



Hawai'i State Public Charter School Commission

'Aha Kula Ho'āmana¹

Revised Strategic Plan (adopted September 23, 2021)²

VISION³

Our vision is to authorize, actualize, and amplify high-quality diverse educational options that prepare students for future academic or career success as contributing members of our community, and through our work, inform, enhance, and contribute to Hawai'i's public education system.

MISSION⁴

Our mission is to authorize high-quality public charter schools throughout Hawai'i by soliciting, evaluating, and approving applications for new schools; negotiating and executing sound school contracts; monitoring performance and legal compliance of our schools; and determining renewal, nonrenewal, or revocation of their charter contracts.

LOGO

¹ **'Aha** means "commission." **'Aha** also refers to courage. **Kula** is the Hawaiian way of saying "school." **Kula** also means "uplands." We are trying to take education in Hawaii to a higher level. **Ho'āmana**--the literal translation means "to authorize." The other meaning is to "empower." It is our intent to empower our communities to create schools of excellence. --Dr. Peter Hanohano

² To amend the Commission's Strategic Plan (2019 to 2023) approved on June 28, 2018.

³ A statement portraying an organization in its ideal form, illustrating an organization at its best and the greater good it serves.

⁴ A statement of an organization's purpose. It describes what the organization does and for whom, to realize its vision.



No Nā Haumāna

Our logo tells the story, the *mo'olelo* of hopes, dreams, who we the Commission are, and our sense of place in the islands.

In 1840 King Kamehameha established in Hawai'i what is the oldest public education system west of the Mississippi and the only one established by a sovereign monarch.

To explain some of the images found within our logo we start with the sun at the top of the circle. *Ua ao Hawai'i ke 'ōlino nei mālamalama*, (Hawai'i is enlightened for the brightness of day is here. Hawai'i is in an era of education).

The *pueo*, or owl, in Hawai'i is a beloved *'aumakua* for many families. It is also an internationally recognized symbol for education and wisdom. On the chest of the *pueo* are eight markings that represent our islands. The wings spread across the islands represented by the *pali* in the background establishing our place in the Pacific, the islands united by education. The *pueo* is poised and watches over the book of wisdom, our Charter Schools, who educate our students allowing them to voyage into the future,

lifelong learners and explorers of knowledge following in the wake of our Polynesian ancestors who made their own voyages of discovery.

While the *pali* represent our islands being united through education, they hold multiple meaning. It is the first thing the voyager sees rising up from the ocean, there is always a sense of pride and awe at the breathtaking beauty they possess. They rise like ancient guardians who anchor us to this place and at the same time they serve as a reminder of the motto of Queen Kapi'olani, *Kūlia i ka nu'u*, strive to reach the highest.

The *wa'a*, canoe, representing the students, sail from out of the pages of the book of wisdom—each on their own individual journeys, some taking them far beyond the shore on an ocean that connects us to the world. They sail in different directions emphasizing *'A'ohe pau ka 'ike i ka hālau ho'okahi*, not all knowledge is taught in the same school, which characterizes the individualism and innovation of our Charter Schools.

The *kapa* design that bridges the center of the circle represents the islands and the generations that live here—our past, present, and future—our communities which benefit and nourish our children with shared wisdom and knowledge.

The *kalo*, (37 for our existing Charter Schools), represent our *keiki* and remind us of how we are all connected through the 'āina to Hāloa, traditionally our first ancestor and his older brother the kalo that nourishes and sustains the people.

Beneath the *kalo* are renderings to represent the currents, the big currents and the little currents, *'ike i ke au nui me ke au ike*, knows the big currents and the little currents, meaning one is well versed. In deciding what to put here there was some thought and some direction based on a couple different uses of the big and little currents. With respect to teaching, *E kuhikuhi pono i nā au iki a me nā au nui o ka 'ike* , an admonition to instruct well in the little and large currents of knowledge, the small details are as important as the large ones. This applied to our schools as well as our work at the Commission. There is an *ōlelo no'eau* that touches on learning the big and little current, learning the details, *he alo a he alo*. Lastly, the phrase *aia no i ke kō a ke au*, whichever way the current goes, time will tell.

