



STATE OF HAWAII  
DEPARTMENT OF EDUCATION

P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

February 20, 2020

TO: The Honorable Catherine Payne  
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto  
Superintendent

A handwritten signature in blue ink, appearing to read "CK", is placed to the right of the name "Dr. Christina M. Kishimoto".

SUBJECT: Board Action on Amendments to Hawaii's Consolidated State Plan for the Every Student Succeeds Act ("ESSA") Regarding Methodology to Identify Schools with the Lowest-Performing Subgroups for "Additional Targeted Support and Improvement" ("A-TSI") and Subgroups Identified for "Targeted Support and Improvement-Consistently Underperforming" ("TSI-CU")

1. EXECUTIVE SUMMARY

Every Student Succeeds Act ("ESSA") is a federal law governing K-12 public education policy. The law continues a commitment towards equity and quality by establishing rigorous standards for accountability established under No Child Left Behind, but allows for some flexibility as to how each state will meet the requirements of the law.

In December 2018, the Hawaii Department of Education ("HIDOE") was contacted by the United States Department of Education ("USDOE") and notified that the previously approved Consolidated State Plan did not meet the requirements of the law, specifically the identification for additional targeted support and improvement ("A-TSI") for the lowest performing student subgroups.

The first amendment, submitted during February 2019, required additional changes. After receiving further guidance from the USDOE, a revised amendment was submitted on September 6, 2019. This amendment was approved by the USDOE in an official letter dated October 25, 2019. This amendment is important in assuring continued federal funds for public education in Hawaii.

The approved amendment to the Consolidated State Plan modifies the methodology for determining A-TSI schools with the lowest performing subgroups. This change also necessitated some revisions to the methodology for identifying consistently

underperforming subgroups for targeted support and improvement (“TSI-CU”). No changes were made to identify schools for Comprehensive Support and Improvement (“CSI”).

2. RECOMMENDATION

The HIDOE recommends the Board of Education approve the ESSA revised and approved amendment.

3. RECOMMENDED EFFECTIVE DATE

The HIDOE recommends the effective date of “upon Board of Education Approval.” Schools are at the stage of assessing their current progress for this year, and beginning to plan for next year.

4. RECOMMENDED COMPLIANCE DATE

The compliance date is the same as the recommended date.

5. DISCUSSION

a. Conditions leading to the recommendation:

In December 2018, the HIDOE was notified that the previously approved Consolidated State Plan did not meet the requirements for the identification for additional targeted support and improvement for the lowest performing student subgroups.

b. Previous Action of the Board and Committee(s) on the same or similar matter:

The Board previously approved the Hawaii Consolidated State Plan for the Every Student Succeeds Act and Conforming Amendments. The approval of the initial plan was a requirement for submittal of the plan.

c. Other policies affected:

ESSA includes many programs and requirements. The proposed amendment plan of the revised methodology does not conflict with any Hawaii Revised Statutes or current Board policies.

d. Arguments in support of the recommendations:

The amendment was created with opportunities for public comment, and internal HIDOE feedback.

e. Arguments against the recommendation:

If the Board does not approve the amended plan, the HIDOE will be out of compliance with the State Consolidated Plan, which may jeopardize federal funding.

- f. Other agencies or departments of the State of Hawaii involved in the action:  
The Governor's office reviewed the proposed amendment prior to submittal. USDOE provided technical guidance.
- g. Possible reaction of the public professional organizations, unions, the HIDOE staff and/or others to the recommendation:  
The HIDOE conducted internal/external engagement pertinent to the changes to the amendment.
- h. Educational implications:  
The proposed amendment plan aligns ESSA to the Strategic Plan to advance equity and excellence for all students. The amendment methodology is to ensure careful attention to the most vulnerable populations in order to provide appropriate supports and assistance to students and schools.
- i. Facilities implications:  
N/A
- j. Financial implications:  
Hawaii receives significant annual federal funding from the programs covered by the ESSA plan. For federal fiscal year 2020, the HIDOE received over 76 million for programs included in the consolidated state plan. Receipt of future federal funding for Hawaii public schools is dependent upon implementation of the amended Hawaii Consolidated Plan.

## 6. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

CMK:rl

Attachments: Attachment A – October 25, 2019 letter from Frank T. Brogan  
Attachment B – July 29, 2019 Redline Excerpts to the Hawaii Consolidated  
State Plan  
Attachment C – Presentation

c: Office of Strategy, Innovation and Performance



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

**OCT 25 2019**

The Honorable Christina M. Kishimoto  
 Superintendent of Education  
 Hawaii Department of Education  
 P.O. Box 2360  
 Honolulu, HI 96804

Dear Superintendent Kishimoto:

I am writing in response to the Hawaii Department of Education's (HIDOE) requests to the U.S. Department of Education (Department) on February 28, March 27, and September 16, 2019 to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Under ESEA section 1111(A)(6)(B)(i), if a State makes any significant changes to its plan at any time, such information shall be submitted to the Secretary in the form of revisions and amendments to the State plan.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving HIDOE's amended State plan. A summary of the HIDOE amendments are enclosed. This letter, as well as HIDOE's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend HIDOE's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of these amendments to HIDOE's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Hawaii's responsibility to comply with these civil rights requirements.

