Summary of Strategic Plan Public Comment
October 13 – 31, 2016

Section I

Participant Profile

Participation Metrics

3000+ Digital Draft Views
➢ *Digital draft with dynamic access for input via SurveyMonkey*

224 Print Draft Views
➢ *Download/views of print version for email, mail, or other feedback*

139+ Public Comment Participants
➢ *139 unique IP addresses provided responses in SurveyMonkey, with some addresses representing several participants**
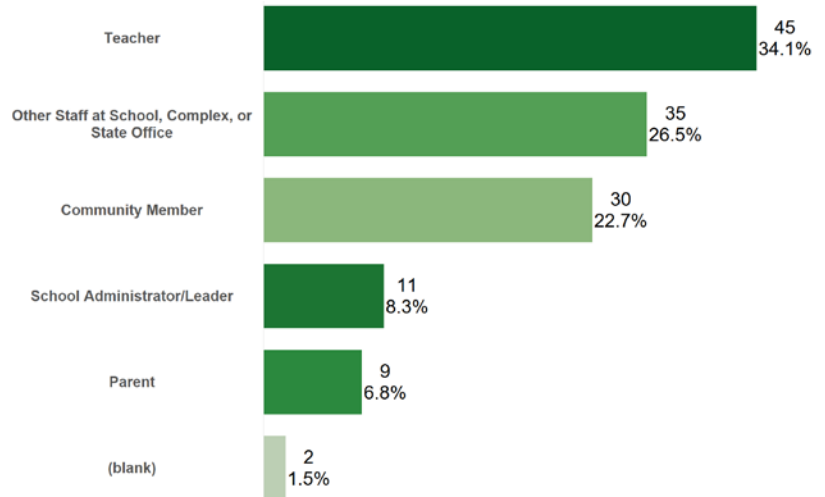
Strategic Plan Website Views
➢ *1,496 unique views*
➢ *1,812 total views*

Internal and External Eblasts
➢ *5,768 opens*
➢ *1,941 clicks*

*Based on responses from Public Comment Section 1
(Total of 132 responses)*

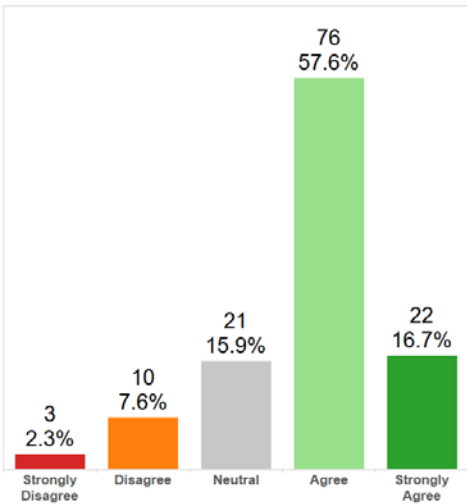| Participant	Count	Percent
Teacher	45	34.1%
Other Staff at School, Complex, or State Office	35	26.5%
Community Member	30	22.7%
School Administrator/Leader	11	8.3%
Parent	9	6.8%
(blank)	2	1.5%

Section I – *Background Information, HĀ, and Definition of Student Success*
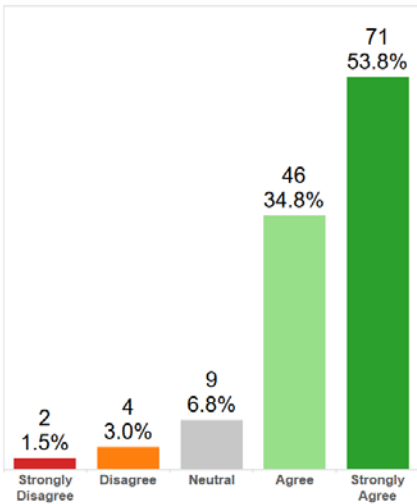**Total of 132 responses** *(113 unique IP addresses)*

Does the background information on the Strategic Plan add to your knowledge/understanding of the current context for public education in the state of Hawaiʻi?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3 / 2.3%	10 / 7.6%	21 / 15.9%	76 / 57.6%	22 / 16.7%

74.3% Agree/Strongly Agree
9.9% Disagree/Strongly Disagree

Do you agree that the values reflected in HĀ should be present in the culture of the public education system?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2 / 1.5%	4 / 3.0%	9 / 6.8%	46 / 34.8%	71 / 53.8%