The ornamentation along the edges of the circle are simple, but they are reminders of the lashings on our canoe. "*Pilina*," which is similar to *Pili*, means to bind. *Pilina* is association, relationship, and connection. The lashing of a canoe, "*aho hoo wa'a*," is a complex process, and a sacred process. It is both an art and a science in that it needs to be strong enough to withstand thousands of pounds of torque from rough smashing waves in open ocean, tight so there is no give, but allow some flexibility without too much wobble. And yet, it can be beautiful in its connections and geometric configurations. We are tied together for our journey, the Commission and the Charter Schools, as we voyage into the future sharing innovative education with the State and possibly beyond.

Pono is embedded into the design, a balance between light and dark, a balance of the elements, straddling between western thought and traditional beliefs creating a bridge between near and far, what is past, present, and future.

The last item, the words printed at the bottom of the circle, students are at the heart of everything we do. We exist in a circle of unity with the goal of our **keiki** receiving an education so they can travel, adventure, explore into the future, and thrive not just here in the islands but in the wide world beyond. **No nā haumāna**.

VALUES⁵

The Commission, as a Hawai‘i state agency, in fulfillment of its responsibilities, obligations and service to the people of Hawai‘i, will operate with the “Aloha Spirit” as defined in Hawai‘i Revised Statutes, Chapter 5, Section 5-7.5: **Akahai** (kindness with tenderness), **Lōkahi** (unity with harmony), **‘Olu‘olu** (agreeable with pleasantness), **Ha‘aha‘a** (humility with modesty), and **Ahonui** (patience with perseverance).

Additionally, the Commission adopts the following overarching values that augment the “Aloha Spirit” and describes the Commission’s beliefs and ethos:

<i>Mohala</i>	<i>Pili</i>	<i>Pono</i>
we believe that our work results in the blossoming of our schools	we are tied to our schools	we do this work for accountability and uprightness at all times
<p><i>Mohala i ka wai ka maka o ka pua.*</i></p> <p><i>Unfolded by the water are the faces of the flowers.</i></p> <p>Flowers thrive where there is water, as thriving people are found where living conditions are good.</p> <p>#2178</p>	<p><i>Pili ‘ohā, he kāmau mai mawaho.*</i></p> <p><i>A taro off-shoot relationship added to the outside of the corm.</i></p> <p>One who was not a relative, yet is a member of the household.</p> <p>#2652</p>	<p><i>He ‘ike ‘ana ia i ka pono.*</i></p> <p><i>It is a recognizing of the right thing.</i></p> <p>One has seen the right thing to do and has done it.</p> <p>#620</p>

*Pukui, Mary Kawena. *‘Ōlelo No‘eau, Hawaiian Proverbs and Poetical Sayings*. Bishop Museum Press. Honolulu, Hawai‘i. 1983

⁵ Beliefs which provide a foundation of an organization’s ethos or expressions of the ethos.

GOALS⁶

The Commission’s three goals for implementing its Strategic Plan embodies a continuous improvement process, within each goal and among all three goals, moving it to higher and greater efficacy, to attain its vision through its mission.

Goal 1	Goal 2	Goal 3
To attain a public charter school portfolio representing high-quality, diverse educational opportunities for students and their families.	To maintain a high-quality, diverse public charter school portfolio of schools that meet statutory and contractual expectations.	To sustain a high-quality, diverse public charter school portfolio that contributes to Hawai‘i's public education system.

⁶ An ambitious, usually aspirational, outcome of the organization’s pursuit of its vision and mission. Goals represent the ultimate desired state of the organization in relation to its clients and may not be restricted by time. Goals are student focused, but also include an operational goal or two.

STRATEGIES⁷ and MILESTONES⁸

Over the next three years, the Commission intends to implement these strategies to achieve its goals. And in order to deploy the strategies, the Commission has set the following milestones to meet its goals within the next three years.

Goal 1 - To attain a public charter school portfolio representing high-quality, diverse educational opportunities for students and their families.

Strategy 1.1 **If we** clearly define and communicate “high-quality public charter schools” and “diverse education options” with related expectations and priorities, **then** applicants will apply to open high-quality public charter schools and add to the portfolio of diverse educational options and existing public charter schools will work to provide high-quality schools, **and as a result** the public charter school portfolio authorized by the Commission will represent high-quality, diverse educational opportunities for students and their families.

Milestone 1.1.1 – By the end of SY 2021-2022, SPCSC has defined “high-quality” school.

