programs which will target those who are most in need. Children that because of their home and community environment, are subject to language, cultural, economic, and other disadvantages. Hawai'i will continue to implement high quality early childhood programs based on what neuroscience tells us about how children learn best. Hawai'i will also provide programs that increase the knowledge base of families, schools and communities so that they will be empowered and ready to support all children to be successful in school and life. Families are a child's first and lifelong partner in education. Therefore, schools will embrace families by engaging them at the earliest possible stage in their journey to be true partners in their child's development and learning.

In 2014, Act 122 appropriated \$3 million for pre-kindergarten programs to be implemented in fiscal year 2015. Through a partnership with the Department of Education, the Executive Office on Early Learning launched Hawai'i's first Public Pre-Kindergarten Program which currently consists of 21 classrooms in 19 schools across the state and serves 420 four-year old students in the year before they attend kindergarten. In 2015, the program received a 9 out of 10 rating on the research-based National Institute for Early Education Research Quality Standards

Benchmarks. To sustain a high level of quality in the Public Pre-Kindergarten Program, Hawai'i will implement an Early Learning Academy for principals and school teams to support and ensure the use of developmentally appropriate early childhood education practices such as aligning curriculum with Hawai'i Early Learning and Development Standards (HELDS), use of formative child assessments, and classrooms that promote positive student-teacher relationships beginning with pre-kindergarten and continuing through the early elementary grades.

Hawai'i's high quality early learning system will be strengthened through cross-systems partnerships and "whole child" supports focused on the well-being of families, based on the concept of 'Ohana Nui. 'Ohana Nui is the State's multigenerational approach that invests early and concurrently in children and families to improve health, education, employment, and other outcomes. 'Ohana Nui is integrated into State programs, policies, and philosophies to ensure we address the root causes, or social determinants of health. These include healthcare, education, safety, living/work environments, and housing. A more targeted emphasis on healthy starts for all children, including access to health insurance, mental and dental services, and early intervention supports that include vision, hearing, developmental and mental health screenings early on will lay the critical foundation for success. This approach will empower Hawai'i to more efficiently align programs and funding to make a bigger impact on Hawai'i's children and families.

Global Learner Outcomes

Our schools will prepare students for the unknown future world by assuring that they have the skills and dispositions of a global learner: Complex Thinker; Effective Communicator; Self-Directed learner; Community Contributor; Quality Producer; Effective and Ethical User of Technology; and Creative Innovator.

Balanced Assessments and Testing in the Service of Student Learning

Our Hawai'i Public Schools will be guided by the core belief that education assessment will be conducted in the service of student learning and that all educators possess the skills for reflection and refinement of this professional practice. Schools will use a variety of assessments that measure student learning and allow students to show what they have learned in different ways. Standardized testing will be minimized as schools and teachers develop assessments that measure and support student growth.

There will be a clear distinction among assessments that are used to measure progress within the statewide system, progress within the school, and individual student growth. The priority will be assessment for individual student learning.

All educators will possess assessment literacy skills and will engage in reflection and decisions about refining this important professional practice. Professional educators will develop and determine appropriate assessments from a repertoire that includes measures that are formative, culturally relevant and performance-based.

System-wide performance can be measured by valid and reliable testing practices that involve sampling rather than requiring the testing of every student. Additionally, it should be determined whether testing needs to occur in grades 3-8 as is currently done.

Informed use of assessment must include differentiating assessments and their purposes as follows:

- (a) large scale assessments used to inform the entire system performance,
- (b) assessments used to inform school performance,
- (c) assessments used to inform classroom performance, and
- (d) assessments used to inform student performance.

Students should be assessed on the attainment of Global Learner Outcomes through performance tasks, senior projects, or other similar forms of authentic assessment.

Assessment policies and practices will be aligned to the areas we have identified as important for student learning. Testing results will be shared in a timely manner with students, teachers, and parents so that changes can be made in the teaching and learning process that will impact student progress.

Education assessments will be designed and prepared with integrity, and delivered with respect and caring for students. There will be recognition and appreciation of each student's cultural history, language, and values.

Educational assessments will be designed to efficiently assess student learning and minimize testing time.

Student Empowerment, Student Voice

Students will be empowered to take more responsibility for their own learning. We will listen to their voices through a variety of meaningful venues, including the student member on the Board of Education, state and school student councils, student publications, and from feedback collected and used by teachers in the classrooms. When learning is more personalized and students are assessed authentically on self-directed projects we believe both rigor and engagement will be increased. It will be important to recognize that some students may not feel empowered as a result of language difference and so we must value their multilingual abilities as assets and resources for sharing their voice.

