

Hawaii's Blueprint for Public Education



Hawaii 2016



Governor's
ESSA
Team

HAWAII’S BLUEPRINT FOR PUBLIC EDUCATION

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**Cover design by Melissa Goo, Vice Principal, Nimitz Elementary School*

Hawaii'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 a 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.

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HAWAII'S BLUEPRINT FOR PUBLIC EDUCATION

EXECUTIVE SUMMARY

On December 15, 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."

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."

On April 14, 2016, Governor David Ige announced how Hawaii would work toward a new vision and seize the opportunity provided for by the Every Student Succeeds Act. Governor Ige announced the formation of the "Governor's ESSA Team" and stated that "the governor's team will work to develop a blue print 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 of the new state education plans that ESSA requires. This is a significant opportunity to change public education in Hawaii, 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 "Hawaii's Blueprint for Public Education"; a coordinated, strategic and transparent design that provides the vision, values, and beliefs for public education in Hawaii. The blueprint was inspired by Governor David Ige and his passion for education and Hawaii'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 Hawaii has an unprecedented opportunity to establish a vision to create the best public education system in the nation.

The purposes of the blueprint include:

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

The Hawaii Public Education Blueprint is organized around “*vision focus areas*.” In each vision focus area are the “design ideas” as recommended by education stakeholders who were engaged in the blueprint process in town hall meetings and forums held across the state. These design ideas have evolved into the “design principles” for this education blueprint. Each design principle is student centered and based on a theory of action that inspires engagement rather than compliance.

Theory of Action:

High Expectations + Visionary Leadership + Culture and Conditions that Support Empowerment = Inspiration to innovate and excel in teaching and learning in our schools and classrooms

As a result, this blueprint sets the following bold aspirations for the future of Hawaii public education:

- Beginning in 2017-2018, decision-making about teaching and learning will be placed closest to the school or place of student learning. The school will be the key unit of change and innovation. The role of the state Department of Education will be to provide a responsive and transparent support system for all schools.
 - Systemic school empowerment (strong ownership for teaching and learning, flexibility, differentiation, resources, transparency, and accountability) will begin in 2017-2018.
 - New innovation initiatives (for leadership, teaching, and learning) will be implemented in 2017-2018.
 - Hawaii will have a nationally recognized school leadership development program that focuses on empowerment, innovation, equity, and instructional leadership by 2018
- Beginning in 2017-2018, a plan to close the achievement gap will be implemented. Hawaii will close the achievement gap by 2020
 - Early learning will be expanded and implemented beginning in 2017

- Empowering and effective school leadership will help to attract and retain the most talented leaders and teachers who will drive growth for our students
- Talented leaders and teachers will work collaboratively with students, parents, and families to have ownership for their school – a sense of efficacy and urgency, a conviction to define their vision, strategies, and priorities, and encouragement to re-imagine and innovate to challenge the status quo.
- The elevation of the teaching profession in Hawaii will result in the end of the teacher shortage by 2020
- Hawaii will be nationally recognized for having one of the top public education systems in the country by 2025

HAWAII'S BLUEPRINT FOR PUBLIC EDUCATION: A FOUNDATION FOR EXCELLENCE

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

LEARNING FROM THE PAST: He Nu'u I Kūlia '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 Hawaii 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 4, 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; Wilson & Kamanā, 2006). No state has a history with 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 (Kamanā & Wilson, 2014). At annexation in 1898, the literacy rate of those who had been educated in Hawai'i exceeded that of the United States. A large percentage were literate in both Hawaiian and at least one other language (Reinecke, 1969; Wilson & Kamanā, 2006).

With the overthrow and annexation, the purposes and structures of public education shifted. In 1896, schooling the Republic of Hawaii closed all public schools taught through the medium of Hawaiian, with public Hawaiian medium education reestablished by the state legislature only in 1986. The ground work for much of our current system was laid in the context of an economic system driven first by sugar plantation production and later by tourism and American military presence (Sai; Perkins). 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 (Hughes). 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, 67; Meller).

Public education in Hawai'i is also rooted in a historical context of international imperialism, racism and economic disparities (Kame'elehiwa; Osorio; Goodyear-Ka'opua; Kaomea). 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 when Hawaiian was 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 agreements with that country. The public schools where these working class children came together using the 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, move 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 on top of all this was American xenophobia emerging first with World War I and then, most harshly for Hawai'i's people, from 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 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 of the United States were first accomplished in Hawai'i led 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 of 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 the beacon in the world that it has long represented.