Milestone 1.1.2 – By the end of SY 2021-2022, SPCSC has defined “diverse educational options.”

Milestone 1.1.3 – By the end of SY 2021-2022, SPCSC has communicated the definitions to potential applicants and existing public charter schools.

Strategy 1.2 **If we** review the findings from Goal 3 and assess those findings against our initial definition of “high-quality” and “diverse educational options” and refine our definitions as needed **then** applicants will apply to open high-quality public charter schools and add to the portfolio of diverse educational options and existing public charter schools will work to provide high-quality schools **and as a result** the Commission will represent higher quality and more diverse educational opportunities for students and their families.

⁷ Describes what an organization will do to move closer to achieving a goal. Strategies tell how an organization gets from “here” (the current state), to “there” (the ideal state as represented by the organization’s vision).

⁸ An incremental step in implementing a strategy, usually a year in duration. A milestone may also be referred to as an objective and is typically non-quantitative and descriptive. Milestones are written in past tense, indicating what is anticipated to be completed at the end of one year.

Milestone 1.2.1 – By the end of SY 2021-2022, SPCSC has designed a process for continuous improvement of the definitions.

Goal 2 - To **maintain** a high-quality, diverse public charter school portfolio of schools that meet statutory and contractual expectations.

Strategy 2.1 **If we** create an efficient and accurate data collection and evaluation system to determine if each public charter school is meeting its statutory and contractual obligations, **then** the Commission will be able to make informed comprehensive evaluations of public charter school performance, **and as a result**, the Commission strengthens its portfolio.

Milestone 2.1.1 – By the end of SY 2021-2022, SPCSC has designed a data collection and evaluation system that is efficient and accurate.

Strategy 2.2 **If we** create a decision-making framework, **then** corrective action plans, renewal, and revocation will be data-informed and handled consistently, **and as a result**, the Commission strengthens its portfolio.

Milestone 2.2.1 – By the end of SY 2021-2022, SPCSC has designed a decision-making framework.

Strategy 2.3 **If we** review the findings from Goal 3 and assess those findings against our data collection and evaluation system and our decision-making framework, and make the necessary changes to refine the systems and framework **then** the Commission will utilize the improved data collection and evaluation system and decision-making framework **and as a result**, the Commission strengthens its portfolio.

Milestone 2.3.1 – By the end of SY 2021-2022, SPCSC has designed a process for continuous improvement on the data monitoring system and decision-making framework.

Goal 3 - To sustain a high-quality, diverse public charter school portfolio that contributes to Hawai'i's public education system.

Strategy 3.1 If we implement a data-informed inquiry process to show a high-quality public charter school portfolio, then high-quality schools, models, and practices will be identified and as a result the Commission will be able to share those high-quality schools, models, and practices throughout Hawai'i.

Milestone 3.1.1 – By the end of SY 2021-2022, SPCSC has designed or selected a data-informed inquiry system.

Milestone 3.1.2 – By the end of SY 2021-2022, SPCSC has pilot tested and trained on that data-informed inquiry system.

Strategy 3.2 If we build an effective communication system, then the Commission will share high-quality schools, models, and practices throughout Hawai'i, and as a result the public charter school portfolio will contribute to Hawai'i's public education system.

Milestone 3.2.1 – SPCSC has designed a Communications system that shares out and informs Stakeholders/Public.

Strategy 3.3. If we share high-quality schools, models and practices throughout Hawaii, then stakeholders can adapt/adopt these models and practices, and as a result, the Commission will have contributed to Hawai'i's public education system.

Milestone 3.3.1 – SPCSC has designed a monitoring system on the effectiveness/impact of the Communication.