Student Wellness, Social Emotional Learning, Health/Fitness Needs

All Hawai'i students need explicit social emotional learning supports to access curriculum and programs in physically and emotionally safe environments. Students learn empathy in a diverse cultural environment where collaboration with and compassion for others is emphasized. We will continue to create school communities where aloha, well-being and belonging are valued and evident. We will include these considerations in teacher-recruitment efforts and expanded support for school counseling.

Opportunities for Student Success

Implementation of a new comprehensive system of pathways will be provided for all students beginning in elementary school. Pathways will guide all students who aspire either to traditional colleges or post-secondary career and technical education.

-  There will be increased support for professional development for educators seeking effective strategies for student engagement. Educators with innovative ideas for implementing new and creative practices will be encouraged and supported.
-  It will be important to have focused professional development based on the needs of students and communities. We will align professional development resources to support student success objectives and be responsive to the identities and needs of individuals, schools, community, complexes, and state offices (e.g. interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners, special education inclusion, language development, and quality classroom assessments).
-  There will be an early identification of student passions, aspirations, and curiosities that will be fostered through a strength-based approach. We will promote student voice and leadership throughout the school and the larger education system and encourage their engagement in addressing school problems and participating in decisions.
-  There will be a focus on implementing the middle school philosophy for all middle schools, as well as differentiating support for elementary and high schools.

Pathways for Career and Technical Education

The students in our public schools will have opportunities to choose career pathways that lead to a range of professional and technical careers. We will expand partnerships with higher education and industry to assure that our students are well-informed and prepared for success beyond high school. Early college admissions, internships, and industry certifications will be available in a wide variety of pathways for all students to explore and develop specific skills.

Pathways for Multilingualism

Hawai'i's educational system will continue to offer the choice of education through either of its two official languages. Both its Hawaiian and English medium schools will provide increased opportunities and support for multilingualism to include proficiency in Hawai'i's immigrant languages as well as the two official languages.

Considering the new ESSA accountability system, which requires more English Language Learner (ELL) oversight, all levels will work together to increase resources to improve ELL services and develop new innovative initiatives focused on multilingualism. Resources will be provided to increase ELL staffing at the central office to provide stronger systemic support to schools and students. Resources will be provided at the school level for more professional development, curricula, translators and interpreters, and outreach support for families (i.e. bilingual/bicultural school-home assistants, newcomer centers). Resources will be provided toward dual language programs for its largest immigrant languages at the early-childhood and elementary levels, which are proven to show the most impact on academic achievement and English development. Hawai'i will develop a professional pipeline to recruit, train, and support multilingual community members who are para-professionals or part-time teaching assistants to gain teacher certification

to increase the pool of qualified ELL and/or multilingual teachers. Hawai'i will also develop a monitoring system to ensure that there are qualified teachers to serve our students.

Equity and Excellence - Eliminate the Achievement Gap

The Hawai'i Public Schools will foster equity and excellence for all students through high expectations for learning the skills needed for success in the 21st century. Student success will be redefined to include more than test scores as schools are empowered to identify and address the strengths and needs of their own students. Quality early learning programs for all students, culturally and contextually relevant learning experiences in all schools, and licensed, certified, and effective teachers in every classroom will lead to the elimination of the achievement gap.

Vision to Reality: Aspirational Targets for Student Success

As we move forward we envision a renewed public education system that embraces a culture of empowerment, innovation, equity and visionary leadership. We believe that there are aspects of this blueprint that can begin immediately:

High Quality Early Learning will be expanded and implemented in 2017

- 🌀 The State Early Learning Plan will be completed in 2017 and the Hawai'i Early Learning Academy will be implemented in school year 2017-2018.
- 🌀 ESSA Title I funding can be used to expand public preschools.

The learning achievement gaps will begin closing in 2017 and will close by 2020

- 🌀 The larger system will empower schools to identify what they need to close the gaps in achievement that are experienced by special needs students, English language learners, and students from families who live in poverty. High quality professional development and resources, including Title I funding, to support the educators and schools where these students learn will be made available. As students gain proficiency and progress through a supportive system, the learning gaps will close.

Hawai'i will elect to pursue a new assessment model through the ESSA Pilot Program for Authentic Assessment.

