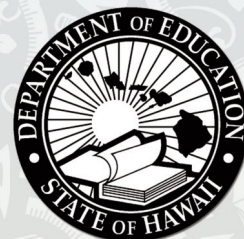


Supporting Student Success



JOINT DOE/BOE STRATEGIC PLAN REVIEW & EXTENSION

Phase I: Statewide Listening Tour

STORYLINE CONSULTING | MAGNOLIA CONSULTING

HOPE STREET GROUP'S HAWAII STATE TEACHER FELLOWS PROGRAM

HAWAII STATE DEPARTMENT OF EDUCATION

AUGUST 2016

ABOUT THIS REPORT

To help ensure the objective reporting of community input from the focus groups and surveys, the Hawai'i State Department of Education (DOE) and Hope Street Group (HSG) arranged for Magnolia Consulting to complete a third-party analysis of findings. Storyline Consulting completed this summary of the findings for DOE, the Board of Education (BOE), and all community stakeholders, adding relevant quotations and photographs from the statewide listening tour and corresponding online blog.

ACKNOWLEDGEMENTS

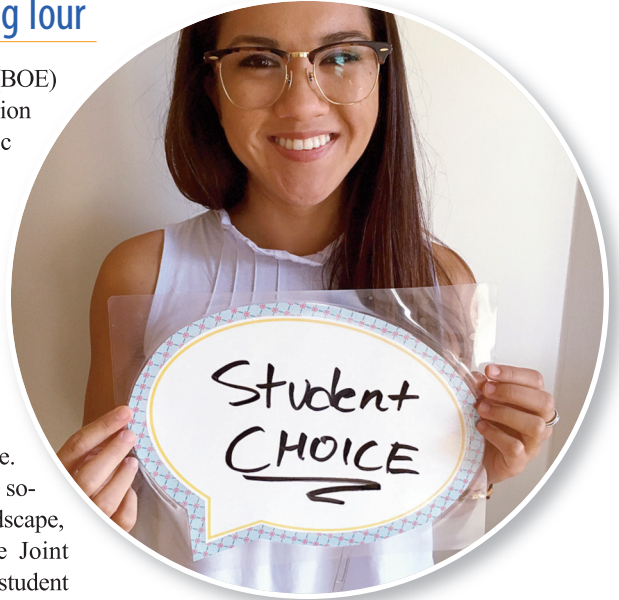
Many individual educators, nonprofit leaders, employers, and community groups made it possible to conduct this extensive statewide listening tour. Mahalo to HE'E Coalition, Parents for Public Schools, Micronesians United Big Island, the Hawaii State Student Council, the Filipino Cultural Center, Center for Tomorrow's Leaders, Special Education Advisory Council, DOE Complex Area Superintendents, local media, Office of Hawaiian Affairs, legislators, and the Chamber of Commerce Hawai'i, among others. A special mahalo to the Deborah K. Berger and William H. Reeves Fund and the Koaniani Fund at the Hawai'i Community Foundation, and the Harold K.L. Castle Foundation for their support.

The community's commitment to and passion for high-quality education for our keiki was evident in those who facilitated or organized focus groups to ensure that students, families, and educators had a voice in this process, as well as the thousands of individuals that took time out of their day to participate by attending a community discussion, completing the online survey, participating in the HiQualityEd blog (hiqualityed.tumblr.com), and visiting hawaiipublicschools.org to learn more about the Joint DOE/BOE Strategic Plan.

About the Statewide Listening Tour

Four years ago, the Board of Education (BOE) and Hawai'i State Department of Education (DOE) developed their first Joint Strategic Plan. This unified plan represented a commitment to organizing resources at every level of the State education system behind unified goals and outcomes for student success. In the 2016 review and extension of the DOE/BOE Joint Strategic Plan, education leaders are mindful of the increasing need for a community-wide approach to supporting the preferred future of our students and our island home. Though many things are changing in our social, environmental, and educational landscape, one thing that remains constant is the Joint DOE/BOE Strategic Plan's core goal of student success. The DOE turned to the community for input about how to define and support success for all keiki given the challenges and opportunities in Hawai'i and global society at large. The DOE coordinated this "Phase 1" of its statewide listening tour between April and June 2016.