Additional Milestones for 2022–2023 and 2023–2024

Year	Goal 1 Milestones: <ul style="list-style-type: none"> ● Reflect and refining the definitions ● Continuous improvement 	Milestones: <ul style="list-style-type: none"> ● Data Collection system ● Decision-making framework ● Continuous improvement 	Milestones: <ul style="list-style-type: none"> ● Data inquiry system ● Implement communications system ● Monitor, captured data on effectiveness/impact of communication
2022–2023	<p>Milestone 1.2.1 – SPCSC has implemented the process for continuous improvement of the definitions.</p> <p>Milestone 1.2.2 – SPCSC has redefined the definitions as necessary for the new RFP and expectations to existing schools.</p>	<p>Milestone 2.2.1 – SPCSC has implemented the data monitoring system and decision-making framework for continuous improvement.</p> <p>Milestone 2.2.2 – SPCSC has implemented the data monitoring system and decision-making framework.</p>	<p>Milestone 3.2.1 – SPCSC has fully implemented the data-informed inquiry process and system.</p> <p>Milestone 3.2.2 – SPCSC has communicated the findings of the data-informed inquiry process and system using the Communication system.</p> <p>Milestone 3.2.3 – SPCSC has monitored and captured data on the effectiveness/impact of the Communication.</p>
2023–2024	<p>Milestone 1.3.1 – SPCSC has reviewed the definitions using the continuous improvement process.</p> <p>Milestone 1.3.2 – SPCSC has redefined the definitions as necessary.</p>	<p>Milestone 2.3.1 – SPCSC has reviewed the data monitoring system and decision-making framework for continuous improvement.</p> <p>Milestone 2.3.2 – SPCSC has adjusted/augmented the data monitoring system and decision-making framework as needed.</p>	<p>Milestone 3.3.1 – SPCSC has used the data-informed inquiry process and determined findings.</p> <p>Milestone 3.3.2 – SPCSC has communicated out the findings per the Communication system.</p> <p>Milestone 3.2.3 – SPCSC has monitored and captured data on the effectiveness/impact of the Communication.</p>

STRATEGY PERFORMANCE MEASURES

Goal	Strategy Performance Indicators	Data Sources	Strategy Indicator Targets
1	<p>Strategy 1.1. <i>If we</i> clearly define and communicate “high-quality public charter schools” and “diverse education options” with related expectations and priorities, <i>then</i> applicants will apply to open high-quality public charter schools and add to the portfolio of diverse educational options and existing public charter schools will work to provide high-quality schools, <i>and as a result</i> the public charter school portfolio authorized by the Commission will represent high-quality, diverse educational opportunities for students and their families.</p>	<ol style="list-style-type: none"> 1. % Increase in the number of approved applicants that meet the standard in the request for proposal⁹ 2. Charter school performance reports for existing charter schools that meet the definition/characteristics of high-quality schools produced annually for the Commission’s annual report 3. % of public charter school students exiting English learner (EL) program 4. % of public charter school students scoring proficient or exceeds proficiency in reading 5. % of public charter school students scoring proficient or exceeds % proficiency in math 6. Chronic absenteeism rate of public charter schools 7. Dropout rate of public charter school students 8. % of middle/inter public charter school students retained in grade 9. 4 year adjusted cohort grad rate of public charter high schools 	<p>Year 1</p> <ul style="list-style-type: none"> ● Initial year Measures 1–10 and will use this existing data from EDN 600 Measures of Effectiveness to create the initial definitions of “high-quality” and “diverse educational options.” <p>Year 2 Baseline Year</p> <ul style="list-style-type: none"> ● Initial year Measures 1–10 ● # of diverse educational options ● # of existing Charter Schools that meet the definition/characteristics of high-quality schools <p>Year 3</p> <ul style="list-style-type: none"> ● Initial year Measures 1–10 ● increase in the number of approved applicants that meet the high-quality definition ● increase in the number of diverse educational options authorized ● increase in the number of existing Charter Schools that meet the definition/characteristics of high-quality school

⁹ #1 is also the Measures of Effectiveness as stated in the Budget Worksheets for EDN 612 (in year 3 of the strategic plan implementation, we will replace this measure with the Number of Applicants to the new RFP that articulate a school that meets the definition for high-quality and add to the portfolio of diverse educational option to the Measures of Effectiveness for EDN 612)