- 🌀 All assessments we implement will recognize that the student is the center of all our professional practices and the accomplishments that we monitor should reflect our whole-child vision and values.

Vision Focus Area #2: Educator and Staff Success

Our vision is for all educators and staff to model the Global Learner Outcomes needed to succeed as innovative, contributing citizens of society as well as members of our workforce, community, family, and school. Educators and staff will be held to high expectations for modeling and fostering curiosity, creativity, collaboration, critical thinking, and risk-taking. Educators and staff will seek engaging, empowering, and inspiring opportunities to make decisions about and deliver meaningful and relevant teaching and learning experiences.

Educator and Staff Success and Nā Hopena A'ō

The design principles in this focus area are naturally aligned to the framework of Nā Hopena A'ō. Strengthening a **sense of belonging** begins with empowering educators and staff to build relationships that will sustain their communities and allow them to flourish. Enhancing

responsibility and **excellence** begins with high expectations that all educators and staff will embrace global learning outcomes and strive to achieve personal levels of excellence and equity. Strengthening a **sense of aloha** is embodied through our focus on developing schools where all educators and staff are empathetic, compassionate, civic-minded, caretakers of our natural environment, and protectors of the most vulnerable among us. Strengthening the **sense of total well-being** prioritizes support for the social-emotional, wellness, and health needs of educators, staff, and students. We will recognize the connections between mental, physical and spiritual well-being. We will sustain educators and staff who show deep understanding and appreciation in the values, principles, and beliefs of our history and culture. Our **sense of Hawai'i** will reflect a commitment to treating others with compassion, tolerance, understanding and humility.

Rationale

Teachers, principals, and school support staff are the heart of our instructional system. Our keiki in Hawai'i deserve the best school leaders and educators we can provide. School leaders are challenged to work with school communities, parents, teachers and students in meaningful ways to create relationships and a shared vision for the school. This challenge is made more difficult by the amount of time that must be dedicated to complying with system-wide directives and mandates. Principals and teachers have told us through surveys and at forums that they are spending less time on instruction and other student and professional peer interactions, and more time completing requirements that seem only marginally connected to student learning.

We have difficulty retaining new teachers with nearly 50% leaving before they complete five years of teaching. Experienced teachers are often choosing to leave the profession sooner than they had planned, or leave the public-school system for work in private schools. The recruitment of the next generation of qualified teachers has reached a crisis. Issues relating to teacher compensation, working conditions, and the loss of teacher autonomy are all contributing to the acceleration of this dramatic attrition rate. We must address this crisis through systemic and visionary policy shifts that will elevate the profession of teaching and create a pipeline of experienced and pedagogically grounded educators to deliver engaging and effective instruction in the classroom. Transformation of school culture to one of collaborative empowerment will occur when educators and administrators are empowered to engage their communities in creating a vision and acting to bring their unique visions for student learning into reality.

A recent report of the findings from principal forums of the HEMSA and the HASSA in October 2016, identified the following recommendations to address seven issues determined to be of highest priority:

-  Create/support in every school, a system for formative assessment and instruction where teachers meet regularly under the guidance of a coach to deconstruct standards, review assessment data and determine appropriate instructional strategies.
-  Create/support in every school, an accountability system that provides choices and options in measuring student progress that meets the needs of the school community in raising student achievement.
-  Create/support in every school, administrator and teacher competencies in using differentiated practices for pre, formative and post assessment to raise student achievement for all students.
-  At state, district, complex and school levels, use an adequate system of support for school leadership involving the voice of principals in making decisions regarding what is needed

by the administrators and the teachers.

-  Create/support in every school an adequate system for struggling students that engages all students in the learning process through unique interventions that meet each student's learning targets.
-  Create a culture that all work at the state, district and complex levels are focused on supporting schools in meeting their unique needs in unique ways and that one size does not fit all schools. The mission at state, district, complex, and school levels must promote and create opportunities for school innovations that meet all dimensions of students.
-  Create an adequate system to support a creative (not rule bound) and growth mindset that aligns resources through involvement of principals in decision making, empowerment of all school/community level users and true team work among the various levels to support what's best for schools.

Design Principles

** System Leadership * School and Principal Leadership and Support
* Classroom Teacher Leadership and Support **

System Leadership

System leadership, at its core, will be reconceived to include the Governor and key decision-makers from the BOE, DOE, and the State Legislature. Effective and empowering system leadership will create an environment of trust and empowerment. Our system will move from traditional accountability to collaborative, trust-based responsibility. Effective and empowering system leadership requires transparency in all processes. Effective and empowering system leadership finds innovative, collaborative, and effective ways to address these issues.