UNDERSTANDING THE PRESENT: The Current State of Hawaii Public Education

The voices across our state agree that Hawaii possesses the potential to be a global leader in public education. Our challenge is to engage in transparent, collaborative analysis of our strengths and of 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 many 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 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: Critical Challenges

Consider the following for a typical student moving through Hawaii's public education system:

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

Now consider the following for a different student who may have different needs:

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

The academic story for public school students in Hawaii is that 42% are proficient in mathematics, 43% are proficient in science, and 51% are proficient in reading.

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 in the past we have had teacher surpluses. 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 Hawaii, then we will have lost an opportunity and may be negligent in maximizing the learning opportunities for all students in Hawaii.

“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 Hawaii

Public education in Hawaii 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. We know that the educational solutions for some communities must include social and health supports, in addition to exemplary academics. We 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 hand-in-hand. The one-size-fits-all centralized approach is contrary to supporting diverse communities and schools and students.

Understanding the Present: Barriers to Change

83% agree that the Hawaii DOE stop issuing mandates & focus on empowering schools

96% agree that we need to encourage innovation and creativity in schools

State Public Education Survey by Ward Research – February 2016 N = 720

School-level personnel should be able to have input on how statewide standards and policies are achieved:

- 96% of teachers agree
- 93% of principals agree

*Hawaii Principals Survey by Ward Research – May 2016 N = 125
Governor's ESSA Team Teacher Survey – July to September 2016 N = 834*

72% of teachers disagree that "Hawaii DOE schools as a whole are currently "empowered" to an appropriate degree"

69% of teachers disagree that "my school community currently has sufficient control over the curriculum decisions that directly affect our students"

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"

Governor's ESSA Team Teacher Survey – July to September 2016 N = 834

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 ..."

DESIGNING FOR THE FUTURE: Responding to a Changing World

Combining our lessons from the past with our understanding of the present context, we are able to design our future-focused education system based on the following key principles:

- Students must be prepared to be successful in an innovation driven economy; learning should foster curiosity, creativity, problem solving, and innovation.
- All students, in all schools, in all classrooms need to be engaged in highly relevant, rigorous, and inclusive teaching and learning. Resources and supports need to be placed in the classrooms and schools or closest to students.
- Each school and community in Hawaii is unique and how we engage students in learning will differ in each context.
- Hawaii's education system needs to create the conditions and culture for decisions about teaching and learning to be made closest to the student learner
- Adequate resources must be provided to schools and classrooms with the highest level of transparency about how resources are used.
- There are only two categories of workers in the education system – (1) those who work directly and closely with students, and (2) those who support who works with students. The system must elevate teaching as a profession and support and empower teachers to maximize the teaching and learning for each student.
- Highly effective school principals who are expert instructional leaders, collaborative, and innovative are essential for the requisite empowering leadership at each school.
- The culture of each school, complex area, and the culture of the entire organization must be a positive, inspiring, supportive, and trusting.

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, Na Hopena A'o, recently approved in June 2015.

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

UH College of Education Professor Patricia Halagao

Nā Hopena A'o ("HĀ") is a framework of outcomes that reflects the Hawaii Department of Education's core values and beliefs in action throughout the public educational system of

Hawaii. The education system 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 Hawaii ("BREATH") in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii 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 and every person who engages over the course 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 every day practice.

It is intentional that this education blueprint does the following: (1) set forth a bold vision for the future of public education in Hawaii, (2) use the inspiring outcomes of Na Hopena A'o as a framework and (3) to provide a compelling rationale for bold targets and innovative solutions.