Reviewing Hawai'i's Joint DOE/BOE Strategic Plan and its core definition of student success is critical during this transition. An updated plan and definition of student success is needed to leverage possibilities for the strategic direction of DOE and its schools, including the submission of the State's plan to receive federal funding under the new Every Student Succeeds Act (ESSA), which replaces No Child Left Behind (NCLB). The Joint DOE/BOE Strategic Plan and corresponding ESSA plan for federal funding need to be aligned, and provide clear direction for the DOE's part in achieving its long-term mission



of public education in Hawai'i from early childhood to college, career, and community.

To expand the reach of the Phase 1 statewide listening tour, and support the confidential, candid input of a wide range of individuals, the DOE collaborated with Hope Street Group Hawai'i State Teacher Fellows Program and Storyline Consulting. With the assistance and partnership of many community organizations and schools, this engagement initiative included interviews, focus groups and an online survey. Community engagement, continuing through the fall with BOE community meetings, also includes a community blog and #HiQualityEd social media campaign where Hawai'i residents of diverse ages and backgrounds can continue the dialogue about what high-quality education looks like to them.

STATEWIDE OUTREACH

- 108 in-person focus groups held on six islands
- 1,429 community online survey responses
- Total of 2,630 participants

ABOUT THE SURVEY & RESULTS

The focus group and online survey participants both answered the same set of open-ended questions, which are available for online viewing (goo.gl/c7f97R). All participants were given four common questions about how to define and support student success; two additional questions were administered based on whether the respondent identified as a DOE student or parent, a community member at large, or an educator. Data were sent to Magnolia Consulting for analysis. Results were cleaned and prepared for coding in ATLAS.ti, a qualitative data analysis software allowing users to divide data into segments, attach codes to the segments, and find and display all instances of similarly coded segments for analysis. Next, Magnolia Consulting conducted a content analysis of the data, which involved identifying, organizing, and categorizing recurring themes in the survey answers. Visit the back page of this report for the list of focus groups. View the focus group Google map: bit.ly/DOEBOESPmap.

Defining Student Success

The statewide listening tour provided an opportunity to hear from students, educators, parents, and community members. Focus group coordinators made a particular effort to talk with a diverse range of students, including Hawaiian culture-based charter school students, Hawai'i State Student Council members, incarcerated youth, high school dropouts, and Center for

Tomorrow's Leaders. This provided an opportunity to learn about how students with different experiences define success, and the types of support that will help them meet their goals. The independent analysis of focus group and survey input by Hope Street Group and Magnolia Consulting found a great deal of common ground for a definition of student success. Students are:

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

Supporting Student Success Through School-Based Approaches, Programs

Listening tour participants shared their ideas for how best to support the success of public school students. Whether focusing on the success of all students or specifically on struggling students, participants of all backgrounds and ages emphasized **exposure to community service opportunities and to career and college options** as a way to increase academic engagement throughout K-12 education, while helping students establish long-term goals and an interest in lifelong learning and service. **Hands-on, project-based, place-based, and 'āina-based learning were frequently mentioned as critical to helping students discover a passion**, connect that passion to their day-to-day education, and develop a clear purpose for their learning. In focus groups, students in particular expressed a

desire for more in-school career exploration opportunities that link all subject areas to relevant real-world applications. As students gain an understanding of the educational, technical, or on-the-job requirements of their interests, school and community supports can help all students set well-informed and meaningful goals.

Support for **establishing internship and mentorship opportunities** was also identified as important by students, family members, and community members. These real-world opportunities were explained as a helpful way for students to set and achieve meaningful aspirations while also developing needed "soft skills" such as collaboration, communication and commitment.