System structures will be thoughtfully designed using “futures thinking” that begins with the end goal in mind. Accountability and evaluation processes will provide clear, coherent, and inspiring expectations and visionary goals that drive desired best practices in classrooms, schools, and communities.

School and Principal Leadership and Support

Hawai'i public schools will each have a highly effective instructional leader who is committed to students, staff, and the community. School principals will demonstrate the dispositions that foster innovation and creativity in learning. They are expert instructional leaders whose collaborative and innovative skills are essential for the requisite empowering leadership at each school. They will take risks and allow others to take risks throughout the processes of growth and innovation. They will understand that there is learning through failure, and that our positive response to failure, is essential to the learning process. School leaders will model and demonstrate empowering leadership. They will have a deep commitment to collaboration and shared decision-making.

To accomplish this transformation, we will need to reform the recruitment, selection, and professional development programs that develop and support school leaders. We will move from models of training for compliance to new models that identify emerging leaders who are committed to building and enhancing the qualities they will need to lead their schools in this new era. School leaders will be evaluated on their ability to establish or expand a culture of empowerment throughout their schools. An evaluation system that rewards empowerment,

innovation, collaboration and community-building will be implemented and will guide professional support for school leaders.

Classroom Teacher Leadership and Support

Individuals choose the profession of teaching because they want to help children, young people and adults explore their talents and learn the skills they need to live quality lives. For most in this profession, teaching is a passion that emerges from the joy they experience in learning. Our system must support and sustain teachers who come to our classrooms and schools committed to the mission of promoting the joy of learning in others.

The Hawai'i public school system will attract, recruit, select, train, and retain the very best educators at all levels. All educators will be empowered to be empathetic, innovative, and courageous advocates for students, their schools and public education. These educators will be able to build strong relationships, make learning relevant, and foster success through rigorous student learning opportunities that promote sustainability, democratic principles, and shared values that are grounded in Hawai'i's history, culture and diverse society.

Students will be engaged in learning by teachers who are provided opportunities to teach to their passions, inspire innovative learning for curious and creative learners, and deliver relevant and rigorous instruction and assessment for attainment of global learning outcomes. Enthusiastic and passionate teaching leads to enthusiastic and engaged student learning.

Teachers will have more influence over their working conditions and their capacity, within positive learning environments, to contribute to student learning and engagement. Teachers will be empowered to make decisions on content and pedagogy through powerful professional learning communities in collaboration with their school community. This will contribute to a greater sense of efficacy and will increase teacher job satisfaction.

Teachers play a critical role in building student confidence and creating an environment in which students can begin to exercise democratic principles and empowerment. Empowered teachers are in the best position to empower students because they can effect change in their classrooms, and as part of the school's professional learning community. There will be an understanding that empowerment is a process by which people make decisions closest to the place of implementation.

Vision to Reality: Aspirational Targets for Educator Success

As we move forward to implement a renewed culture of empowerment, innovation and leadership in our public school system, we will begin immediately to move toward the following targets:

-  Hawai'i will begin the redevelopment of leadership selection and training in 2017 and will have an exemplary leadership development program by 2020. Title II funds may be used to enhance this program.
-  Our most qualified college students and graduates will regard the profession of teaching as a desirable aspiration and dedicated, qualified teachers will teach all public school students by 2020.
-  Federal funds identified in ESSA can be used to support practices and policies designed to retain public school teachers and elevate their professional status.

- Teacher evaluation will be designed in the service of student learning to support learning through promoting innovation, student engagement, student empowerment, and the recognition of teacher professionalism.

Vision Focus Area #3: System Success

Our vision for Hawai'i's public education system is for a department that recognizes that its primary mission is to help schools address what principals and teachers have identified as priority needs in support of student success. The leaders in our statewide system of support will manage human, community and financial resources in a way that reflects a clear understanding that all efforts are focused on improving the experience of students in our classrooms. As with our visions for student and staff success, we believe that the Nā Hopena A'ō framework will be the guide that supports the conditions for a new culture of empowerment, innovation, and leadership at every level within the Department of Education. Systems for accountability and evaluation will include high expectations for performance of students and staff, along with compassionate support for self-correction and continuous improvement.

