

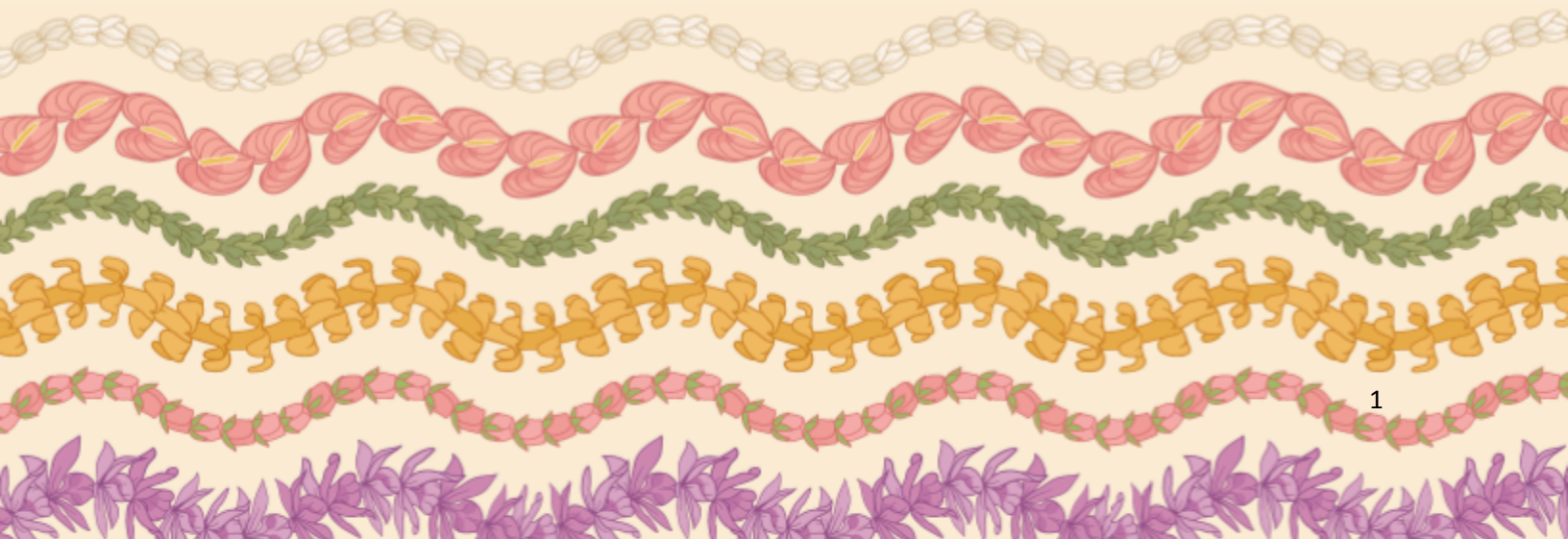
Native Hawaiian/Pacific Islander Student Success Plan

Interim Plan, July 2024

In the spirit of *‘A‘ohe Hana Nui Ke ‘Alu ‘Ia* where no task is too great when done together by all (O.N. 142), the Native Hawaiian/Pacific Islander Student Success Plan offers a fragrant lei of values that collectively work to uplift Oregon students, families, and communities who hold Native Hawaiian and Pacific Islander identities.

The interim plan is inclusive of community, student, educator, and parent/family voices and marks the beginning of the Native Hawaiian/Pacific Islander Student Success Plan program. A permanent plan will ensue, built upon the foundation of this interim plan, and with further engagement.

E Komo Mai, welcome in.



Interim Native Hawaiian/Pacific Islander Student Success Plan

Native Land Acknowledgement

As we embark on this journey together toward academic student success for Native Hawaiian and Pacific Islander students, it is of the utmost importance to first acknowledge the original stewards of the lands we have settled on; the occupied lands where we live, learn, work, and play. We extend our love, respect, and gratitude to the original people of this land, the original caretakers from time immemorial to Oregon's revitalizing present, and into Oregon's promising future. Let us always honor, respect, and be grateful to the ancestors and their descendants from the Burns Paiute Tribe, Confederated Tribes of Coos, Lower Umpqua & Siuslaw Indians, Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of the Warm Springs Reservation, Cow Creek Band of the Umpqua Tribe of Indians, Coquille Indian Tribe, and The Klamath Tribes, and all Tribes, federally recognized and unrecognized, throughout Oregon and the Pacific Northwest.

Who We Are

Our story is one of migration, connection, and encounter that began over 50,000 years ago. Native Hawaiians and Pacific Islanders share a deep, intertwined history marked by our experiences with Western contact, colonialism, and imperialism that have left profound and enduring impacts, both systemic and personal, reverberating through the generations.

From the colonial mapping and annexation of our lands, to the devastating bombing of Pearl Harbor, the catastrophic nuclear testing in the Marshall Islands, rising sea levels, uninhabitable islands, severely impacted coastal ecologies and infrastructure, the illegal occupation and overthrow of the Hawaiian monarchy and the negotiation of the Compacts of Free Association (COFA), there are complex and often painful histories faced by our communities. Despite challenges, there are powerful commonalities of strength, resilience, and passion that bind Native Hawaiian and Pacific Islanders and are representative of a persistence to thrive.

Aligned with our rich histories, Native Hawaiian and Pacific Islander communities have now become deeply rooted in Oregon's soil and are one of the most rapidly expanding ethnic cohorts in the state. The decision to resettle in Oregon reflects a continued migratory tradition and is a thoughtful and deliberate process by families, symbolizing their aspirations for stability and better opportunities for future generations.