DRAFT



Nā Hopena A'o Statements

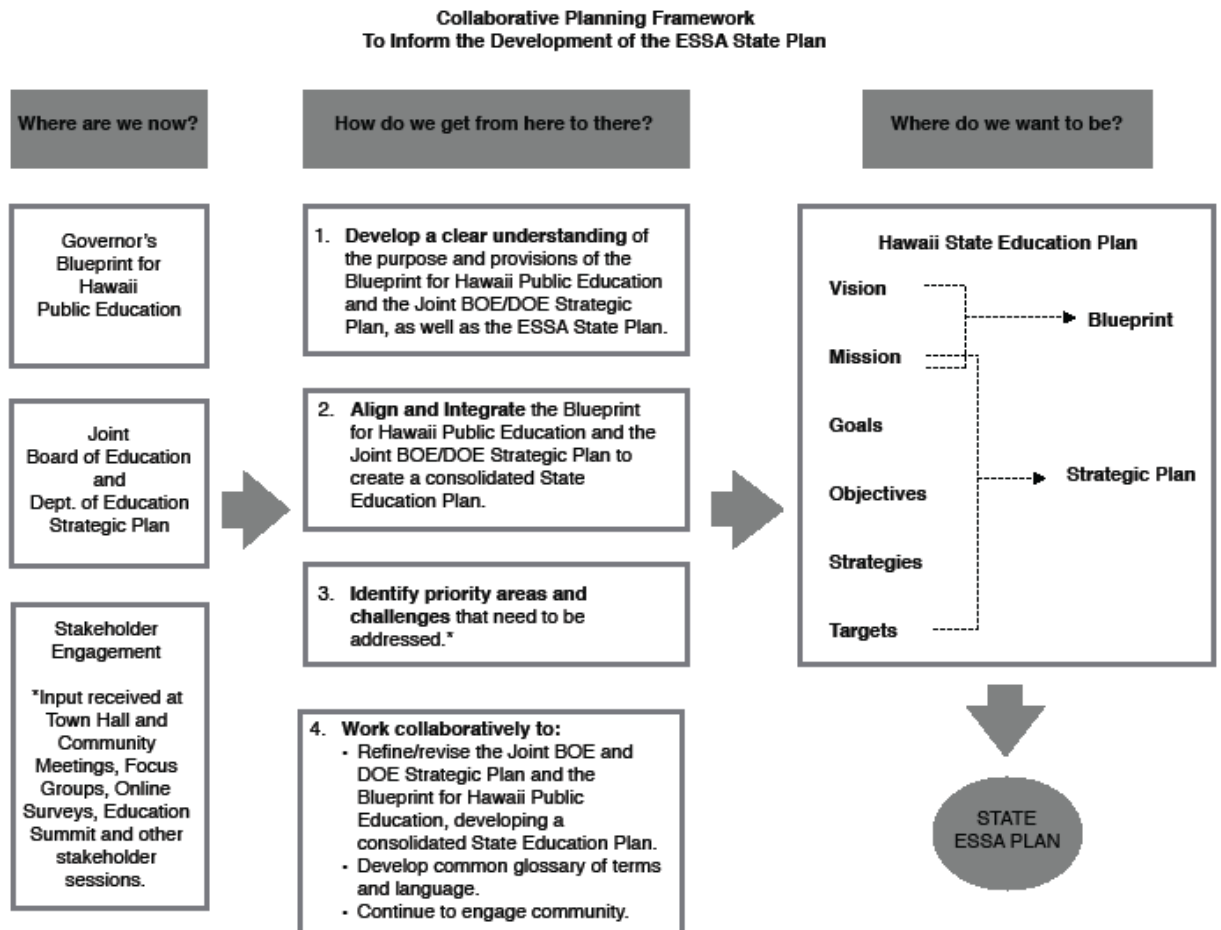
HĀ: BREATH



HAWAII'S COLLABORATIVE PLANNING FRAMEWORK

The passage of the Every Student Succeeds Act (ESSA) provided opportunities for state education policy leaders to review and align education visions and plans. Hawaii leaders identified three separate but complementary plans to develop: (1) Hawaii Blueprint for Public Education, (2) DOE / BOE Strategic Plan, and (3) the state ESSA Plan to be sent to the federal DOE.

