



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

OFFICE OF THE SUPERINTENDENT

February 2, 2016

TO: The Honorable Lance Mizumoto  
Chairperson, Board of Education

FROM: Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Presentation on Update 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"): Impact on the Department of Education and Board joint strategic plan**

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").

At the January 19 General Business Meeting, the Deputy Superintendent and Office of Strategy, Innovation and Performance Assistant Superintendent presented highlights of the ESSA and anticipated impacts on public education in Hawaii.

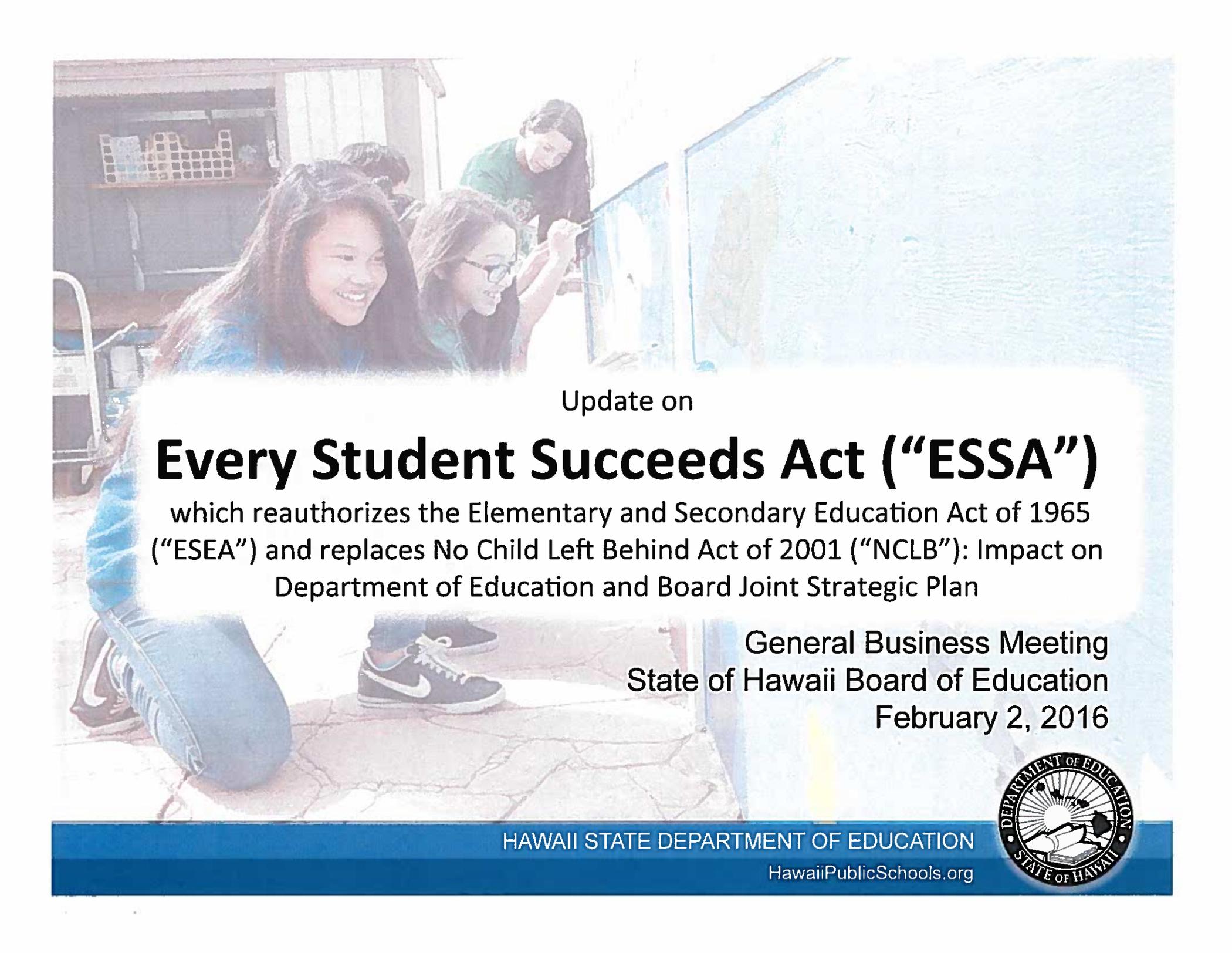
2. PRESENTATION

The Office of Strategy, Innovation and Performance and Deputy Superintendent will follow up on the January 19, 2015 presentation of the ESSA. The presentation remains the same with the exception of three slides added at the end (slides 18-20) which provide additional information about ESSA's fiscal authorization levels and an updated timeline which reflects the Board's approval of a 2016 process to refresh the Department of Education and Board's joint strategic plan.