Embracing our shared identity as Oregonians, we are steadfast in our pursuit of excellence, dedicating ourselves to nurturing our families and fostering constructive contributions to Oregon. Through community-driven endeavors and proactive advocacy, we strive to create pathways that promote inclusivity, safeguard our cultural legacies, and provide a strong foundation for generations to come.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Table 1. Oregon Public School Student Enrollment by Race/Ethnicity¹

Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Difference 2018-2023
American Indian/ Alaska Native	7,280	7,010	6,570	6,357	6,532	-10.3%
Asian	23,267	23,208	22,733	22,145	22,181	-4.7%
Black/African American	13,301	13,176	13,021	12,731	12,982	-2.4%
Hispanic/Latino	136,186	138,273	137,101	138,112	139,928	+2.7%
Multi-Racial	37,136	38,306	38,629	39,219	40,024	+7.8%
Native Hawaiian/ Pacific Islander	4,363	4,431	4,335	4,454	4,633	+6.2%
White	360,197	358,257	338,528	329,994	326,100	-9.5%
Total	581,730	582,661	560,917	553,012	552,380	-5.0%

Although overall enrollment decreased in 2022-23, Hispanic/Latino, Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has continued to increase since 2018-19. American Indian/Alaska Native, Asian, Black/African American, and White student enrollment has continued to decline.

The enactment of [House Bill 3144](#) (2023), the Native Hawaiian/Pacific Islander Student Success Plan, marked a historic milestone as the inaugural legislation of its kind across the country. By disaggregating Pacific Islanders from Asians, this bill represents a groundbreaking step toward tailored legislative measures that address the unique needs of Native Hawaiian and Pacific Islander communities. Embodied in the narratives of Native Hawaiian and Pacific Islander youth, the steadfast advocacy of Native Hawaiian and Pacific Islander community leaders, and the collaborative support of our allies, this legislation heralds a transformative opportunity to redefine the educational journey for current and future generations of Native Hawaiian and Pacific Islander students.

By acknowledging and understanding the dynamics of Native Hawaiian and Pacific Islander migration, demographic shifts, and the far-reaching impacts of climate change, we collectively strengthen our ability to support and empower our communities on their journey toward fulfillment and prosperity.

¹ [2022-23 Oregon Statewide Report Card](#), page 7

Interim Native Hawaiian/Pacific Islander Student Success Plan

Where We Come From



Cultivating a collective appreciation for the rich histories and diversity of Native Hawaiian and Pacific Islander people, spanning across the vast expanse of our ancestral homelands, fosters a profound understanding of the communities that the Native Hawaiian/Pacific Islander Student Success Plan specifically supports. This includes indigenous inhabitants, descendants, and diasporic individuals, highlighting our inherent strengths and unwavering resilience. By embracing our multifaceted experiences and profound wisdom, we can intricately weave their narratives into a robust framework of support tailored to Native Hawaiian and Pacific Islander students, families, and communities in Oregon.

The term "communities" encompasses the multitude of distinct groups within the broader category represented by the simplified racial identifier of "Native Hawaiian and Pacific Islander." Recognizing this diversity is critical in understanding how to develop and establish systems and frameworks that elevate our students, thereby paving the way for their academic success.

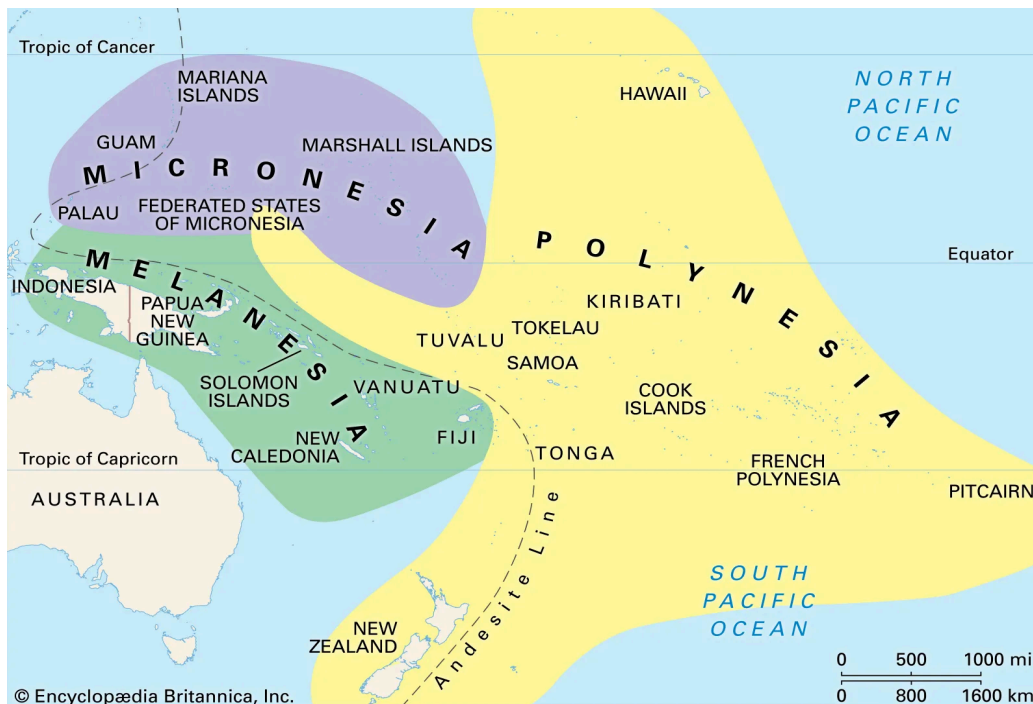
Native Hawaiian people are from Hawai'i, located in the Pacific, while Pacific Islanders more expansively represent the indigenous inhabitants of the vast and dynamic Pacific Islands region of Oceania. Embedded within rich histories, Pacific Islanders have historically engaged in continuous movement, settlement, innovation, and adaptation to their ever-evolving island environments. Oceania, spanning one-third of the globe, boasts the largest and deepest oceans, making it one of the planet's most biologically and linguistically diverse regions.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Encompassing a myriad of islands, Oceania is encircled by the awe-inspiring expanse of the deep blue Pacific Ocean, bridging the Eastern and Western Hemispheres. The islands within Oceania are home to a multitude of independent island nations, territories, archipelagos, and atolls, each founded upon principles of agricultural ingenuity, resilience, interdependence, and ecological harmony. These principles foster a profound sense of social and ecological interconnectedness.