88.6% Agree/Strongly Agree
4.5% Disagree/Strongly Disagree

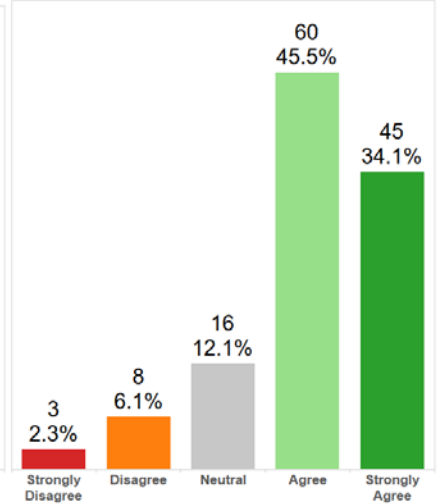**Does the definition of student success (as determined with community input) align with your idea of a high school graduate in Hawaiʻi?**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3 / 2.3%	8 / 6.1%	16 / 12.1%	60 / 45.5%	45 / 34.1%

79.6% Agree/Strongly Agree
8.4% Disagree/Strongly Disagree

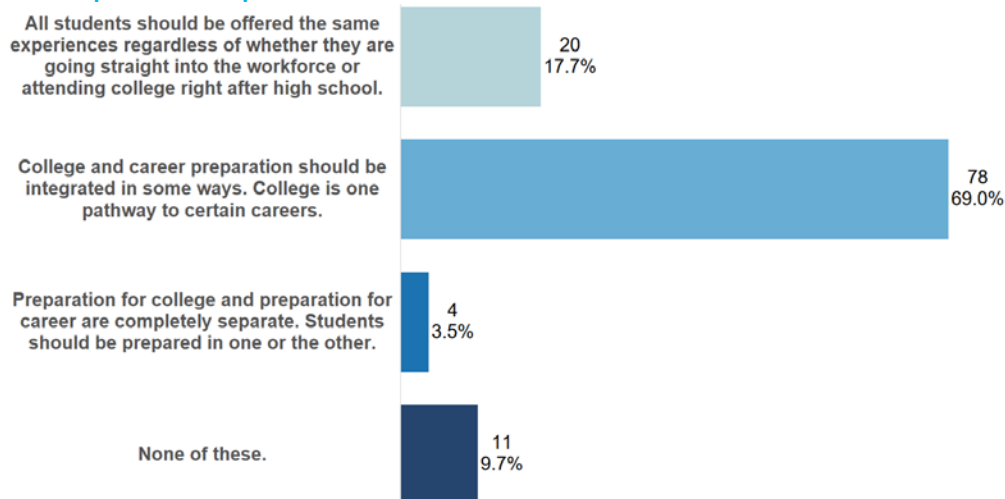*If you have questions about the information in this summary, please email StrategicPlan@notes.k12.hi.us.*

Section II – *Goal 1: Student Success*
Total of 115 responses *(103 unique IP addresses)*

Levels of Support for Goal 1 Objectives:

Objective	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree/Strongly Agree
Objective 1: Empowered	6 (5.3%)	5 (4.4%)	9 (7.9%)	39 (34.2%)	55 (48.2%)	82.4% Agree/Strongly Agree
Objective 2: Whole Child	7 (6.1%)	7 (6.1%)	5 (4.4%)	31 (27.2%)	64 (56.1%)	83.3% Agree/Strongly Agree
Objective 3: Well-Rounded	8 (7.0%)	9 (7.9%)	7 (6.1%)	26 (22.8%)	64 (56.1%)	78.9% Agree/Strongly Agree
Objective 4: Prepared and Resilient	6 (5.3%)	9 (7.9%)	9 (7.9%)	32 (28.1%)	58 (50.9%)	79.0% Agree/Strongly Agree

College and Career Preparation Perspectives

Perspective	Count	Percent
All students should be offered the same experiences regardless of whether they are going straight into the workforce or attending college right after high school.	20	17.7%
College and career preparation should be integrated in some ways. College is one pathway to certain careers.	78	69.0%
Preparation for college and preparation for career are completely separate. Students should be prepared in one or the other.	4	3.5%
None of these.	11	9.7%