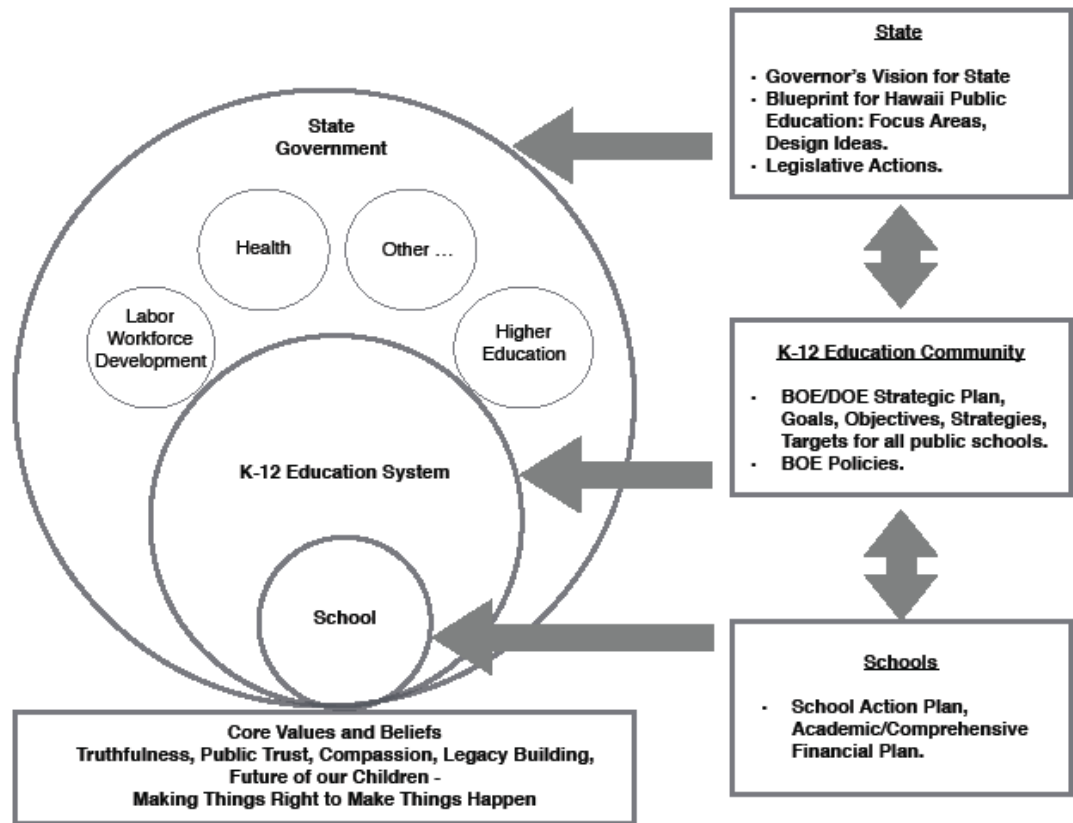
Governor David Ige convened three meetings for the purpose of bringing the respective planning teams together to collaborate and align planning efforts. These joint meetings involved the Governor, State Board of Education, State Superintendent, members of the DOE leadership team, and members of the Governor's 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

The ESSA 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 Hawaii, 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 Hawaii.

Aligning and Integrating the Joint BOE/DOE STRATEGIC PLAN with the BLUEPRINT FOR HAWAII PUBLIC EDUCATION to execute a coherent STATE EDUCATION PLAN (ESSA STATE PLAN)



HAWAII'S BLUEPRINT FOR PUBLIC EDUCATION: 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.”

All stakeholders understand the importance of systemwide 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, similar to 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 be given the flexibility to apply their experience, knowledge, and innovative skills to match local needs in order 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.

The content of the Hawaii Education Blueprint is organized around “*vision focus areas*” and “*design principles*.”

(New) Each vision focus area represents a major goal for the blueprint. A theory of action for how the goal can be achieved is set forth in the form of design principles.

Each design principle is student centered and are presented through two important frameworks. First is the six outcomes of the framework of Na Hopena A'o to provide a cultural context that is unique to Hawaii. The second is a focus area rationale to explain the sense of urgency and the educationally sound reasoning for the design principle.

VISION FOCUS AREAS AND DESIGN PRINCIPLES		
VISION FOCUS AREA I: STUDENT SUCCESS	VISION FOCUS AREA II: EDUCATOR AND STAFF SUCCESS	VISION FOCUS AREA III: SYSTEM SUCCESS
<i>All Students Successfully Empowered and Prepared to be Innovators and Global Citizens</i>	<i>All Educators Successfully Empowered to Teach, Lead, Motivate, Empathize, and Innovate to Achieve Equity and Excellence</i>	<i>Statewide Education System Driven by Innovation, Transparency, Empowering Leadership, and Hawaii's Unique Values and Beliefs</i>
Design Principles:	Design Principles:	Design Principles:
<p>Early Learning</p> <p>Future Focused Learners and New Global Learner Outcomes</p> <p>Balanced Assessments in the Service of Student Learning</p> <p>Student Empowerment, Student Voice</p> <p>Equity and Excellence - Eliminate Achievement Gap</p> <p>Opportunities for Student Success – College, Career, Workforce, and Citizenship</p> <p>Social and Emotional Support for Wellness, Health, Fitness and Well Being</p> <p>Pathways for Multilingualism</p>	<p>System Leadership</p> <p>School Leadership</p> <p>Teacher and Classroom Leadership – Support</p> <p>Opportunities for Student Success</p>	<p>Empowering Schools</p> <p>Empowering Communities, Interaction with Businesses, Exposure for Students</p> <p>Innovation in Learning – Innovation Grant</p> <p>Engaging Parents and Families</p> <p>Learning Environments</p> <p>Continuous Improvement</p> <p>Networked Improvement Communities</p> <p>System-wide values, beliefs, and expectations</p> <p>Transparency for Resource and Funding</p>

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 *Na Hopena A'o*

The design principles for student success are aligned to the framework of *Na Hopena A'o*. 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.