		10. % of public charter school English learners on target meeting EL proficiency GTT-ESSA ¹⁰	
1	<p>Strategy 1.2 <i>If we review the findings from Goal 3 and assess those findings against our initial definition of “high-quality” and “diverse educational options” and refine our definitions as needed then applicants will apply to open high-quality public charter schools and add to the portfolio of diverse educational options and existing public charter schools will work to provide high-quality schools and as a result the Commission will represent higher quality and more diverse educational opportunities for students and their families.</i></p> <p>This strategy will be implemented in Year 3, as Year 3 will be the first year of full implementation and analysis</p>	1. Number of Applicants to the new RFP that meets the definition for high-quality and adds to the portfolio of diverse educational options. ¹¹	Year 1 – not measured in this year— implementation year
		2. Number of different Charter School models available in the current operating charter schools and those who will be opening new schools in that year.	Year 2 Baseline Year <ul style="list-style-type: none"> ● # of Applicants to the new RFP that meets the definition of “high-quality” ● # of Applicants that add to the portfolio of diverse educational options ● # of high-quality existing schools ● # of diverse educational options
		3. Percentage of public charter school students exiting English learner (EL) program	
		4. Percentage of public charter school students scoring proficient or exceeds proficiency in reading	Year 3 <ul style="list-style-type: none"> ● % increase in the # of existing public charter schools that meet the definition of high-quality ● % increase in the # of existing public charter schools that comprise the Commission’s portfolio of diverse educational options ● % increase in the # of high-quality existing schools
		5. Percentage of public charter school students scoring proficient or exceeds % proficiency in math	
		6. Chronic absenteeism rate of public charter schools	
		7. Dropout rate of public charter school students	
		8. Percentage of middle/inter public charter school students retained in grade	
		9. 4 year adjusted cohort grad rate of public charter high schools	
		10. Percentage of public charter school English learners on target meeting EL proficiency GTT-ESSA	

¹⁰ #3–10 are Measures of Effectiveness as stated in the Budget Worksheets for EDN 600 (aligned to STRIVE-HI and same as HIDOE Department Public School Measures of Effectiveness for EDN 100)

¹¹ Once Strategy 1.2 is completed, then this measure will be added to Measures of Effectiveness for EDN 612 #1.

		11. Charter school performance reports for existing charter schools that meet the definition/characteristics of high-quality schools.	
2	<p>Strategy 2.1. <i>If we create an efficient and accurate data collection and evaluation system to determine if each public charter school is meeting its statutory and contractual obligations, then the Commission will be able to make informed comprehensive evaluations of public charter school performance, and as a result, the Commission strengthens its portfolio.</i></p>	<p><u>Measures of efficiency in gathering/capturing the relevant data:</u></p> <ul style="list-style-type: none"> ● # of compliance tasks schools are required to complete (Kuleana Portal Tasks) ● # of unscheduled data requests schools are required to respond to annually 	<p>Year 1 – design year</p>
		<p><u>Measures of accuracy of the data gathered/captured? (evaluation system):</u></p> <ul style="list-style-type: none"> ● # of times data submitted by schools were incorrect/inaccurate ● Data quality -- usability of the data provided 	<p>Year 2 – implementation and baseline year</p> <ul style="list-style-type: none"> ● # of data requests required from the public charter schools ● # of times staff had to independently verify the accuracy of the data submitted ● # of times data was used in Commission decision making ● # of times data was included in the Commission’s decision
		<p><u>Measure if the Commission is using the data provided through the data collection and evaluation system</u></p> <ul style="list-style-type: none"> ● # of times data was included in the submittals presented to the Commission <p><u>Do the decisions made by the Commission include evidence of data:</u></p> <ul style="list-style-type: none"> ● # of times Commission decisions cited to data 	<p>Year 3</p> <ul style="list-style-type: none"> ● % decrease or consolidation in the # of data requests required from the public charter schools ● % decrease in the # of times staff had to independently verify the accuracy of the data submitted ● % increase in the # of times data was used in Commission decision making ● % increase in the # of times data was included in the Commission’s decision
2	Strategy 2.2.	# of times the decision-making framework was used by the Commission for:	Year 1 – design/pilot year