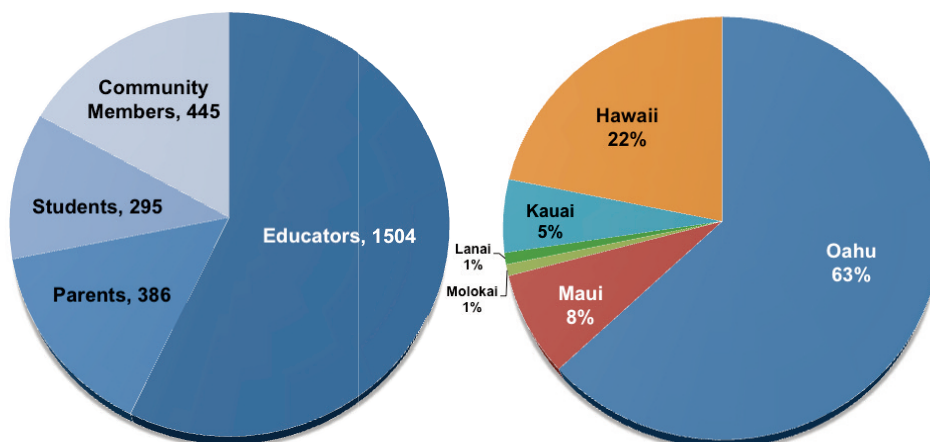
Participants mentioned **expanding career ex-**

ploration opportunities into elementary and middle schools, culminating in setting clear goals in high school and being well-prepared for the requirements of entering and completing a college degree or vocational certificate. In addition to good counseling about how to match specific career goals with degree or certificate completion requirements, participants frequently mentioned the importance of initiatives like AVID, GEAR UP, Upward Bound, and other college support programs. Early college credit and dual enrollment options were noted as helpful for existing college-bound students as well as potential first-generation college students who may want to learn more and explore college as an option.

Student participants in particular mentioned **rigorous academics, positive relationships with teachers and counselors, and high expectations** as important for their overall success. Many students—even those that had dropped out of high school—identified relationships with teachers or counselors as critical to student success. Typically, students and parents describe the importance of a "teacher who cares" and makes a personal connection using a teaching approach that connected classroom learning with a current event or community issue. Educator focus groups also highlighted the importance of strong relationships, and a need for time and support for building and maintaining a healthy connection to their students.

All of the above were emphasized as important for both thriving and struggling students. Additional supports identified for at-risk students included mentoring, more learning time, and a supportive school environment.

PARTICIPANTS BY THE NUMBERS



Community Challenges and Issues Affecting Students and Their Families

When asked to identify the biggest issues facing students outside of the school and classroom, participants most frequently mentioned **a need for more parent and family support**. Educators and education leaders noted that students and parents do not always see the relevance in what they are learning and that this can impact student engagement as well as parent engagement. Involving parents and families in school activities can be a challenge given the many demands on people's time. To support student success, educators that participated in the listening tour identified that parents and guardians could ask their children about daily activities, review homework, and provide resources for learning at home, such as books and technology.

During in-person focus groups, parents mentioned that **increased communication from school would help strengthen the**

bridge between home and school. Some focus group participants noted that this communication could be more consistently translated into other languages as well. Quite a few families shared that a positive, asset-based connection would help them feel welcome. Parents that immigrated to Hawai'i from other countries also mentioned that student success is more likely when teachers celebrate diverse heritages as an asset and take a positive interest in learning more about the cultures of the students in their classroom. Finally, when a world language is spoken at home in addition to or instead of English, students are sometimes misclassified as English Learners, regardless of their own fluency levels in English. This reportedly can lead to frustration and strained relationships between schools and families.

The second largest issue identified is the **increasing poverty and homelessness among**

Hawai'i's children. Alcohol, illegal drugs, gangs, peer pressure and bullying are also of concern. To address these needs, educators and education leaders suggested that a community-wide approach, extending beyond school, is needed for assistance with basic shelter, food and clothing, as well as a safe environment, and increased supports for physical and mental health, including resources for behavioral and emotional health.

Parents and students frequently mentioned **the important role of community clubs and organizations such as INPEACE, YMCA, Key Clubs, Boys and Girls Clubs, and church programs**. Community members' responses about key support for students outside of the school and classroom focused on creating jobs and job training opportunities for youth, financial support and scholarships to students and schools, and volunteer mentors and tutors.