KSM:TOC:kp

Attachment

c: Deputy Superintendent  
Office of Strategy, Innovation and Performance

A background image showing a classroom scene. In the foreground, a young woman with long dark hair is smiling and looking towards the right. Behind her, another student with glasses is also smiling. In the background, a teacher or older student is standing and pointing at a whiteboard. The whiteboard has some faint drawings or diagrams on it. The overall atmosphere is bright and positive.

Update on

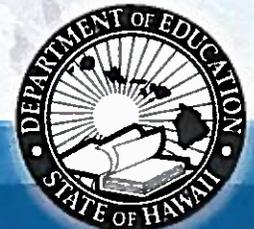
# Every Student Succeeds Act (“ESSA”)

which reauthorizes the Elementary and Secondary Education Act of 1965 (“ESEA”) and replaces No Child Left Behind Act of 2001 (“NCLB”): Impact on Department of Education and Board Joint Strategic Plan

General Business Meeting  
State of Hawaii Board of Education  
February 2, 2016

HAWAII STATE DEPARTMENT OF EDUCATION

[HawaiiPublicSchools.org](http://HawaiiPublicSchools.org)



# Elementary and Secondary Education Act (ESEA)

- Enacted 1965 - Part of President Johnson's "War on Poverty"
- Includes:

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



# Timeline

2002-15

Implementation of **NCLB Consolidated Plan**

2012-17

Implementation of **ESEA Waiver**  
("Strive HI" & changes to ESEA implementation)

2010-14  
Race to the  
Top

2016-17  
Development of ESSA  
Consolidated State Plan

Peer  
review  
of state  
plan

2017 and  
beyond

Full  
implementation  
of ESSA  
requirements

2016-17

US Dept of Education guidance:  
- 8/16: Guidance for ESEA Waiver States  
- 10/16: Proposed ESSA regulations

2012-18

**BOE & DOE Strategic Plan**

Dec. 2015

ESSA became law

*Not drawn to scale*

# 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



# 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**

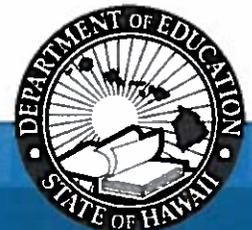
Required states to administer assessments to at least 95% of each student subgroup

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***

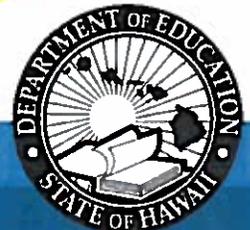
Goal: 100% of students be proficient in reading and math by the end of the 2013-14 SY

## ***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.



# 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

## *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

Take opportunity to consolidate and improve public reporting

# 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.



# ESSA: National fiscal impact

(in 000s)

**NCLB**

**ESSA authorization**



	FY15	FY17	FY18	FY19	FY20
Title I	15,210,167	15,812,683	16,257,824	16,697,736	16,982,710
Title II-A	2,349,830	2,295,830	2,295,830	2,295,830	2,295,830
Title II-B	246,368	937,762	937,762	938,335	938,760
Title III	737,400	756,332	769,568	784,960	884,960
Title IV	1,563,246	3,701,416	3,748,302	3,852,583	3,860,012
Title V	339,680	339,680	339,680	339,680	339,680
Title VI	187,789	187,789	187,797	191,844	193,933
Title VII	1,288,603	1,288,603	1,288,603	1,288,603	1,388,603
Title VIII	710	710	710	710	710
Title IX	312,052	335,000	335,000	335,000	335,000
<b>TOTAL</b>	<b>22,235,845</b>	<b>25,655,805</b>	<b>25,953,877</b>	<b>26,725,281</b>	<b>27,220,198</b>

CHANGE

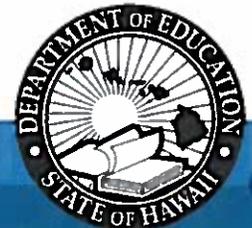
+15%

+1%

+3%

+2%

Source: Federal Funds Information for States.