Oceania delineates into three intricately interlinked subregions: Micronesia, Melanesia, and Polynesia. Within each subregion, a garland of island nations, territories, and atolls flourish, each distinguished by unique cultural traits, languages, traditions, and political narratives indigenous to their respective locales.

- *Micronesia*, in the northwest Pacific Ocean, is home to the Commonwealth of the Northern Mariana Islands (CNMI), the Federated States of Micronesia (the four states being Yap, Chuuk, Pohnpei, and Kosrae), Guam, Kiribati, Palau, the Republic of the Marshall Islands, and Nauru.
- *Melanesia*, in the southwestern Pacific Ocean, encompasses the island nations of Fiji, Papua New Guinea, West Papua, New Caledonia, the Solomon Islands, and Vanuatu.
- *Polynesia*, in the southern and central Pacific Ocean, includes American Samoa, Aotearoa (New Zealand), Rarotonga (Cook Islands), Tahiti (French Polynesia), Hawai'i, Niue, Rapa Nui (Easter Island), Samoa, Tokelau, Tonga, Tuvalu, and Wallis and Futuna.



Proximity does not dictate the understanding of cultural norms, practices, or language within the Pacific Islands and it is imperative that we recognize that each ethnic identity in the region is inherently unique and distinct. This understanding is essential for effectively addressing and meeting the diverse needs of Pacific Islander students. Despite differences, Pacific Islanders often find commonalities in their shared

Interim Native Hawaiian/Pacific Islander Student Success Plan

connection to the sea and their intertwined histories. Whether from the picturesque shores of Polynesia, the rich coral reefs of Micronesia, or the varied ecosystems of Melanesia, our heritage is deeply anchored and collectively woven by the vast expanse of the Pacific Ocean, which we proudly call home.

Timeline

This table outlines the projected timeline for the development of the interim Native Hawaiian/Pacific Islander Student Success Plan, devised to address and support the educational equity disparity amongst Native Hawaiian and Pacific Islander students within Oregon's public school system.

Timeline	Progress/Updates
April–May 2023: Outreach and recruitment for Native Hawaiian/ Pacific Islander Student Success Advisory Group, statewide. Town Hall meetings.	Town halls were held in Medford, Corvallis, Portland and online
June–August 2023: Advisory Group review, recommendation and appointment	AG members were appointed and HB 3144 was signed by Governor Kotek
September 2023: Advisory Group meetings begin	Inaugural Advisory Group meeting
November 2023: Advisory Group retreat, start of Interim NHPI SSP work	Advisory Group gathering in-person in Salem
October 2023–February 2024: Develop OARs and present to the Rules Advisory Committee (RAC) Oregon State Board of Education (SBE) for Temporary Rules, Interim NHPI SSP	Temporary Rules granted: 581-017-0850 through 581-017-0875 Continued collaboration on Interim NHPI SSP
October 2023–December 2023: ODE staff will seek community input and feedback on an interim NHPI SSP and Temporary Administrative Rules (OARs)	Completed
January–June 2024: Advisory Group meetings and Interim SSP work	Completed
March–May 2024: Community engagement	Town hall meetings were held in Salem, Eugene, Aloha and online
May–June 2024: Rules engagement	Permanent rules adopted on June 13, 2024 581-017-0850 through 581-017-0875
July 2024: Interim NHPI SSP finalization	Completed
September 2024: Grants awarded	On track

Interim Native Hawaiian/Pacific Islander Student Success Plan

Legislation

Under the Student Success Act ([HB 3144, 2023](#)), the goals of the Native Hawaiian/Pacific Islander Student Success Plan must address:

1. The disparities experienced by Native Hawaiian/Pacific Islander students in every indicator of academic success, as documented by the department's statewide report card and other relevant reports related to plan students;
2. The historical practices leading to disproportionate outcomes for Native Hawaiian/Pacific Islander students; and
3. The educational needs of Native Hawaiian/Pacific Islander students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.

The statute ([ORS 329.849](#)) directs ODE to develop and implement a statewide plan that outlines strategies to achieve the following statutory objectives:

(a) Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system;

(b) Increase parental engagement in the education of plan students;

(c) Increase the engagement of plan students in educational activities before and after regular school hours;

(d) Increase early childhood education and kindergarten readiness for plan students;

(e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;

(f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;

(g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;

(h) Support the development of culturally responsive curricula from early childhood through post-secondary education;

(i) Increase attendance of plan students in community colleges and professional certification programs; and

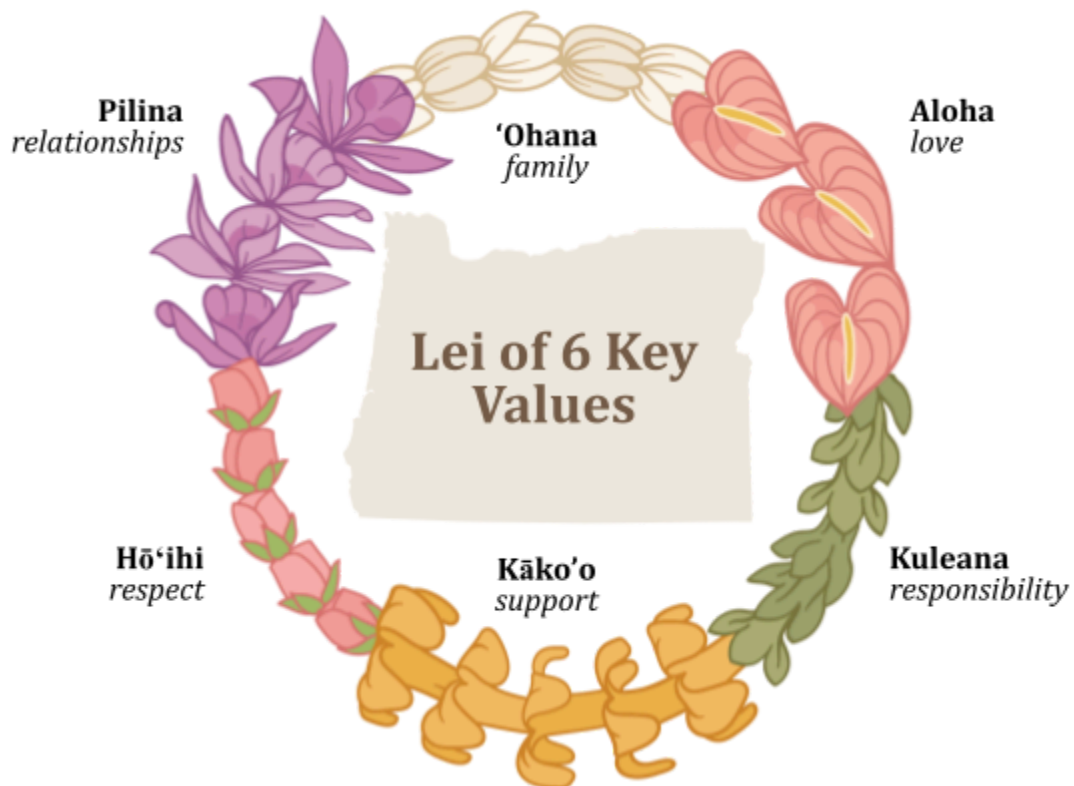
(j) Increase attendance of plan students in four-year post-secondary institutions of education.

