



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

January 19, 2016

TO: The Honorable Lance Mizumoto
Chairperson, Board of Education

FROM: Kathryn S. Matayoshi
Superintendent

SUBJECT: **Presentation on Every Student Succeeds Act ("ESSA"), which reauthorizes the Elementary and Secondary Education Act of 1965 ("ESEA") and replaces No Child Left Behind Act of 2001 ("NCLB")**

1. DESCRIPTION

President Obama signed the Every Student Succeeds Act ("ESSA") into law on December 10, 2015. The ESSA reauthorizes the federal Elementary and Secondary Education Act of 1965 ("ESEA") and replaces the No Child Left Behind Act of 2001 ("NCLB"). The new law will require extensive planning for full implementation. States, including Hawaii, are awaiting additional U.S. Department of Education guidance as well as negotiated rulemaking. States will be transitioning to ESSA during SY2016-2017 and will need to submit a "consolidated state plan" describing our state's plan for implementing new requirements. ESSA requires full implementation in SY2017-2018.

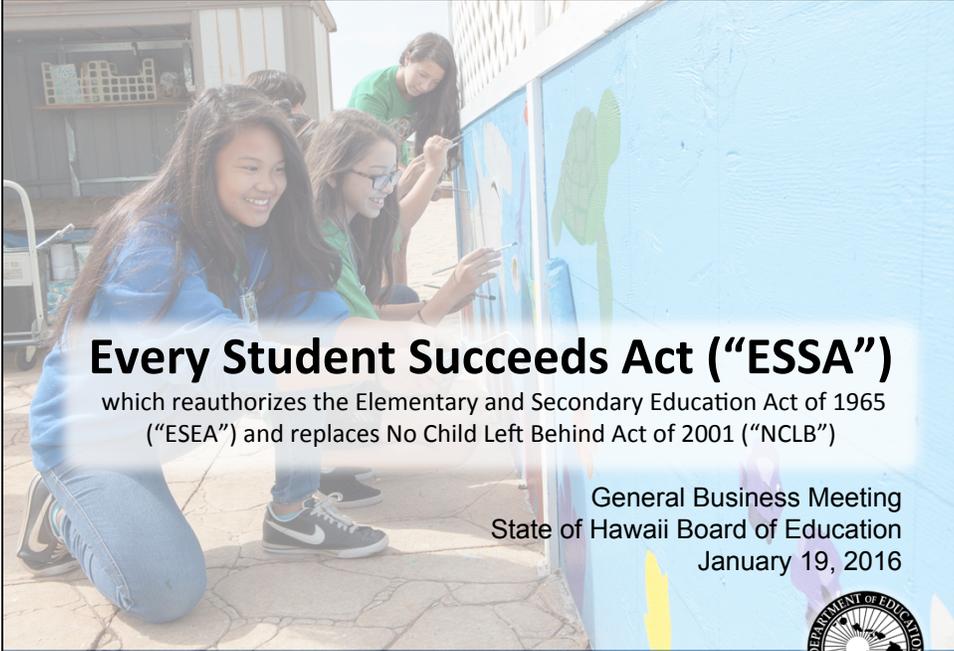
2. PRESENTATION

The Office of Strategy, Innovation and Performance and Deputy Superintendent will present an overview of the Every Student Succeeds Act and implications for Hawaii.

KSM:TOC:kp

Attachment

c: Deputy Superintendent
Office of Strategy, Innovation and Performance



Every Student Succeeds Act (“ESSA”)
which reauthorizes the Elementary and Secondary Education Act of 1965 (“ESEA”) and replaces No Child Left Behind Act of 2001 (“NCLB”)

General Business Meeting
State of Hawaii Board of Education
January 19, 2016

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Elementary and Secondary Education Act (ESEA)

- Enacted 1965 - Part of President Johnson’s “War on Poverty”
- Includes:

Title I	Improving Basic Programs Operated by State and Local Education Agencies
Title II	Supporting Effective Instruction
Title III	Language Instruction for English Language Learners
Title IV	21 st Century Schools
Title V	State Innovation and Local Flexibility
Title VI	American Indian, Native Hawaiian and Alaska Native Students
Title VII	Impact Aid