# ESSA: Hawaii fiscal impact, Title I

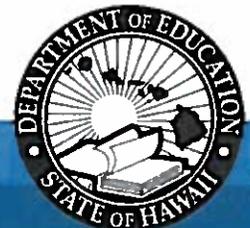
*Estimated Hawaii Title I funding by formula. FY17-20 amounts represent authorization levels:*

	TITLE I	% CHANGE
FY15 (NCLB)	\$47.0 million	
FY16 (NCLB)	\$46.9 million	-0.2%
FY17 (ESSA)	\$49.0 million	4.4%
FY18 (ESSA)	\$50.5 million	3.0%
FY19 (ESSA)	\$51.9 million	2.8%
FY20 (ESSA)	\$52.8 million	1.8%

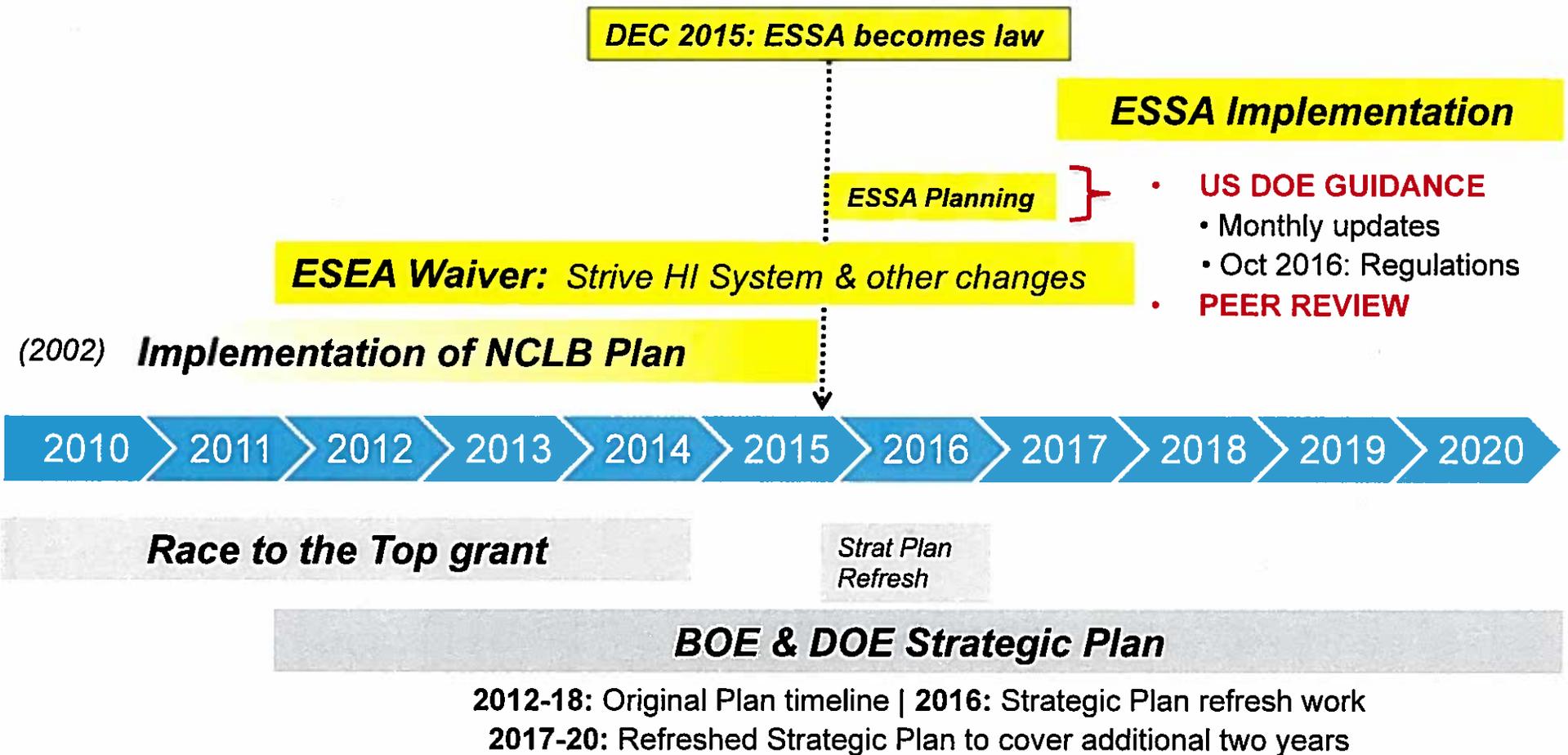
Source: Federal Funds Information for States

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# Timeline





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