(k) Align the plan with statewide educational plans developed and implemented under ORS 329.841, 329.843, 329.845, and 329.847.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Lei of 6 Key Values

The history of the *lei*, a Hawaiian word referring to a garland of fresh flora and fauna, is deeply rooted in heritage and tradition throughout the Pacific Islands. The tradition of giving or receiving a lei is an act of affection, celebration, honor, and respect. Over time, Pacific Islander cultures have each developed their unique styles of lei making, utilizing available materials such as feathers, seeds and even bone or teeth. Today, the *lei* is a quintessential symbol of the Native Hawaiian and Pacific Islander cultures, encapsulating their rich heritages and the islands' vibrant natural beauty. Through the words of the Native Hawaiian/Pacific Islander Student Success Plan, we present the state of Oregon with a *lei*, representative of the vast communities of Native Hawaiian and Pacific Islander students in Oregon and universal values identified to uplift students who hold these identities.



The Lei of 6 Key Values are essential to ensuring that Native Hawaiian and Pacific Islander students are appreciated and thrive. While the values are universal in nature, they are shared in Hawaiian and align with the goals and strategies in this Plan. Strung together in a *lei* and offered as a way to honor and respect Native Hawaiian and Pacific Islander students, families, and communities, these values are: Pilina (relationships), 'Ohana (Family), Aloha (love), Kuleana (responsibility), Kāko'o (support), and Hō'ihi (respect).

Interim Native Hawaiian/Pacific Islander Student Success Plan

Goal 1, *Pilina relationships:*

Foster stronger teacher-student-family relationships through culturally responsive and evidence-based practices to decrease disproportionality in the rate of disciplinary incidents.

To address the disparities experienced by Native Hawaiian and Pacific Islander (NHPI) students in the core academic indicators, as documented by the most recent Oregon Statewide Report Card, which identified 494 NHPI students who experienced disciplinary incidents in 22-23, by 2030 and with full statewide implementation and support, the rate of disciplinary incidents involving NHPI students in the PK-12 education system will be reduced by 10%.

A note on [Piling](#): In Hawaiian the word pilina describes the value of having meaningful relationships and deep connections-with the land, community, elders, ancestors, and each other. It is through our pilina that we develop practices that shape who we are and what we believe in.

Statutory Objective (a): *Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system.*

Strategy 1a: Provide ongoing, job-embedded, authentically sourced educational opportunities for middle school educators and staff to learn about the multitude of cultures and customs within the Native Hawaiian and Pacific Islander communities, employ culturally and linguistically responsive teaching and learning environments, and increase skill and capacity to recognize, interrupt and reduce educator bias.

Strategy 1b: Enhance Native Hawaiian and Pacific Islander family and community access to and understanding of policies, practices and standards that relate to school discipline, suspensions, expulsions and push outs through the provision of culturally and linguistically appropriate approaches that build connection and a sense of belonging in school environments.

Strategy 1c: Increase investments in the creation, development, improvement, and dissemination of culturally and linguistically responsive targeted support strategies, materials, and resources unique to specific Native Hawaiian and Pacific Islander cultures for educators.

Strategy 1d: Develop a system to identify and provide specific support for improving equitable disciplinary practices specific to Native Hawaiian and Pacific Islander (NHPI) students to local education agencies that demonstrate the largest disparities of NHPI discipline outcomes.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Table 2. Discipline Incidents by Student Group – Suspensions and Expulsions²

Student Group	Percent of Students enrolled on May 1, 2023 with One or More Discipline Incidents in the 2022-23 School Year
Total	6.80%
Gender	
Male	9.10%
Female	4.40%
Non-Binary	7.00%
Race/Ethnicity	
Asian	2.20%
Black/African American	13.20%
Hispanic/Latino	8.00%
American Indian/Alaska Native	11.20%
Multi-Racial	7.30%
Native Hawaiian/Pacific Islander	10.70%
White	6.20%
Other Groups	
Economically Disadvantaged	8.40%
Not Economically Disadvantaged	4.20%
English Learners	7.70%
Not English Learners	6.70%
Special Education	11.20%
Not Special Education	6.10%

During the 2022-23 school year, 6.8 percent of Oregon students experienced disciplinary incidents. Across race/ethnicity, students from historically underserved groups were disciplined more often than other students, with Black/African American students and American Indian/Alaska Native students disciplined most often (13.2 percent and 11.2 percent, respectively). Students in Special Education and students federally identified as economically disadvantaged were also disciplined more often than other groups.

² [2022-23 Oregon Statewide Report Card](#), page 74

Interim Native Hawaiian/Pacific Islander Student Success Plan

Goal 2, 'Ohana family:

Partner with families and ensure seamless access to comprehensive information, resources, and services representative of the unique Native Hawaiian and Pacific Island cultures to enhance the Native Hawaiian and Pacific Islander (NHPI) communities' influence and impact on NHPI students' ability to thrive.