ON THE HORIZON

The statewide listening tour is part of a long-term commitment to building stronger collaborations and forums for dialogue in support of Hawai'i's children. The opportunity to add input into the Joint DOE/BOE Strategic Plan update, as well as the state's plan for ESSA federal funding, is ongoing. Drafts of the Strategic Plan and ESSA plan will be presented at BOE meetings on Oct. 18 and Nov. 15, respectively, each followed by a public comment period. In addition, the Governor has established an ESSA Team to develop a 20-year vision for education; it's hosting town hall meetings that follow the Governor's education summit on July 9, 2016. For these and other opportunities to stay involved, visit:

- **Strategic Plan:**
bit.ly/DOEBOEstratplan
- **BOE Community Meetings:**
bit.ly/SPCommMtg
- **Governor's ESSA Town Halls:**
governor.hawaii.gov/essa-team
- **Community blog:**
hiqualityed.tumblr.com
- **#HIQualityEd** on social media
- **E-mail updates** about the Strategic Plan: bit.ly/SPudpates

Effective School-Community Partnerships

When asked what the DOE can do to help grow successful school-community partnerships that support student aspirations, community members most frequently mentioned a need to **foster positive communications between schools, community stakeholders, and DOE leadership**. Community members suggested that groups come together regularly to advance

potential partnerships, and build bridges between schools and community members that want to volunteer in schools as mentors, guest speakers, and presenters at job or college fairs. In addition, community members noted that the DOE could help prepare students for life after high school by providing greater support for internships and apprenticeship programs.



How can Hawai'i DOE Improve Supports for Student Success?

Focus group facilitators and the online survey questions asked all participants how the DOE could improve and better support student success. The most frequently mentioned area for improvement was **fostering excellent educators and education leaders**. Participants shared a desire for highly qualified, inspiring personnel at the classroom, school, and state levels, and also specifically emphasized a need for increased cultural knowledge and sensitivity.

The second most-mentioned suggestion for improvement is a **broadened curriculum for a well-rounded educational experience**. In particular, participants mentioned **creativity, the arts, and the ability to tailor one's education**. Participants emphasized a need for **relevant, personalized instruction that maximizes individual strengths and interests**. This connects back to input from participants that one of the greatest challenges facing students is that they do not perceive their educational experiences as "relevant."

Another area for improvement is **strengthening collaborative relationships at all levels**. This includes relationships between the DOE state offices and schools, relationships within and between schools, and relation-



ships between educators and parents, families, and community members. Participants communicated that schools should consider teacher, parent, and student feedback on a regular basis in order to meet the needs of diverse student groups.

Altogether, **more than 1,500 responses focused on high quality personnel, broadened curriculum, and relevant, personalized instruction as key areas for improvement**. In addition, 194 responses mentioned a key area of improvement is increased funding for school programs and infrastructure, including extracurricular courses, field trips, air conditioning, and facilities upgrades.

REPORT & ANALYSIS TEAM

HOPE STREET GROUP A national, network-driven nonprofit organization dedicated to expanding the access of every American to the tools that lead to economic opportunity. The HSG Hawai'i State Teacher Fellows Program launched in 2014 with outstanding educators from across the state's islands. Fellows are teachers and coaches who serve as spokespeople for positive change in their profession through connecting with other teachers, and local and national policymakers.

STORYLINE CONSULTING Dedicated to serving and enhancing Hawaii's nonprofit and public sectors. We help organizations to share and grow their stories through research and evaluation, strategic planning, data and outcomes tracking, grantwriting. Storyline works with clients to identify strengths and relationships that expand the impact of community-based initiatives.

MAGNOLIA CONSULTING A woman-owned small business offering comprehensive, customized evaluation and research services. We cultivate learning and positive change by meeting clients' specific needs with timely, relevant, and useful information. With our expertise, we help clients achieve their goals in PK-20 education, adult education, organizational change and development, community and school-based programs, and informal education and public outreach.

VOICES

"It is powerful for students when the science of their learning is connected to where they live. Issues of water, homelessness... what is impacting our community that science teachers or any teachers can incorporate into the lesson?" — COMMUNITY MEMBER

"Support student success through outdoor learning environments, and courses that provide hands-on learning opportunities." — PARENT

"I like having students feel the freedom to pursue their interests or talents. Shadowing a filmmaker, shadowing a doctor, and having the chance to explore and learn more about yourself is really important." — STUDENT

"I went to elementary school in Hawaii Kai. The Philosophy for Children program helped me to know what was out there since that conversation about higher education hadn't started with my parents yet. It underscores the importance of school culture and climate, and how that trickles down into student mindsets." — EDUCATOR

"Early education social studies curricula focuses on 'people in my community and their jobs.' How can we connect that information to what students want to pursue in life?" — COMMUNITY MEMBER