System Success and Nā Hopena A'ō

We are fortunate to share a history and culture in Hawai'i that values our diversity while embracing the value of **aloha** that is reflected in the framework of Nā Hopena A'ō. We look to success as our public education system transforms for the 21st century and school communities are empowered by strengthened senses of **belonging** and **responsibility** as they develop ownership for improving educational programs for their students. Systems of support for the schools will build greater capacity for **excellence** and a renewed sense of **well-being** among those who work directly with students and among those who support them.

Rationale

There has been strong support from students, parents, teachers and school leaders for a renewed public education system that places authority and responsibility for decisions affecting students with those who work in the schools. The surrounding system should be one of support for teachers, principals and support staff who work directly with students. We have studied exemplary school systems both outside of the United States and within our country. They share qualities to which we aspire, including collaborative decision-making, financial transparency, authentic learning and assessment, and innovation that emerges from the unique needs of individual schools. They also have a high regard for and trust in the professionalism of educators. We can see the need to redefine success and develop a broader definition of student and school success. In Hawai'i there are models of excellence in both the charter and regular Department of Education schools. We can look to these schools and their leaders to show the way as we work to establish a statewide system where all schools can be models of excellence.

Over the last two years there has been considerable feedback from teachers and school leaders through surveys and forums in support of a system that is turned "right side up" so that reform is driven from the school and community with a surrounding system of support from state and complex staff. We believe that there is the needed leadership, expertise and commitment within Hawai'i to accomplish this.

Design Principles

- * School Empowerment
- * Empowering Communities
- * Engaging Parents and Families
- * Innovation for Learning
- * Learning Environments
- * Continuous Improvement
- * Transparency for Resources and Funding

School Empowerment

Decisions about students, teaching and learning will be made as close as possible to the classroom. Our public schools and communities will design a system that recognizes and trusts the wisdom and judgment of educators in the schools and reverses the current model that operates through “top-down” mandates. State and Complex Area Leadership along with principals and school staff will receive support and professional development as we move into this new era.

Our new system will reflect our core values and beliefs and include clearly defined responsibilities at all levels within the Department of Education. There will be significantly more autonomy in decisions that concern schools, students and those who work with them. The statewide system will be transparent about resources and expenditures to provide support to schools in alignment with identified needs. We will see collaboration among leaders across all levels and between principals and school staff. Our new system will have accountability systems that promote empowerment, innovation, student engagement, and total well-being of learners.

Empowering Communities

The communities that surround and support our public schools will be encouraged to engage with their local schools to design the new system where decisions are made close to the classrooms. School-community empowerment will include partnerships with state agencies, organizations, colleges, public libraries, and businesses that will join with us to foster learning throughout the state.

Engaging Parents and Families

Supporting parent and family engagement will be a priority for school leaders, teachers, and support staff. Principals will be encouraged to develop engagement strategies that consider the culture and recognize the individual and collective needs within the community. Schools that no longer include resources for Parent and Community Networking Centers (PCNC) may want to revisit that option and training support should be made available. Schools will build partnerships with families, honor their contributions, and provide share decision-making opportunities to sustain connections that are aimed at improving student learning.

Innovation for Learning

The Hawai'i public schools will create and sustain a culture that values innovation and unleashes curiosity and creativity in all learners. Innovations by charter schools will be embraced and supported. Leadership development will focus on engagement, empowerment, and innovative practices and approaches in leading, teaching, and learning.

Our public charter schools will be recognized system-wide as models of innovation and will be recognized through Board of Education policy for their role as incubators for diverse approaches

to learning. There will be visionary leadership, implementation, and support for the sharing of ideas, knowledge, and experiences among charter and regular Department of Education schools.

System leadership will establish a culture that encourages innovations, and safe environments for taking risks. Leadership will provide opportunities and support for teachers, schools, and complexes to pursue innovations that they identify as promising strategies for their communities.

Learning Environments

We recognize that as we move further into this new education century, our public school learning environments will need to adapt. We will identify innovative, cost-effective strategies that will provide the best possible environments for students and teachers in both early learning and K-12 programs. We will transform traditional schools and classrooms into flexible, well-resourced learning areas that are clean, safe, ecological, and conducive to creative, engaging teaching and learning. We have models to learn from in both our charter and regular public schools and we can leverage existing laws, such as Act 155, and work with the legislature and Board of Education leadership to identify where new laws or policies are needed.

Our schools will find ways to incorporate learning environments that take full advantage of local community resources with existing or renewed environments within school facilities.