To harness the full potential that authentic and affirming family partnerships have to impact the improvement of student outcomes for Native Hawaiian and Pacific Islander (NHPI) students, by 2030 and with full statewide implementation and support, best and promising practices and tools to deepen family engagement for NHPI students will be identified, compiled, and made available statewide.

A note on 'Ohana: In Hawaiian, the word 'ohana means family, including extended family of uncles, aunts, cousins, grandparents, and even hanai (adopted, chosen) family. Hanai members of the 'ohana are those who are fully included, but may not be tied by blood. 'Ohana members impart knowledge, values, and wisdom throughout the generations and are vital to shaping our cultural identity. While it is true that "'Ohana means family; family means nobody gets left behind or forgotten" (Lilo & Stitch), the true sense of the word 'ohana means much more than a Disney slogan; it is a familial bond, a way of life, and how we uplift and care about one another without limits.

Statutory Objective (b): *Increase parental engagement in the education of Plan Students.*

Strategy 2a: Increase capacity for and sustainability of culturally relevant translation and interpretation services within PK-12 education settings for Native Hawaiian and Pacific Islander students and families.

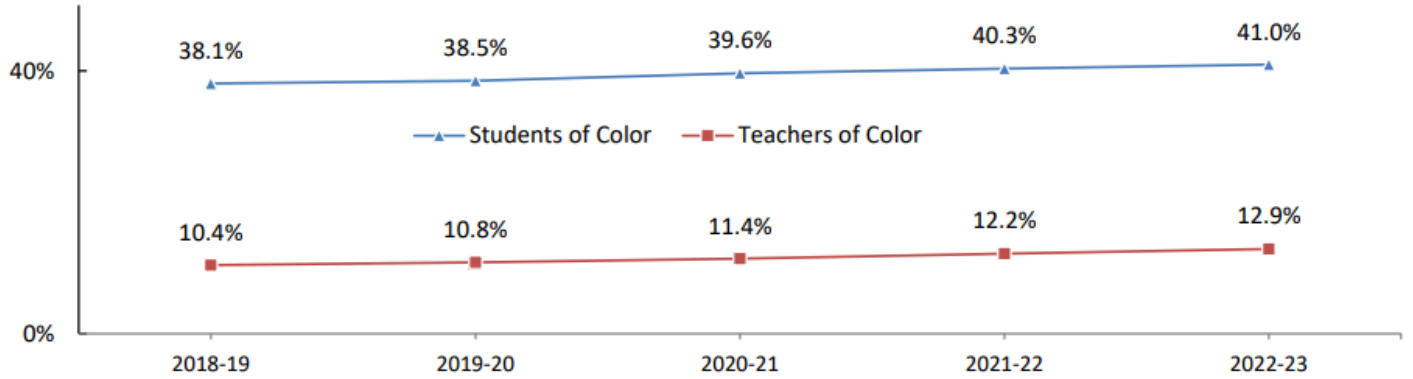
Strategy 2b: Increase education agencies' capacity and ability to disseminate information and opportunities to Native Hawaiian and Pacific Islander communities in culturally and linguistically responsive ways which leads to increased access and engagement.

Strategy 2c: Identify and enhance ongoing opportunities for Native Hawaiian and Pacific Islander (NHPI) family engagement inclusive of genuine and welcoming practices that prioritize the needs and cultural context of NHPI communities, aiming to foster a greater sense of belonging and a willingness to collaborate.

Strategy 2d: Invest in opportunities to increase instructional and administrative staff that hold Native Hawaiian and Pacific Islander (NHPI) identities in schools and expand educational workforce opportunities that support NHPI communities.

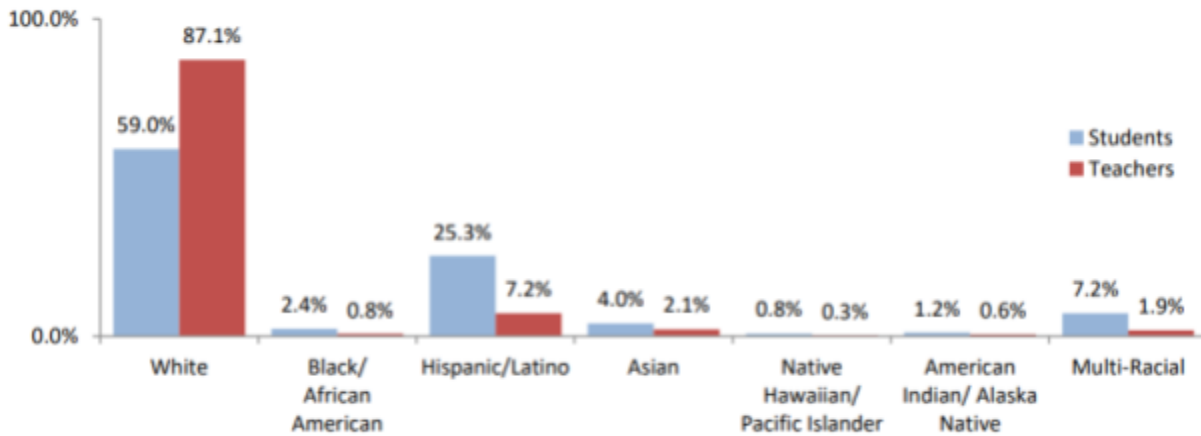
Interim Native Hawaiian/Pacific Islander Student Success Plan

Table 3. Students and Teachers of Color³



In the 2022-23 school year, the proportion of both teachers and students of color increased at nearly identical rates. Students of color increased to 41.0 percent, an increase of 0.7 percent from the 2021-22 school year, and teachers of color increased to 12.9 percent, an increase of 0.7 percent from 2021-22.