**Titles I & II funding to Hawaii: \$60 M
(FY17 estimate)**

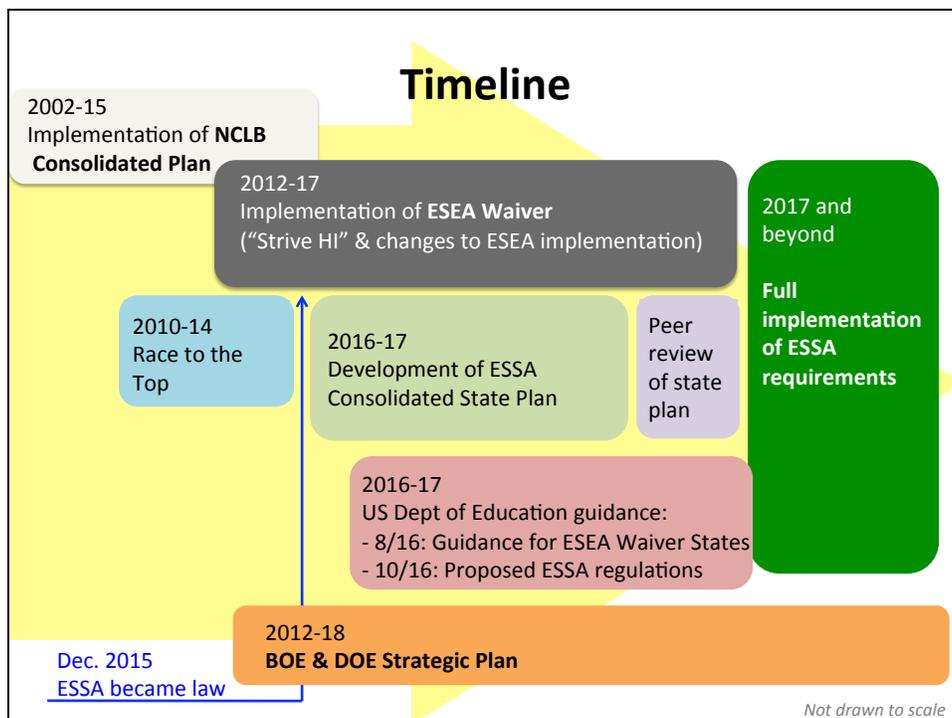
Every Student Succeeds Act is new version of Elementary and Secondary Education Act replacing *No Child Left Behind*

- **No Child Left Behind**
 - President George W. Bush signed into law on January 8 , 2002.
 - Authorized for FY03-FY07

- **Every Student Succeeds Act**
 - President Obama signed into law in December 10, 2015.
 - Authorized for FY17-FY20
 - 1,059 pages



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ESSA's overall themes

from White House summary

- **Holding all students to high academic standards** that prepare them for success in college and careers
- **Ensuring accountability** by allowing states to redirect resources into what works to help them and their schools improve
- **Empowering states to develop their own strong systems for school improvement** based upon evidence
- **Reducing the often onerous burden of testing** on students and teachers, making sure that tests don't crowd out teaching and learning, without sacrificing clear, annual information parents and educators need to make sure our children are learning

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Standards

NCLB

State adoption of standards in **reading, math, and science** at all grade levels and of English language development (ELD) standards aligned to content standards

Met by Hawaii Content and Performance Standards

ESSA

State adoption of challenging standards in **reading, math, and science**, aligned to credit bearing college entrance requirements and technical standards, for all public schools

Maintains requirements for ELD standards

Met by BOE's adoption of Hawaii Common Core (2010) and anticipated adoption of Next Generation Science Standards

Assessments

NCLB

Required state testing in reading and math annually in grades 3-8 and once in high school; and in science annually in grades 3-5, 6-8, and 10-12

Required annual English language proficiency assessment

ESSA

Same requirements for grades and subjects tested as NCLB and continues requirement for English language proficiency

Met by Smarter Balanced Assessment and Hawaii State Assessments in Science. Will review high school testing requirements.

Assessments - Participation

NCLB

Required states to administer assessments to at least 95% of each student subgroup

Schools with less than 95% participation did not make Adequate Yearly Progress (AYP)

ESSA

Maintains 95% participation requirement and requires states to include participation in its accountability system but states allowed to create "opt out" policy

Need to review how participation of less than 95% impacts school accountability.



School Accountability - Goals

NCLB

Goal: 100% of students be proficient in reading and math by the end of the 2013-14 SY

ESSA

Replaces AYP with a **state-defined goals** for students and student subgroups:

- Academic achievement on state assessments
- Graduation rates
- English language proficiency for English learners (EL)

Need to include state's long term and interim goals in the state's consolidated plan for ESSA.