Continuous Improvement

Continuous system-wide renewal depends upon ongoing education research and learning. We will establish a world-class research and design (R&D) center that supports all levels of education within Hawai'i. The center will inform policy makers and stakeholders about current research in educational innovation, learning gaps, cognitive and emotional learning, assessment practices, instructional leadership, and practices for assuring qualified, effective teachers in every classroom.

We will also pursue disciplined inquiry to develop, test, and refine interventions that support needs that have been identified by schools and complexes and identify strategies for sharing and implementing best practices beyond individual schools. We will engage in research practice partnerships to meet accountability expectations and partner with the research community to develop and improve site-based programs and practices. We will address technical and adaptive problems of practice by leveraging the expertise and experiences of educators and researchers through mutual partnerships.

Transparency for Resources and Funding

A core goal of ESSA is to enable parents and other stakeholders to engage meaningfully with their education systems. This is only possible when everyone has access to clear, complete and timely information about how students and schools are doing. To accomplish this goal, the proposed regulations seek to ensure that states and districts work with parents and other stakeholders to develop report cards and make them publicly available no later than December 31st of each year. These report cards shall include accountability information (including student assessment outcomes and graduation rates) in an easily accessible manner, so that stakeholders can fully understand school performance. The information will also enable them to participate more effectively in developing solutions for challenges facing the schools and students in their communities.

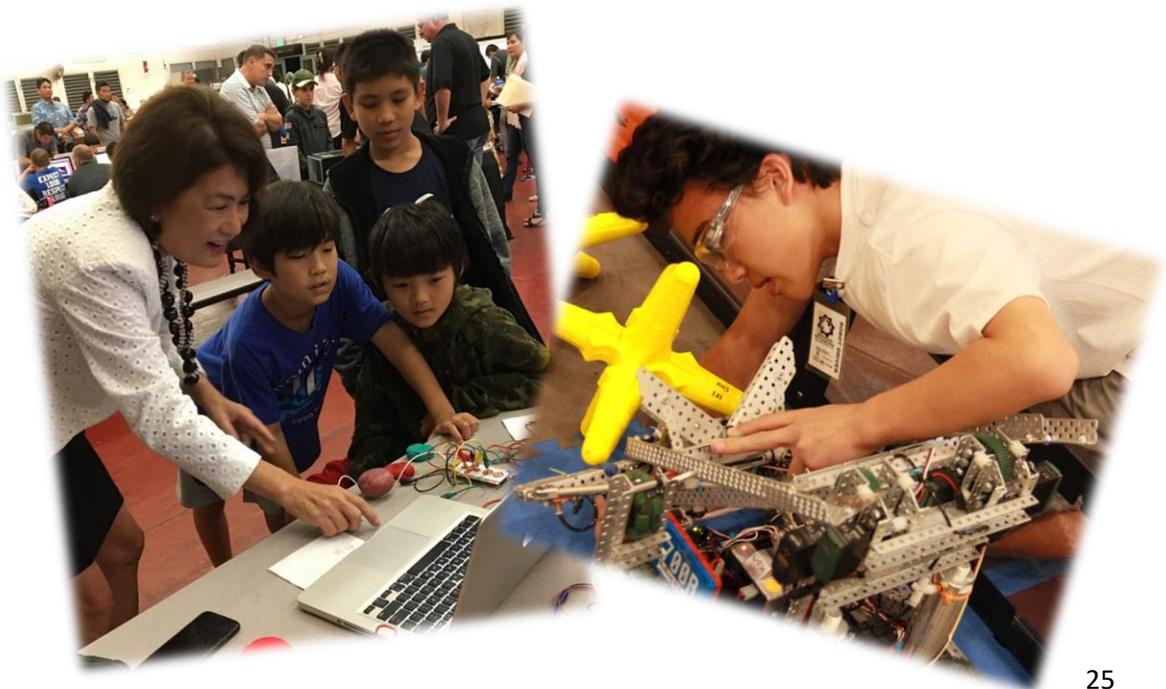
The new law ensures more transparency for parents, educators and community members around resource equity measures, such as access to preschool, access to rigorous coursework, and school

discipline. It also clarifies that state and local report cards must include specific information about district and school-level per-pupil expenditures that are calculated on uniform, state-developed procedures. This is to ensure that parents and educators can see with transparency into all school funding. There is also an expectation that we will improve the quality of postsecondary enrollment data so that stakeholders have greater insight into student preparation for programs in postsecondary education.