Table 4. 2022-23 Race/Ethnicity of Students and Teachers⁴



³ [2022-23 Oregon Statewide Report Card](#), page 12

⁴ [2022-23 Oregon Statewide Report Card](#), page 12

Interim Native Hawaiian/Pacific Islander Student Success Plan

Goal 3, Aloha love:

Increase culturally relevant curricular and co-curricular experiences that elevate visibility and integration of Native Hawaiian and Pacific Islander (NHPI) cultures in schools to validate and affirm the identities of NHPI students.

To address the disparities experienced by Native Hawaiian and Pacific Islander (NHPI) students in math, science and language arts, as documented by the most recent Oregon Statewide Report Card and other relevant reports related to NHPI students, by 2030 and with full statewide implementation and support, the amount of NHPI students on track to graduation in 9th grade will increase from 68.2% to 73.2%.

A note on [Aloha](#): In Hawaiian, the word aloha is an essence of being, a concept and way of life that serves as a foundation of Hawaiian values. It is kindness expressed with tenderness, harmony, pleasantness, humility, and patience. Aloha means living in harmony with the people and land around you, to feel like you are seen and belong. Aloha is a way of living and treating each other with mutual love and respect. It is about sending and receiving mana (positive energy) to everything and everyone around you.

Statutory Objective (c): *Increase the engagement of plan students in educational activities before and after regular school.*

Statutory Objective (f): *Support plan student transitions to and through the middle school and high school grades to maintain and improve academic performance.*

Strategy 3a: Increase access to, and availability of, culturally and linguistically responsive curriculum, tools, cultural practices, programs, and instructional materials that are affirming of Native Hawaiian and Pacific Islander communities.

Strategy 3b: Increase the representation of Native Hawaiian and Pacific Islander (NHPI) professionals in middle and high school settings, and increase local education agency's systems and capacity to empower the influence of NHPI staff to improve and foster an environment of belonging, inclusion, and safety for NHPI students and families.

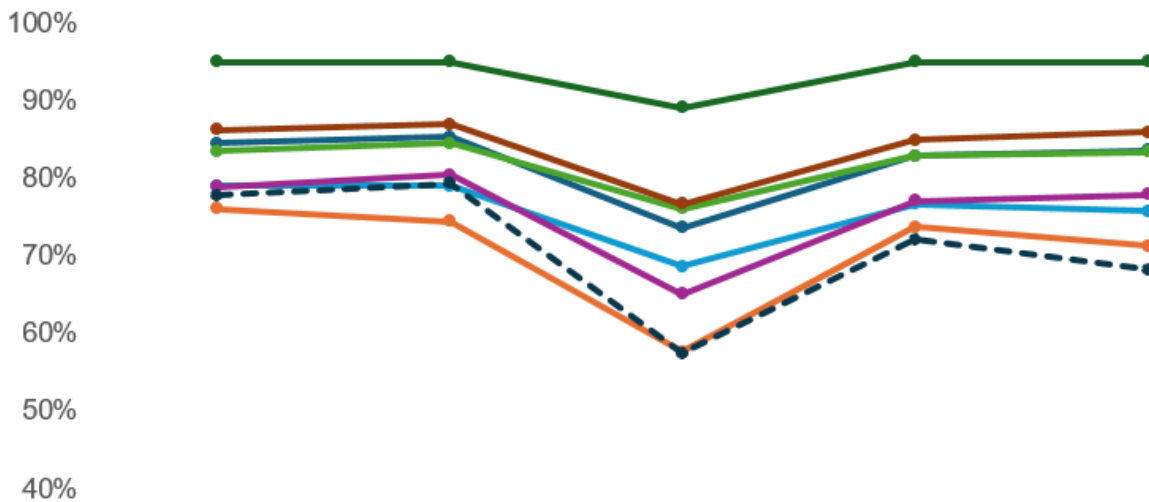
Strategy 3c: Seek, develop, and implement culturally responsive education and professional development opportunities to enhance understanding of Native Hawaiian and Pacific Islander cultures, traditions, values, and practices in appropriate and respectful ways.

Strategy 3d: Provide targeted orientation, preview, and onboarding programs for Native Hawaiian and Pacific Islander students and their families before and during transition years to ensure access to timely and accurate information about out-of-school programs and school transitions.

Strategy 3e: Develop guidelines for establishing peer mentorship programs aimed at supporting Native Hawaiian and Pacific Islander students.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Table 5. Percentage of Ninth Grade Students On-Track to Graduate by Race and Ethnicity⁵



Key	Race and Ethnicity	2017-18	2018-19	2020-21	2021-22	2022-23
	All Students	84.5%	85.3%	73.6%	82.8%	83.6%
	American Indian/Alaska Native	76.0%	74.4%	57.6%	73.7%	71.3%
	Asian	>95%	>95%	89.10%	>95%	>95%
	Black/African American	79.0%	79.0%	68.6%	76.6%	75.7%
	Hispanic	78.9%	80.4%	65.1%	77.1%	77.9%
	Multiracial	83.5%	84.5%	76.0%	82.9%	83.4%
	Native Hawaiian/Pacific Islander	77.8%	79.3%	57.4%	72.1%	68.2%
	White	86.2%	86.9%	76.6%	84.9%	85.9%

On-Track rates increased overall in 2022-23. Hispanic/Latino and White students had the greatest increase of the racial/ethnic student groups (0.8 and 1.0 percentage point, respectively). On-Track rates decreased for other student groups. For example, the Oregon education system did not provide appropriate supports for students who are federally identified as American Indian/Alaska Native and Native Hawaiian/Pacific Islander. These student groups experienced decreased on-track rates by 2.4 and 3.9 percentage points, respectively.

Note: 2019-20 Ninth Grade On-Track data are not available.

⁵ [2022-23 Oregon Statewide Report Card](#), page 58

Interim Native Hawaiian/Pacific Islander Student Success Plan

Goal 4, Kuleana responsibility:

Promote a sense of belonging for Native Hawaiian and Pacific Islander communities through strategic investments and projects that center increasing culturally and linguistically responsive services and resources specific to early learning and elementary educational communities.