Thank you for all of the work that HIDOE has put into its consolidated State plan under the ESEA. If you have questions or need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at:

[OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,

Frank T. Brogan  
 Assistant Secretary for  
 Elementary and Secondary Education

Enclosure

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

[www.ed.gov](http://www.ed.gov)

### **Amendment to the Hawaii's Consolidated State Plan**

The following is a summary of Hawaii Department of Education's (HIDOE's) amendment request. Please refer to the U.S. Department of Education's website <https://www2.ed.gov/admins/lead/account/stateplan17/map/hi.html> for HIDOE's complete consolidated State plan.

### **Approved Amendments**

The following amendments are aligned with the statute and regulations:

#### **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

- *Identification of Schools:*  
HIDOE streamlined language throughout this section to describe its already approved methodologies for identifying schools for comprehensive support and improvement (CSI) and targeted support and improvement (TSI) due to consistently underperforming subgroups.
- *Additional Targeted Support:*  
HIDOE updated its methodology for identifying schools for additional targeted support and improvement (ATSI) such that it will identify for ATSI a school with a subgroup that has a unit score that is equal to or lower than the highest-scoring school identified for CSI. Additionally, HIDOE updated its plan to clarify that it will identify ATSI schools from among the pool of TSI schools.
- *Annual Measurement of Achievement:*  
HIDOE revised its example of how it calculates participation rate; previously the example included a mathematical error.
- *Comprehensive Support and Improvement-Exit Criteria:*  
HIDOE has modified its exit criteria for CSI schools that were identified due to low subgroup performance (i.e., schools previously identified for ATSI that did not meet the ATSI exit criteria). In order to exit, schools must demonstrate an improved subgroup unit score in the final year of identification or in the average of the second and third year.
- *Additional Targeted Support and Improvement-Exit Criteria:*  
HIDOE modified its exit criteria to permit schools to exit ATSI status by demonstrating improved subgroup performance in the final year of identification or in the average of the second and the third year.

**Hawaii**  
**Consolidated State Plan**  
The Elementary and Secondary Education Act of 1965,  
as amended by the Every Student Succeeds Act

Redline Excerpts



**U.S. Department of Education**  
**Issued: March 2017**


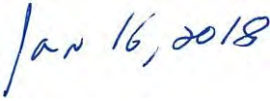
OMB Number: 1810-0576  
Expiration Date: September 30, 2017

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

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<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position):</b> Phyllis Unebasami, Deputy Superintendent Hawaii Department of Education	<b>Telephone:</b> (808) 586-3313
<b>Mailing Address:</b> P.O. Box 2360 Honolulu, HI 96804	<b>Email Address:</b> Phyllis_Unebasami@hawaiiidoe.org
<p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p> <p>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b> Dr. Christina M. Kishimoto, Superintendent Hawaii Department of Education	<b>Telephone:</b> (808) 586-3313
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b> 
<b>Governor (Printed Name)</b> Governor David Y. Ige	<b>Date SEA provided plan to the Governor under ESEA section 8540:</b> June 26, 2017
<b>Signature of Governor</b>	<b>Date:</b>



**Cover Page**

<b>Contact Information and Signatures</b>	
<b>SEA Contact</b> (Name and Position): Phyllis Unebasami, Deputy Superintendent Hawaii Department of Education	Telephone: (808) 586-3313
Mailing Address: P.O. Box 2360 Honolulu, HI 96804	Email Address: Phyllis_Unebasami@hawaiidoe.org
<p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p> <p>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b>	Telephone:
Dr. Christina M. Kishimoto, Superintendent Hawaii Department of Education	(808) 586-3313
<b>Signature of Authorized SEA Representative</b>	Date:
	SEP -7 2017
<b>Governor (Printed Name)</b> Governor David Y. Ige	Date SEA provided plan to the Governor under ESEA section 8540: June 26, 2017
<b>Signature of Governor</b>	Date:
	SEP 7 2017

Title I schools within that grade span. If the multi-level school is identified as one of the lowest-performing 5 percent of Title I schools in any grade span, the entire school would be identified for comprehensive supports and improvement as the school type of the lowest performing grade span. Thus, if the K-5 grade span of a multi-level school is identified as one of the lowest-performing 5 percent of Title I elementary schools, the entire school would be identified as an elementary school needing comprehensive supports and improvement.