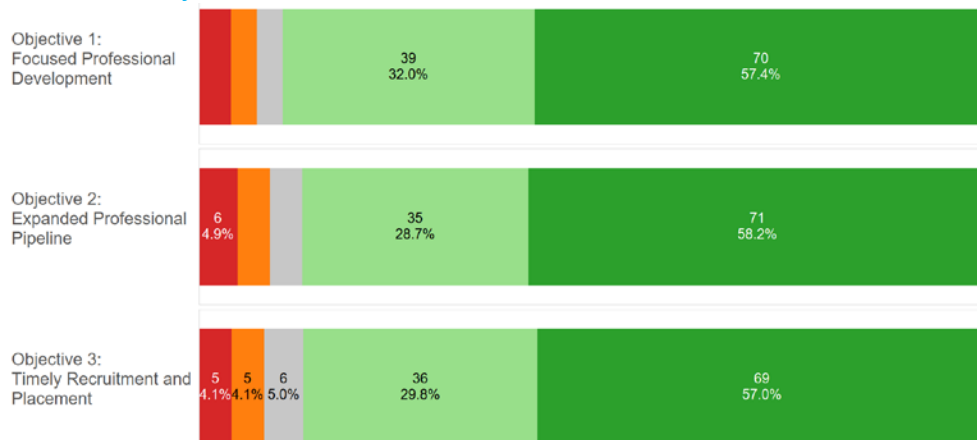**Open-ended responses around these perspectives** *(79 total references, 77 responses)***:**

➢ **College is not for everyone (21 references)**
   o *"Some careers may not require going to college and some students may not even want to go to college because they would rather serve in the military or go to trade school."*
   o *"There will be a need for employees in the areas of service, hospitality, and transportation who may need specialized skills, but four years (or more) of college is not necessary for success."*

➢ **Give students option/choice (32 references)**
   o *"We should be preparing our students for their careers or the careers they hope to have."*
   o *"As most career paths require a college/post-college degree, high school students should be given opportunities to prepare not only for college entry, but for their chosen careers."*
   o *"How many high school graduates actually know what they want do to for a career? Everyone in high school should be able to have the same experiences and opportunities so that they are able to make a better determination whether they want to pursue college or career after high school."*

➢ **Same skills needed for both college and career (9 references)**
   o *"Skills needed to be successful in college are same skills employers are looking for in their staff."*
   o *"The focus should be on gaining soft skills, critical thinking, the GLOs for all students. College prep is different, requiring more specific academics."*

If you have questions about the information in this summary, please email StrategicPlan@notes.k12.hi.us.

Section III - *Goal 2: Staff Success*

Total of 123 responses *(102 unique IP addresses)*

Levels of Support for Goal 2 Objectives:

Objective 1: Focused Professional Development
- 39 / 32.0%
- 70 / 57.4%

Objective 2: Expanded Professional Pipeline
- 6 / 4.9%
- 35 / 28.7%
- 71 / 58.2%

Objective 3: Timely Recruitment and Placement
- 5 / 4.1%
- 5 / 4.1%
- 6 / 5.0%
- 36 / 29.8%
- 69 / 57.0%

Strategies to support retention
(226 references, 120 responses):

➢ **Pay, incentives, and benefits (55 references)**
  o *"Adequate compensation"*
  o *"70%-100% of medical insurance should be paid by the employer."*
  o *"Financial compensation and/or reduced requirements (paperwork, etc.) is very helpful."*
➢ **Induction, mentoring, and networking (22 references)**
  o *"Ensure teachers are paired with tenured effective teachers during their student teaching internship."*
  o *"Support systems – instructional mentoring, as well as logistical mentoring."*
➢ **Professional development (17 references)**
  o *"Relevant training and professional development"*
  o *"Appropriate training & support for teachers who have a high percentage of ELL, SPED, and disadvantaged students"*
  o *"We used to have workshops that brought in professionals in the field to give us cutting edge information to get us excited about what we teach."*
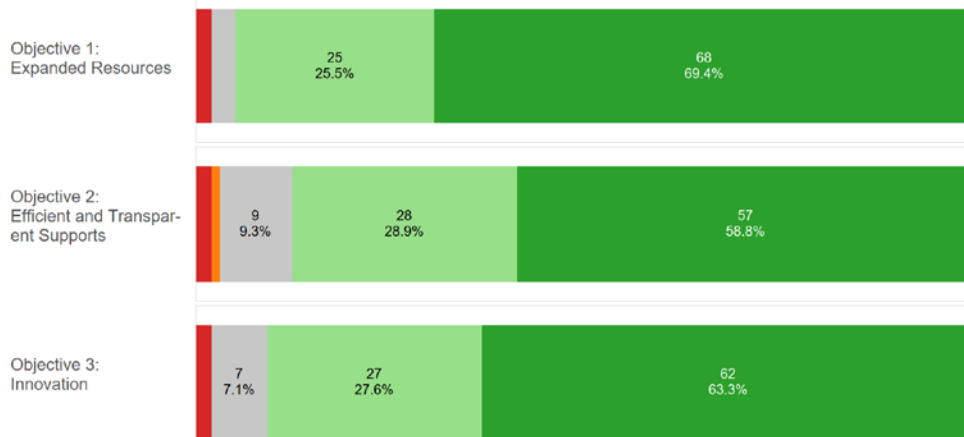
Strategies to support recognition
(112 references, 107 responses):