To effectively address the educational needs of Native Hawaiian and Pacific Islander (NHPI) students, by 2030 and with full statewide implementation and support, we will increase school readiness, literacy and math levels for K-3 NHPI students by 5%.

A note on [Kuleana](#): In Hawaiian, the word kuleana means more than responsibility, it includes the duty to care for and protect the land, community and 'ohana (family) to which you belong. It is a strong sense of commitment to someone or something that surpasses a simple accomplishment. It is the feeling you have when you see a task completely through to completion and will put forth your best possible effort because it is a reflection of how much you care and love something; it is your kuleana.

Statutory Objective (d): Increase early childhood education and kindergarten readiness for plan students.

Statutory Objective (e): Improve literacy and numeracy levels among plan students between kindergarten and grade three.

Strategy 4a: Cultivate robust parent-teacher-school relationships through ongoing communication to nurture trust and facilitate developmental and educational support for Native Hawaiian and Pacific Islander students in elementary grades.

Strategy 4b: Coordinate and ensure access to resources that are crucial for the optimal health and overall well-being of Native Hawaiian and Pacific Islander students and their families, facilitating an environment where they can feel a sense of safety, belonging, and acceptance and allows them to reach their fullest potential.

Strategy 4c: Increase access to and availability of high-quality early learning programs that create and utilize culturally supportive environments aimed at preparing Native Hawaiian and Pacific Islander students for elementary education.

Strategy 4d: Recognize, respect, and integrate a family's structure, home language, and cultural background into the learning experiences of Native Hawaiian and Pacific Islander students to collaboratively support student learning by embracing diversity and honoring individual backgrounds.

Strategy 4e: Identify, create, and put into practice early learning lessons and materials that sustain and celebrate diverse cultures, focusing on those relevant and affirming to Native Hawaiian and Pacific Islander students' lived experiences and identities.

Strategy 4f: Establish robust support and ongoing early intervention systems for Native Hawaiian and Pacific Islander students who are not performing at grade level.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Table 6. English Language Arts Academic Achievement Details for Grades 3-5⁶

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	43.5%	43.6%	43.6%
Economically Disadvantaged	43.4%	35.0%	39.2%
English Learners	18.5%	20.0%	19.3%
Students with Disabilities	21.8%	21.2%	21.5%
American Indian/Alaska Native	23.7%	25.2%	24.5%
Black/African American	24.6%	25.3%	25.0%
Hispanic/Latino	25.2%	25.5%	25.4%
Native Hawaiian/Pacific Islander	24.4%	20.4%	22.4%
Underserved Race/Ethnicity	25.1%	25.4%	25.3%
Asian	61.9%	62.0%	62.0%
White	50.9%	50.7%	50.8%
Multi-racial	48.4%	49.4%	48.9%

Table 7. Mathematics Academic Achievement Details for Elementary (Grades 3-5)⁷

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	35.7%	36.6%	36.2%
Economically Disadvantaged	35.6%	28.1%	31.9%
English Learners	15.1%	17.5%	16.3%
Students with Disabilities	18.7%	19.0%	18.9%
American Indian/Alaska Native	16.7%	19.2%	18.0%
Black/African American	16.0%	17.2%	16.6%
Hispanic/Latino	18.4%	19.2%	18.8%
Native Hawaiian/Pacific Islander	14.5%	13.9%	14.2%
Underserved Race/Ethnicity	18.1%	18.9%	18.5%
Asian	59.6%	61.0%	60.3%
White	42.4%	43.2%	42.8%
Multi-racial	39.5%	41.3%	40.4%

⁶ [2022-23 Oregon Statewide Report Card](#), page 31

⁷ [2022-23 Oregon Statewide Report Card](#), page 33

Interim Native Hawaiian/Pacific Islander Student Success Plan

Goal 5, Kāko‘o support:

Design instructional systems that demonstrate care and forge connections with academic concepts for Native Hawaiian and Pacific Islander (NHPI) students to establish self-advocacy skills and for educators to incorporate culturally responsive and sustaining practices to strengthen and support NHPI students throughout their academic journey.

To address the educational needs of Native Hawaiian and Pacific Islander (NHPI) students, by 2030 and with full statewide implementation and support, we will provide resources, tools, and Culturally Responsive and Relevant Pedagogy educator opportunities to strengthen understanding and cultural complexities of NHPI students.

A note on [Kāko‘o](#): In Hawaiian, the word kāko‘o means to uphold, to support, favor, and to assist. Kāko‘o means to be present, to provide guidance with love and care, and to be dependable as someone that can be counted on in times of need.

Statutory Objective (g): Support culturally responsive pedagogy and practices from early childhood through post-secondary education.

Statutory Objective (h): Support the development of culturally responsive curricula from early childhood through post-secondary education.

Strategy 5a: Research existing culturally responsive instructional materials developed by Native Hawaiian and Pacific Islander (NHPI) scholars for NHPI students, to identify best practices, resources, and materials that facilitate seamless integration of cultural representation within educational settings.

Strategy 5b: Utilize identified best practices from 5a to develop an educational tool to be posted on Oregon Open Learning that is centered on Native Hawaiian and Pacific Islander cultures, leveraging Culturally Responsive and Relevant Pedagogy to enhance understanding and appreciation among educators and students alike.

Strategy 5c: Partner with Native Hawaiian and Pacific Islander (NHPI) families and communities to establish a comprehensive resource bank highlighting NHPI cultures and relevant cultural experiences tailored to support NHPI students’ academic success.

Strategy 5d: Increase pre-service and in-service training focused on the diverse identities within the Native Hawaiian and Pacific Islander communities, along with instruction on Culturally Responsive and Relevant Pedagogy.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Goal 6, Hō‘ihi respect:

Implement collaborative planning to enhance post-secondary education access and readiness among Native Hawaiian and Pacific Islander students and their families, fostering partnerships for comprehensive support during the transition and ensuring academic and career success.

To address the low attendance rates of Native Hawaiian and Pacific Islander (NHPI) students at post-secondary institutions, as documented by the department’s statewide report card and other relevant reports related to NHPI students, by 2030 and with statewide implementation and support, we will increase NHPI students’ four-year high school graduation rate from 74.6% to 79.6%.