Hawaii currently has one K-1 school that does not administer the Smarter Balanced Assessment for language arts and mathematics. HIDOE has selected Teaching Strategies GOLD® as the alternate assessment for the academic achievement indicator for this school. The percentage of students who passed the assessment for literacy and mathematics will be included in the calculation of the school's school and subgroup performance unit scores.

Hawaii currently reports first-year data for newly opened schools and includes these schools in the statewide accountability system during their second year.

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing 5 percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Hawaii views schools identified for comprehensive support and improvement as schools with performance challenges that warrant the extensive support from federal and state resources to improve.

The lowest-performing 5 percent of all schools receiving Title I, Part A funds identified for comprehensive support and improvement are referred to as CSI-All schools and will be identified as follows:

1. Identify the number of Title I schools statewide. ~~that is necessary to meet the minimum 5 percent comprehensive support and improvement school requirement.~~
2. Identify the proportion to which elementary, middle, and high schools comprise of all Title I schools statewide.
3. Based on the proportion ~~that of~~ each school type ~~comprises determined~~ in Step 2, ~~identify~~ calculate the corresponding count of Title I schools ~~required for of~~ each school type that makes up the bottom 5 percent.
4. Select the Title I schools, excluding the schools identified based on

low graduation rate, with the lowest school performance unit score to equal the number of schools identified in Step 3 for each school type.

- a. Multi-level schools will be separated into grade spans and each grade span will be compared to the schools within the respective school type for identification purposes. For example, a K-12 school would be divided into three grade spans – K-5, 6-8, and 9-12. The K-5 grade span will be compared to elementary schools, the 6-8 grade span will be compared to middle schools, and the 9-12 grade span will be compared to high schools. Should a multi-level school be identified for comprehensive support and improvement in more than one school type, the school will be identified for comprehensive support and improvement as the school type of the lowest performing grade span.

Hawaii proposes to identify CSI-All schools for comprehensive support and improvement beginning Fall 2017 using SY 2016-17 student outcomes.

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Hawaii will identify all schools with a graduation rate of 67 percent or lower for comprehensive support and improvement. The graduation rate will be calculated using the four-year adjusted cohort graduation rate methodology as required.

Schools with a graduation rate of 67 percent or lower identified for comprehensive support and improvement are referred to as CSI-Grad schools.

Hawaii proposes to identify CSI-Grad schools for comprehensive support and improvement beginning Fall 2017 using the graduation data from the previous year. For Fall 2017 identification, the graduation rate of the class of 2016 will be used.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s

methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Hawaii proposes to identify public schools in the State receiving Title I, Part A funds with at least one subgroup that received additional targeted support under ESEA section 1111(d)(2)(C) and did not meet the exit criteria for comprehensive support and improvement (see “Exit Criteria for Schools Receiving Additional Targeted Support”).

These schools are referred to as CSI-CU schools.

Title I schools identified for additional targeted support due to at least one low performing subgroup of students that have not satisfied the statewide exit criteria for schools identified for additional targeted support within three years will be identified for comprehensive support and improvement. Schools identified for additional targeted support would no longer require additional support to improve if the subgroups that led to the identification improved enough to exceed the threshold score set by the lowest performing Title I school in their grade span in the year they were initially identified.

Table A.12 provides an example of a school identified for additional targeted support in Fall 2017 being identified for comprehensive support and improvement in Fall 2020. School A is identified for comprehensive support and improvement in Fall 2020 because its Subgroup A continues to have a subgroup performance unit score lower than the threshold set by the lowest performing Title I school in its grade span. School B no longer needs additional support because both subgroups showed significant improvement and no longer have subgroup performance unit scores lower than the threshold score. Only Title I schools identified for additional targeted support will be identified for comprehensive support and improvement as required by ESSA.

**Table A.12. Example of escalation from additional targeted support to comprehensive support and improvement**

School		Identification in Fall 2017	School/Subgroup Performance Unit Score		Identification in Fall 2020
			Fall 2017	Fall 2020	
Threshold: Lowest Performing School		Comprehensive Support & Improvement	22.3	--	--
School A	Subgroup A	Additional Targeted Support	22.0	22.1	Comprehensive Support & Improvement
	Subgroup B		19.5	22.5	
School B	Subgroup A	Additional Targeted	18.4	24.6	No additional support

School	Identification in Fall 2017	School/Subgroup Performance Unit Score		Identification in Fall 2020
		Fall 2017	Fall 2020	
Subgroup B	Support	21.1	23.8	needed