➢ **Public recognition (41 references)**
  o *"More positive PR in the news"*
  o *"Highlight exemplary teachers who are graduates of our public schools as a means to encourage more students to become excellent teachers just like them."*
  o *"State recognition is good, but school level recognition would also be reinforcing."*
➢ **Pay, incentives, and benefits (37 references)**
  o *"Pay increases for highly effective teachers. Classroom equipment awards for successful teachers."*
  o *"Bonuses not based on test scores but on overall excellency ratings"*

If you have questions about the information in this summary, please email StrategicPlan@notes.k12.hi.us.

Section IV - *Goal 3: Successful Systems of Support*
Total of 98 responses *(89 unique IP addresses)*

Levels of Support for Goal 3 Objectives:

Objective	Red	Gray	Light Green	Dark Green
Objective 1: Expanded Resources			25 / 25.5%	68 / 69.4%
Objective 2: Efficient and Transparent Supports		9 / 9.3%	28 / 28.9%	57 / 58.8%
Objective 3: Innovation		7 / 7.1%	27 / 27.6%	62 / 63.3%

Innovation is… *(92 references, 87 responses)*:

➤ **Change, something new (26 references)**
- o *"…approaching a problem in a new way."*
- o *"…shifting to new ways of thinking."*
- o *"…new ideas, new concepts, experimenting."*

➤ **Creativity, out of the box thinking (16 references)**
- o *"…creative ways (and proven ways) to inspire, teach, and encourage students."*
- o *"…thinking outside the box and trailblazing."*

➤ **Flexibility (9 references)**
- o *"…having a safe place within a system to try new ideas and methods within reason."*
- o *"…flexibility for teachers to experiment in a transparent, but low-stakes, way."*

Innovation is NOT… *(88 references, 87 responses)*:

➤ **Top-down, and is impeded by bureaucratic "red tape" (25 references)**
- o *"…a one-size-fits-all approach."*
- o *"…top down, mandated."*
- o *"…someone else deciding what a school needs or the kind of training teachers and school administration need."*

➤ **Doing ANYTHING without accountability (17 references)**
- o *"…justification to do anything."*
- o *"…decentralization without accountability."*
- o *"…meant to force something new on a situation that is working well."*

➤ **Traditional, textbooks, worksheets (12 references)**
- o *"…sitting in a classroom, listening to a teacher lecture."*
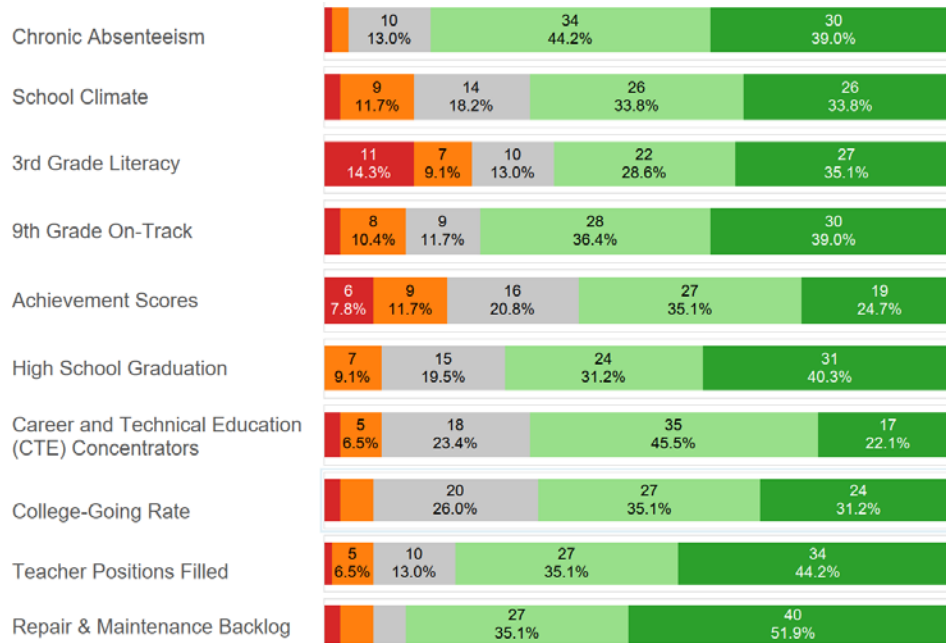- o *"…teaching from a textbook and sending home worksheets."*