A note on Hō‘ihi: In Hawaiian, the word hō‘ihi means to treat with reverence and respect. Respect for the land, respect for other people and especially, respect for our elders. Hō‘ihi is exemplified through our actions and interactions with each other. Hō‘ihi is a way of life. Children are taught at a young age to respect their elders and this may look like greeting them, serving them, and tending to their needs. These acts of reverence show honor to our elders who we believe possess the ‘ike (knowledge), the mo‘olelo (stories), and mana (power) to raise and influence our next generation of young leaders.

Statutory Objective (i): Increase attendance of Plan Students in community colleges and professional certification programs.

Statutory Objective (j): Increase attendance of Plan Students in four-year post-secondary institutions of education.

Strategy 6a: Strengthen community-building activities and intentional family engagement programs that emphasize high school persistence and completion, and post-secondary preparedness for Native Hawaiian and Pacific Islander students and their families that focuses on providing resources and support to ensure successful transitions from high school to higher education.

Strategy 6b: Facilitate access to career presentations, mentorship programs, and internships led by Native Hawaiian and Pacific Islander (NHPI) professionals and cultural practitioners for NHPI students and their families, providing invaluable exposure, guidance, and transition support for diverse career paths.

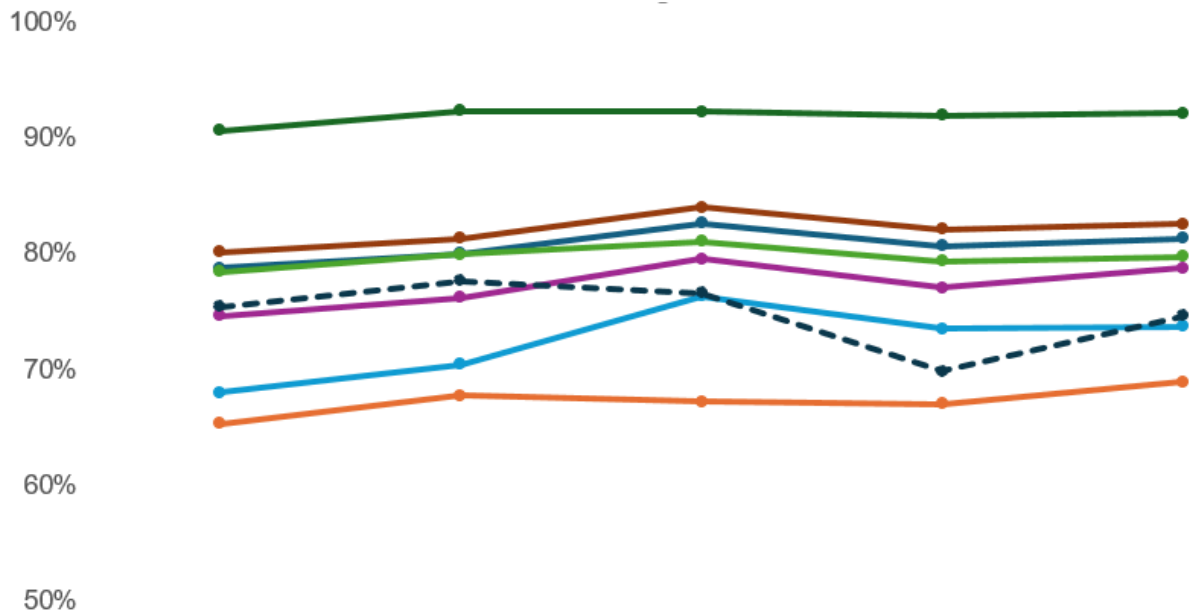
Strategy 6c: Cultivate strength-based approaches to help Native Hawaiian and Pacific Islander students identify and assess their skills, interests, and values to facilitate the exploration, acceptance and attainment into post-secondary institutions and career options that align with their strengths, ensuring their success in high school, post-secondary education and training completion, and beyond.

Strategy 6d: Expand high school dual credit opportunities for Native Hawaiian and Pacific Islander students to increase their access to advanced coursework and college-level learning experiences.

Strategy 6e: Develop a cross-collaborative Native Hawaiian and Pacific Islander (NHPI) mentorship program between secondary and post-secondary institutions of education to foster connection, commitment and elevation of NHPI students.

Interim Native Hawaiian/Pacific Islander Student Success Plan

Table 8. Cohort Four-Year Graduation Rates by Race/Ethnicity⁸



Key	Race and Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
	All Students	78.7%	80.0%	82.6%	80.6%	81.3%
	American Indian/Alaska Native	65.3%	67.7%	67.2%	67.0%	68.9%
	Asian	90.6%	92.3%	92.2%	91.9%	92.1%
	Black/African American	68.0%	70.4%	76.3%	73.5%	73.7%
	Hispanic	74.6%	76.2%	79.5%	77.0%	78.7%
	Multiracial	78.4%	79.9%	81.0%	79.3%	79.7%
	Native Hawaiian/Pacific Islander	75.4%	77.6%	76.6%	69.8%	74.6%
	White	80.1%	81.3%	84.0%	82.1%	82.5%

Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Hispanic/Latino students had the greatest graduation rate increase of the racial/ethnic student groups (4.8, 1.9, and 1.7 percentage points, respectively). Graduation rates remained flat for all other racial/ethnic student groups.

⁸ [2022-23 Oregon Statewide Report Card](#), page 62

Interim Native Hawaiian/Pacific Islander Student Success Plan

Ka Pau 'Ana: In Closing

Through the fragrant lei of values presented in the inaugural Interim Native Hawaiian/Pacific Islander Student Success Plan, and as we collectively work to uplift Oregon students, families, and communities who hold these identities, we are overjoyed by the respect and visibility that this Plan offers.

Let us move forward in unity, keeping at the forefront of our minds that, *'A'ohe Hana Nui Ke 'Alu 'Ia*, no task is too great when done together by all (O.N. 142).