Vision to Reality: Aspirational Targets for System Success

As we begin the process of turning public education “right-side up” we will start by moving to a system culture that expresses and practices empowerment of others through policy and action. Visionary leadership at all levels within the system will embrace and support innovation. We believe the following are possible by the time indicated:

- 🌀 Innovation for Learning initiatives will be implemented in 2017.
- 🌀 Systemic School Empowerment will begin implementation in 2017.
 - New ESSA Report Cards that provide transparency for school expenditures and school funding by 2018.
 - New BOE Policy on School Empowerment based on ESSA in 2017.
- 🌀 High Quality Early Education will begin implementation in 2017 and expand statewide each year.
- 🌀 Hawai'i will begin the redevelopment of leadership training in 2017 and will have an exemplary leadership development program by 2020.
- 🌀 Our most qualified college students and graduates will regard the profession of teaching as a desirable aspiration and dedicated, qualified teachers will teach all public school students by 2020.
- 🌀 The achievement gaps in learning will begin closing in 2017 and will close by 2020.
- 🌀 Hawai'i will be acknowledged as having the nation's top public education system in 2025.



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Appendix B: Glossary of Terms

Accountability/School Accountability - the process of evaluating school performance on the basis of student performance measures.

Achievement Gap - The term achievement gap is used to refer to the observed, persistent disparity of educational measures between the performance of groups of students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender.

Assessment FOR Learning - (Formative Assessment) a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' learning and achievement of content and skills.

Assessment OF Learning – assessment strategies where teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a point in time.

Authentic Assessment - the measurement of intellectual accomplishments that are worthwhile, significant, and meaningful, as contrasted to multiple choice standardized tests. Authentic assessment can be devised by the teacher, or in collaboration with the student by engaging student voice.

Career Technical Education (CTE) – an approach to provide students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

Continuous Improvement - an ongoing effort to improve products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

Early Learning – a program or approach to improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready. To enhance the quality of programs and services and improve outcomes for young children, including children with disabilities and those who are English Learners, the department administers programs and promotes initiatives that increase access to high-quality programs, improve the early learning workforce, and build state capacity to support high-quality programs and ensure program effectiveness.

Empowerment/School Empowerment - School empowerment recognizes the uniqueness of each school community and that one size rarely fits all. An empowered-school system requires a philosophical shift in which DOE employees fall into either of only two categories: those who work directly with students, and those who support the efforts of those who work directly with students. Teachers in an empowered school determine how to satisfy statewide standards and policies. They also have ready access to information about their school's budget and have a voice in all important matters affecting their respective school. And they play a meaningful role in holding their principal and other administrators accountable. Principals have significantly greater control over financial and staffing decisions in empowered schools, but they must constantly engage the entire school community —teachers, parents, librarians, cafeteria workers, custodians, and anyone else who sees the students daily — in meaningful discussions about spending, staffing, and curricular and instructional decisions. Students in empowered schools

have a voice that increases from elementary through high school, and student aspirations beyond high school determine student-centered learning programs in which learner empowerment and learner accountability are aligned and emphasized. Statewide standards, policies and learning goals continue to play major roles in an empowered-schools system, and non-school staff continues to provide services to the schools. However, those who set standards and promulgate policy never control the means by which school-level personnel achieve desired results, and services providers cannot take for granted their “customers.” School-level personnel unhappy with services provided by the DOE have the option of seeking those services elsewhere. The adults in an empowered-school system model shared values such as collaboration, transparency, integrity, equity and life-long learning. They also embrace clarity of responsibility, especially those that focus on student achievement, and maintain a system-wide commitment to capacity-building for instructional and other forms of leadership. School empowerment includes decentralized decision-making and school-level accountability: accountability without empowerment is unfair and ineffective, and empowerment without accountability would lead to chaos.

Equity or Educational Equity- a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity. Educational equity is dependent on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and are dependent on each other for true academic success of an educational system

Global Learning Outcomes/General Learner Outcomes (GLOs) - The Department's General Learner Outcomes are the overarching goals of standards-based learning for all students in all grade levels. For many years, through changes in leadership, assessments and curricula, the General Learner Outcomes have remained consistent. They are: Self-directed Learner (The ability to be responsible for one's own learning); Community Contributor (The understanding that it is essential for human beings to work together); Complex Thinker (The ability to demonstrate critical thinking and problem solving); Quality Producer (The ability to recognize and produce quality performance and quality products); Effective Communicator (The ability to communicate effectively); Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically). The addition of the outcome, “Creative Innovator” defines the change from **General** Learner Outcomes to **Global** Learner Outcomes.