School Accountability - Measures

NCLB

Required that schools make AYP for all students and subgroups

Focused on % of students proficient, as measured by state assessment

ESSA

State-defined performance index that “meaningfully differentiates school performance” annually and includes:

Academic Indicators:

- Student achievement, measured by tests
- Student growth or other academic measure
- High school graduation rate
- English language proficiency

At least one measure of “school quality” or “student success”

Review Strive HI performance index (from Hawaii's ESEA Flexibility Waiver from NCLB) since it is similar to ESSA requirements

School Accountability – Student Subgroups

NCLB

Accountability and reporting for student subgroup performance:

- Economically disadvantaged
- Limited English language proficiency
- Students with disabilities
- Major racial and ethnic groups as determined by the state

ESSA

Performance index includes English Language Proficiency for English Learners

Additional student subgroups included in performance reporting:

- Homeless students
- Students in foster care
- Students with parents in military

Additional data will need to be collected and reported. Further work to be done in defining accountability for student subgroups.

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School Accountability – Improvement and Support

NCLB

Failure to meet AYP for consecutive years → corrective action, restructuring, public school choice, and supplemental educational services

Under Race to the Top and ESEA Flexibility waiver, required identification of Focus and Priority schools and punitive interventions for “persistently lowest achieving schools”

ESSA

At least once every 3 years, states must identify and intervene in schools:

- Bottom 5% of performance
- Low grad rates (<67%)
- Consistently underperforming subgroups

State/district to use evidence-based interventions

Opportunity to revisit plans to support and intervene in schools with low student performance.

Publicly Reported Annual “Report Card”

NCLB

Included:

- Data on student achievement at each grade level disaggregated by subgroup
- Comparison of state’s actual achievement to its objectives
- Percentage of students not tested
- State’s achievement trends over two years
- Other indicators of AYP
- Graduation rates
- Info on Highly Qualified Teachers

Take opportunity to consolidate and improve public reporting

ESSA

Includes:

- Description of the state accountability system, including indicators and weights
- Schools identified as in need of support and improvement
- Student performance disaggregated by subgroup
- NAEP results
- Student state test participation rates
- Performance of English Learner students
- Data from Civil Rights Data Collection survey
- Teacher qualifications
- Per-pupil expenditures fed, state, local funds
- Number and % students taking alternative assessments
- Postsecondary enrollment

Title II – Teacher Qualifications

NCLB

Required 100% of teachers in core academic subjects to be “highly qualified.”

- Bachelors degree
- Demonstrate subject-matter knowledge in subject they teach
- Hold certification or license in subject they teach

Focus on ensuring effective teachers for every student and developing teachers’ effectiveness

ESSA

Eliminates highly qualified teacher (HQT) requirements, but:

- Requires state to provide assurances that teachers and paraprofessionals in Title 1 schools meet state certification and licensure requirements
- Requires reporting of teachers’ experience, credentials, teaching out of field in the Report Card; disaggregated by high/low poverty

Requires Title II Equity Plan

IDEA requirements for HQT remains

Educator Evaluation

NCLB

ESEA Flexibility waiver for NCLB required teacher and principal evaluation and support systems to include a measure of student growth (based on test scores)

ESSA

Does not require teacher or principal evaluation systems

ESEA Flexibility waiver in effect until 2017. Beginning 2017-18, there will *no longer be federal requirements* for evaluation tied to student performance.

Currently, state law, Board of Education policies, collective bargaining agreements, and MOUs with unions provide the mandate and policy framework for educator evaluation.

ESSA Opportunities for Hawaii

- Incorporate **lessons learned** from NCLB, Race to the Top, ESEA Flexibility, and Strategic Plan (since 2012) into ESSA Consolidated Plan submission.
- Develop **Consolidated Plan for Hawaii** that recognizes unique organization, resources, population, culture, relationships, geography and challenges of our island state
- **Align state plan** for ESSA with BOE, HIDOE's Strategic Plan, other federal programs, and state planning processes
- **Incorporate mana'o** of our educators, parents, students and community



ESSA Implementation Planning

Current and Ongoing

- Read, discuss, and analyze ESSA law
- Communicate about ESSA law and likely impact for Hawaii

Upcoming

- Evaluate current practice compared with ESSA requirements
- Coordinate timeline, process, staffing and stakeholder engagement plans with Strategic Plan “refresh,” pending Board’s approval
- Engage students, educators, and community stakeholders
- Develop and submit consolidated state plan*
- Change policies, procedures and/or priorities to implement ESSA requirements and activities provided in consolidated state plan

*Prior to submission of consolidated state plan, plan must be posted for 30 days for the public and given to the Governor to review for 30 days.

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