	<p><i>If we create a decision-making framework, then corrective action plans, renewal, and revocation will be data-informed and handled consistently, and as a result, the Commission strengthens its portfolio.</i></p>	<ul style="list-style-type: none"> ● Corrective action plans (CAPs) ● Renewals ● Revocations <p># of Public Charter Schools renewed, non-renewed, or revoked (EDN 612 Measure of effectiveness #5)</p>	<p>Year 2 – implementation year</p> <ul style="list-style-type: none"> ● # of times the decision-making framework was used by the Commission for: <ul style="list-style-type: none"> ● Corrective action plans (CAPs) ● Renewals ● Revocations ● # of Public Charter Schools renewed, non-renewed, or revoked (EDN 612 Measure of effectiveness #5) <p>Year 3</p> <ul style="list-style-type: none"> ● % increase in the # of decisions made using the decision-making framework for CAPs, renewals, and non-renewals
2	<p>Strategy 2.3 <i>If we review the findings from Goal 3 and assess those findings against our data collection and evaluation system and our decision-making framework, and make the necessary changes to refine the systems and framework then, the Commission will utilize the improved data collection and evaluation system and decision-making framework and as a result, the Commission strengthens its portfolio.</i></p>	<ul style="list-style-type: none"> ● # of changes made to the data collection and evaluation system that successfully addressed the problem exposed in the findings from Goal 3 ● # of changes made to the decision making framework that address the findings from Goal 3 with respect to the use of the decision making framework that successfully addressed the issue. ● decrease in the number of schools that are renewed that do not have data indicating high-quality . 	<p>Year 1 – N/A</p> <p>Year 2 – implementation and baseline year</p> <ul style="list-style-type: none"> ● # of changes made to the data collection and evaluation system that successfully addressed the problem exposed in the findings from Goal 3 ● # of changes made to the decision making framework that address the findings from Goal 3 with respect to the use of the decision making framework that successfully addressed the issue. ● number of schools that are renewed that do not have data indicating high-quality . <p>Year 3</p> <ul style="list-style-type: none"> ● decrease in the # of changes made to the data collection and evaluation system that successfully addressed the problem exposed in the findings from Goal 3

			<ul style="list-style-type: none"> ● decrease in the # of changes made to the decision making framework that address the findings from Goal 3 with respect to the use of the decision making framework that successfully addressed the issue. ● decrease in the number of schools that are renewed that do not have data indicating high-quality.
3	<p>Strategy 3.1. <i>If we implement a data-informed inquiry process to show a high-quality public charter school portfolio, then high-quality schools, models, and practices will be identified and as a result the Commission will be able to share those high-quality, schools, models, and practices throughout Hawai'i.</i></p>	<p># of times high-quality schools, models, and practices shared throughout Hawai'i</p>	Year 1 – planning year
			<p>Year 2 – implementation year, baseline</p> <ul style="list-style-type: none"> ● # of high-quality practices identified in our public charter schools
			<p>Year 3</p> <ul style="list-style-type: none"> ● % increase in the # of high-quality practices identified in our public charter schools
3	<p>Strategy 3.2. <i>If we build an effective communication system, then the Commission will share high-quality schools, models, and practices throughout Hawai'i, and as a result the public charter school portfolio will contribute to Hawai'i's public education system.</i></p>	<p># of stakeholders receiving the communication</p> <p># of stakeholders aware of the Commission's high-quality schools, models, practices</p>	Year 1 – planning year
			<p>Year 2 – implementation year, baseline</p> <ul style="list-style-type: none"> ● Number of times and methods Commission shared high-quality schools, models, and practices throughout Hawai'i ● # of stakeholders aware of the Commission's high-quality schools, models, practices
			<p>Year 3</p> <ul style="list-style-type: none"> ● % increase in the # of times and methods Commission shared high-quality schools, models, and practices throughout Hawai'i

			<ul style="list-style-type: none"> ● % increase in the # of stakeholders aware of the Commission’s high-quality schools, models, practices
3	<p>Strategy 3.3. <i>If we share high-quality schools, models and practices throughout Hawaii, then stakeholders can adapt/adopt these models and practices, and as a result, the Commission will have contributed to Hawai'i's public education system.</i></p>	<p># of stakeholders that have used, adapted or adopted these models and practices</p> <p># of identified high-quality schools that have expanded/replicated their school to allow for more students to access their high-quality school.</p>	Year 1 – N/A
			<p>Year 2 – implementation, baseline year</p> <ul style="list-style-type: none"> ● # of stakeholders that have used, adapted or adopted these models and practices ● # of identified high-quality schools that have expanded/replicated their school to allow for more students to access their high-quality school.
			<p>Year 3</p> <ul style="list-style-type: none"> ● % increase in the # of stakeholders that have used, adapted or adopted these models and practices ● % increase in the # of identified high-quality schools that have expanded /replicated their school to allow for more students to access their high-quality school.