Improvement Science – an approach and framework developed by the Carnegie Foundation to accelerate how a field learns to improve. Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships. Improvement science is explicitly designed to accelerate learning-by-doing. It's a more user-centered and problem-centered approach to improving teaching and learning. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The objective here is quite different from the traditional pilot program that seeks to offer a proof of concept. Improvement research, in contrast, is a focused learning journey. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. Since improvement research is an iterative process often extending over considerable periods of time, it is also referred to as continuous improvement.

Innovation – a significant positive change; a new idea, method, or product; the action or process of innovating. This is a high bar, and it should be. To call every change you make in your work an

innovation belittles the possible scale of progress. The act of creating something, even if it solves a problem, should perhaps still not be considered an innovation until it is adopted by other people, it's just an invention with the potential to be an innovation.

Nā Hopena A'o (HĀ) - a framework of outcomes that reflects Hawai'i Department of Education's (HIDOE) core values and beliefs in action throughout the public educational system of Hawai'i. HIDOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawai'i ("BREATH") in ourselves, students and others

Network Improvement Community - a scientific learning community distinguished by four essential characteristics: (1) focused on a well specified aim, (2) guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relevant to it, (3) disciplined by the rigor of improvement science, and (4) coordinated to accelerate the development, testing, and refinement of interventions and their effective integration into practice across varied educational contexts.

Social Emotional Learning - a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Appendix C: Stakeholder Engagement Information

Governor's ESSA Team Community Town Hall Meetings

The following are examples of stakeholder engagement and community meetings held to collect input and feedback for co-creating an education blueprint:

-  Hawai'i Education Summit at Hawai'i Convention Center, July 9, 2016 (1000)
-  ESSA Town Hall Meeting at Kapolei High School, July 27, 2016 (130)
-  ESSA Town Hall Meeting at Kalani High School, August 10, 2016 (130)
-  ESSA Town Hall Meeting at Kealakehe High School, August 17, 2016 (110)
-  ESSA Town Hall Meeting at Waimea High School, August 22, 2016 (30)
-  ESSA Town Hall Meeting at Chiefess Kamakahelei Middle School, Aug 24, 2016 (120)
-  ESSA Town Hall Meeting at Waiākea High School, August 24, 2016 (150)
-  ESSA Town Hall Meeting at Kaunakakai Elementary School, August 27, 2016 (20)
-  ESSA Town Hall Meeting at Castle High School, Sept 7, 2016 (205)
-  ESSA Town Hall Meeting at Maui High School, Sept 7, 2016 (75)
-  ESSA Town Hall Meeting at Lanai High and Elementary School, Sept 8, 2016 (25)
-  ESSA Town Hall Meeting at Moanalua High School, Sept 14, 2016 (130)

Governor's ESSA Team Education Blueprint Community Forums

The following are examples of stakeholder engagement and community meetings held to collect additional input on progressive drafts of the education blueprint:

-  ESSA Hawai'i Education Blueprint Forum at Kealakehe Intermediate School, September 21, 2016 (91% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Kamakahelei Middle School, September 28, 2016 (83% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Hilo High School, October 5, 2016 (80% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Campbell High School, October 6, 2016 (88% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Baldwin High School, October 19, 2016 (90% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Mililani High, October 20, 2016 (100% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Kahuku High School, October 26, 2016 (100% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Moanalua High School, November 2, 2016 (94% support blueprint vision focus areas)
-  Hawai'i's Blueprint for Public Education – Version 1.0, January 23, 2017



Governor's **ESSA** Team

The tightly furled frond of the Hāpu'u fern; evokes the opportunity and potential for positive change that the Every Student Succeeds Act brings to Hawai'i's public education system. The fern frond receives support, nutrition and water through a strong single stem (system). In return the frond (students) will supply the plant with energy and renewed strength collected from the surrounding environment.

Green represents growth, life and potential. Reds and oranges represent the pulu (protective silky wool-like fiber) that is found on the exterior of a young frond, reminding us of our responsibility to the youth of Hawai'i. The color also symbolizes the energy and passion of the team members.

The crecents in the form of a circle represent the shape of the fiddle head stage of the fern frond before it unfurls. They bring to mind the continuous and cyclical nature of education. While our system will continue to improve, there is a never-ending need for learning and refinement.