"Two programs I have found successful in my school — the '55 by '25' pledge and the AVID program. They teach study skills and how to do well in college situations. A lot of the students who wouldn't take college-level classes, they are taking them now, and with Running Start, they have bigger goals and dreams and believe it is all attainable." — STUDENT

"[Career] Academies are really supporting all students, but especially struggling students that aren't able to have clear goal-setting. The direction provides them options to explore interests and pursue them, start to finish." — EDUCATOR

FOCUS GROUPS

Educators: North Shore
Hawai'i State Student Council
Kealakehe High Educators
Lanai High & EI Educators
Kealakehe Intermediate Educators #1
Virtual Teacher Focus Group #1
Virtual Teacher Focus Group #2
Virtual Teacher Focus Group #3
Kihei Elementary Educators
Kealakehe High Students
HE'E Coalition
Kealakehe Intermediate Educators #2
'Ilima Intermediate Educators
Red Hill Educators
Noelani Elementary Educators
Educators: Aiea Public Library
Educators: Ala Moana Hotel
Educators: Hawai'i Convention Center
Kawananakoa Middle Educators
Aiea High Educators
Wilcox Elementary Educators
Kamaile Academy Educators
Ka'iulani Elementary Educators
Red Hill Elementary Educators
Pahoa Elementary Student Government
HIDOE Leadership/Complex Area Superintendents
Pahoa Elementary Educators
Kauai High Educators
Sunset Beach Elementary Educators
Imua Family Services
McKinley High Students
Center for Tomorrow's Leaders
Windward Youth Advisory Group
Kualapu'u Public Charter School Educators
Pā'ia Elementary Educators
Castle High Educators
Waipahu Elementary Educators
Kualapu'u Public Charter School Parents
Maui Complex Principals
Sunset Beach Elementary
Kekaulike Complex Principals/Educators
Red Hill Elementary Educators
Dole Middle Educators
Olomana School Students
Olomana School Educators
Konawaena Middle Educators
Parents for Public Schools Hawai'i
Baldwin Complex Principals
Red Hill Elementary Educators
Pacific Resources for Education and Learning
Castle Complex Principals
Kahuku Complex Principals
West Hawai'i Community Group
Hilo-Waiakea Complex Principals
McKinley Community School for Adults Educators
Farrington Complex Principals
Pearl City-Waipahu Complex Principals
Kailua-Kalaheo Complex Area Principals
Campbell-Kapolei Complex Principals
Honoka'a-Kealakehe-Kohala-Konawaena Complex Principals

Moloka'i Complex Principals
Teacher Education Coordinating Committee
Special Education Advisory Council of Hawai'i
Teach For America Teachers
Ho'olako Like Hawaiian Focused Charter Schools
Kaiser-Kalani Complex Principals
Aiea-Moanalua-Radford Complex Principals
Leilehua-Mililani-Waiialua Complex Principals
Ka'u-Kea'au-Pahoa Complex Principals
Charter Schools: students, educators, parents, governing boards, and community members
Pearl City High Juniors
Teach For America Non-Profit
Kapolei High Ho'ola Leadership Academy Students
New Skills for Youth Team on economic development
Kaimuki-McKinley-Roosevelt Complex Principals
Wheeler Middle Students
Open Student Focus Group #1
Open Student Focus Group #2
Open Student Focus Group #3
Open Student Focus Group #4
Open Student Focus Group #5
Open Student Focus Group #6
Open Student Focus Group #7
Open Student Focus Group #8
Open Student Focus Group #9
Open Student Focus Group #10
Open Student Focus Group #11
McKinley Community School for Adults Students
Micronesians United
Maui PTSA Community Group
Community Leader Focus Group: Downtown
Ma'ema'e Elementary PTSA
Teacher Leadership Network (New Teacher Center, HSTA, TLA, TLI)
Community Leader Focus Group: West Oahu
Chamber of Commerce: Workplace Environment & Competitiveness Committee
Nanakuli-Waianae Complex Area Principals
Central District Resource Teachers
Filipino Community Group
Hawaiian Homes Community Members
Kapaa-Kauai-Waimea Complex Area principals
Keiki to Career Leadership Council
HIDOE Staff
Hawai'i State Public Libraries
Education Institute of Hawai'i
Hilo Community Group
Associated Students of the University of Hawai'i