How can we foster a culture of innovation? *(99 references, 91 responses)*:

➤ **Support risk-taking (21 references)**
- o *"Recognizing that failure is part of the road to success."*
- o *"Not penalizing schools for trying new things with mixed results."*
- o *"Encouraging rather than discouraging, supporting rather than punishing, and asking rather than telling."*

➤ **Funding, resources (12 references)**
- o *"Providing schools with resources."*
- o *"Provide seed funding for innovative ideas."*

➤ **Moving away from Common Core and assessment (10 references)**
- o *"Revamping curricula so students can engage in open ended lessons, while still learning content."*
- o *"Allowing teachers to focus on the whole child instead of the state test."*

Section V - *Indicators*

Total of 77 responses *(70 unique IP addresses)*

Levels of Support for Drafted Statewide Indicators:

Indicator					
Chronic Absenteeism			10 — 13.0%	34 — 44.2%	30 — 39.0%
School Climate		9 — 11.7%	14 — 18.2%	26 — 33.8%	26 — 33.8%
3rd Grade Literacy	11 — 14.3%	7 — 9.1%	10 — 13.0%	22 — 28.6%	27 — 35.1%
9th Grade On-Track		8 — 10.4%	9 — 11.7%	28 — 36.4%	30 — 39.0%
Achievement Scores	6 — 7.8%	9 — 11.7%	16 — 20.8%	27 — 35.1%	19 — 24.7%
High School Graduation		7 — 9.1%	15 — 19.5%	24 — 31.2%	31 — 40.3%
Career and Technical Education (CTE) Concentrators		5 — 6.5%	18 — 23.4%	35 — 45.5%	17 — 22.1%
College-Going Rate			20 — 26.0%	27 — 35.1%	24 — 31.2%
Teacher Positions Filled		5 — 6.5%	10 — 13.0%	27 — 35.1%	34 — 44.2%
Repair & Maintenance Backlog			27 — 35.1%		40 — 51.9%

Section VI

Total of 79 responses *(68 unique IP addresses)*

General Comments *(83 references, 79 responses)*:

➢ **Attention to subgroups and equity, specifically Hawaiian students and special education students (12 references)**
   o *"Hawaiʻi has two official languages…The strategic plan must be equitable for both Hawaiian medium and English medium for families who choose either pathway."*
   o *"I completely agree with the focus on closing the achievement gap, but it has been a focus for a while. How will this time be different?"*
   o *"Special education system needs an overhaul, more expectations for inclusion must be enforced through education for all teachers and principals."*

➢ **Generally like the direction, content of plan (13 references)**
   o *"My first comment is to congratulate the BOE and DOE on the document!"*
   o *"I must say, as a frequent critic of the DOE and of earlier versions of the strategic plan, this draft is impressive in that it does exhibit a considerable stretch beyond the last iteration which was bogged down in NCLB/RTTT jargon and ideology. It seems to take into account a wide variety of feedback."*

➢ **Concerns/questions about implementation (8 references)**
   o *"To what extent will the district act on it so as to follow through with the wealth of noble ideas embedded within [this plan]?"*
   o *"I do think that implementation of such a plan will require a level of collaboration among DOE stakeholders, the Legislature, UH and community members that has not previously existed."*
   o *"A lot of great ideas but how are these plans getting implemented in EACH school in Hawaii?"*

➢ **Need professional development and funds to support high quality education (8 references)**
   o *"A strategic initiative that should be a priority is a comprehensive program of mentoring and coaching for educators and administrators in effective teaching and leading that can be contextualized and individualized to increase effectiveness."*
   o *"I would like to comment on the power of professional development on the empowerment of teachers and students…The curriculum delivered by [teachers who participate in PLTW[1] professional development] is of a very high quality and they learn that rigor is of critical importance."*
   o *"Education is a strategic economic investment and should be funded as such."*

[1] https://www.pltw.org/

Individuals may have participated in any number of sections. This number represents the number of unique IP address that answered any section.

If you have questions about the information in this summary, please email StrategicPlan@notes.k12.hi.us.