Holding high expectations of personal and academic accomplishment for all students will reinforce our values of **excellence** and **responsibility**. Strengthening a **sense of aloha** with respect and honor for **Hawai'i** throughout our public education system will develop students who embrace diversity, empathy and compassion. They will be civic minded, and caretakers of our unique island environment and global citizens who are able to carry the values of Hawai'i throughout the nation and the world.

Finally, we recognize that social, emotional, and physical **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 the Every Student Succeeds Act into law on December 15, 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."

Governor Ige saw the potential for this legislation to be the impetus for positive changes in public education in Hawaii. He began to gather information from both educators and the public about their ideas for this transformation.

In January 2016 Ward Research conducted a statewide survey on education issues. 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. A majority of 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 Hawaii Elementary and Middle School Principals (HEMSA) and Hawaii Secondary 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 vast 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 agreed to join a consortium that would teach and test Common Core Standards, which led to Hawaii'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 for Student Success

Universal Early Learning * Global Learning Outcomes * Assessments in the Service of Student Learning * Student Empowerment * Social Emotional Learning Support * Opportunities for Success * Equity and Excellence: Closing the Achievement Gap

- **Universal Early Learning**

Hawaii's educational system will expand to include high quality early childhood education that will prepare all students for success in Kindergarten and beyond. Schools will embrace parents as partners by engaging families at the earliest possible stage in their journey to become parents.

- **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 Innovative Creator.

- **Balanced Assessments and Testing In the Service of Student Learning**

Our Hawaii 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.

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- 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 all of 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 Hawaii 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 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, 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 local 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**

Hawaii'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 Hawaii's immigrant languages as well as the two official languages.

- In light of the new ESSA accountability system which requires more EL oversight, all levels will work together to increase resources to improve EL services and develop new innovative initiatives focused on multilingualism. Resources will be provided to increase EL 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. Hawaii 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 EL and/or multilingual teachers. Hawaii will also develop a monitoring system to ensure that there are qualified teachers to serve our students.

- **Equity and Excellence - Eliminate Achievement Gap**

The Hawaii 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.

From Vision to Reality: Hawaii's Aspirations 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.

- **Early Learning will be expanded and implemented in 2017**

The State Early Learning Plan will be completed in 2017.

ESSA Title I funding used for 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.

- **Hawaii 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 & 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 meaningful and relevant teaching and learning experiences.

Educator & Staff Success and *Na Hopena A'o*

The design principles in this focus area are naturally aligned to the framework of *Na Hopena A'o*. 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 a **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 taking action to bring their unique visions for student learning into reality.

A recent report of the findings from principal forums of the Hawaii Elementary and Middle School Administrators (HEMSA) and the Hawaii Association of Secondary School Administrators (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 as to 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 for Educator and Staff Success

**System Leadership * School & Principal Leadership * Classroom & Teacher Leadership * Support Staff Leadership **

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

Hawaii 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 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

All teachers working in public schools and classrooms will be student-centered and committed to promoting the joy of learning for all students. They will be highly qualified professional educators who are committed to elevating the profession.

The Hawaii 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 Hawaii'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.

Aspirational Targets for Educator Success From Vision to Reality

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:

Hawaii will begin the redevelopment of leadership 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 will be used to support practices and policies designed to retain public school teachers and elevate their professional status.

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

Vision Focus Area #3: System Success

Our vision for Hawaii'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 *Na Hopena A'o* 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 Na Hopena A'o

We are fortunate to share a history and culture in Hawai'i that values our diversity while embracing the founding value of **aloha** that is reflected in the framework of *Na Hopena A'o*. 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 Hawaii 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 Hawaii to accomplish this.

Design Principles for System Success

*School Empowerment * Community Empowerment * Family and Parent Engagement * Innovation in Learning * Learning Environments and Facilities * Systems for Continuous Improvement * Network Improvement Communities* System wide Expectations, Beliefs, and Values*

- **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 completely transparent about all 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 Hawaii 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 Hawaii. 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 insure that parents and educators are able to 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.

From 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

- Early Education will begin implementation in 2017 and expand statewide each year.
- Hawaii 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.
- Hawaii will be acknowledged as having the nation's top public education system in 2025

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