~~Title I schools that do not exit additional targeted support status will be designated for comprehensive support and improvement beginning in Fall 2020.~~

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Hawaii will identify schools for comprehensive support and improvement based on low performance and low graduation rate once every three years beginning in Fall 2017. Hawaii will also identify schools previously identified for additional targeted support for comprehensive support and improvement once every three years beginning Fall 2020.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))

Hawaii will identify schools for targeted support and improvement based on the performance of each school’s subgroups that have a minimum of 20 students. ~~–~~Hawaii proposes to define a “consistently underperforming” subgroup as any subgroup of students with a subgroup performance unit score that falls in the lowest 10% of all subgroups schools for at least two consecutive years. ~~–~~If at least one subgroup in a school has a subgroup performance unit score in the lowest 10% of all subgroups’ schools unit scores in both Year 1 and Year 2 for two consecutive years, the subgroup would be considered consistently underperforming and the school would be identified for targeted support and improvement. ~~–~~Subgroup performance will be compared to the performance of other subgroups within the same grade spansubgroup’s respective school type.

~~Schools with “consistently underperforming” subgroups will be identified for targeted support and improvement based on the following~~

criteria:

- ~~1. [Year 1] Of the schools not identified for comprehensive or additional targeted support, identify the schools with at least one subgroup with a subgroup performance unit score that falls in the lowest 10% of all subgroups for their respective school type identified. These schools will be notified that they may be identified for targeted support and improvement should their underperforming subgroup's performance fall in the lowest 10% of all subgroups the following year.~~
- ~~2. [Year 2] Of the schools identified in Step 1 the previous school year, select the schools in which the previously identified underperforming subgroups continue to have a subgroup performance unit score in the lowest 10% of all subgroups for their respective school type identified in Step 1. These schools will be identified for targeted support and improvement based on at least one consistently underperforming subgroup.~~

Hawaii proposes to identify schools for targeted support and improvement due to consistently underperforming subgroups **annually** beginning in **F**all 2018.-

- f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Hawaii proposes to identify, for additional targeted support, any school with any "consistently underperforming" subgroup whose subgroup's unit score is equal to or lower than the highest unit score of Title I schools identified for CSI-All by school type (elementary, middle and high school).

- Identification for additional targeted support is derived from the eligible pool of targeted support and improvement schools' subgroups by school type (elementary, middle and high school), and uses the CSI-All highest unit score threshold, by school type, for the identification of schools.
- Hawaii will identify schools for additional targeted support based on the performance of each school's subgroup(s) that have a minimum

of 20 students.

- The identification of additional targeted support schools is considered an escalation of support for the lowest performing subgroups.

Hawaii proposes to identify schools' subgroups for additional targeted support beginning Fall 2017 (using SY2016-17 student outcomes) and identifies schools' subgroups for additional targeted support every three years.

~~Hawaii will identify schools with at least one low-performing subgroup of students for additional targeted support. Schools needing additional targeted support will be identified based on the following criteria:~~

- ~~1. Identify the lowest school performance unit score of the schools identified for comprehensive support and improvement due to low performance for each school type (elementary, middle, and high school). This will serve as the threshold for the identification of schools for additional targeted support.~~
- ~~2. Of the schools not identified for comprehensive support and improvement, select the schools with at least one subgroup with a subgroup performance unit score that is equal to or lower than score for their respective school type identified in Step 1.~~

~~Hawaii proposes to identify schools with low-performing subgroups of students for additional targeted support beginning Fall 2017, using SY 2016-17 student outcomes, and will identify schools with low-performing subgroups of students for additional targeted support every three years. For additional targeted support identification, subgroups must have a minimum of 20 students.~~

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Hawaii will not be including additional statewide categories of schools.

- vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Hawaii continues to require schools to have a minimum participation rate of 95 percent for the annual statewide assessments. Hawaii proposes to apply a non-proficient outcome to any non-participant in each student group – all

students and each subgroup – not meeting the 95 percent participation requirement up to 95 percent of such group. For example, if ~~85-170~~ of ~~100~~ 200 students participated in the assessments, that would equate to a participation rate of 85 percent. In order for the school to have met the 95 percent participation rate, an additional 10-20 students should have been tested  $(170+20)/200 = 95$  percent. Because the school was 20 students short of the 95 percent participation rate, an additional 20 non-proficient students would-will be added to the school's proficiency rate to the denominator to total 95 students, or 95 percent of the student group. Thus, the number of students who met proficiency of the 85 who participated would be divided by 95 when calculating the school's academic achievement rate. For example, if ~~50-85~~ of the ~~85-170~~ students tested were proficient, the academic achievement rate for this school would be  $50/95$  or  $52.6$  percent have had a proficiency rate of 50.0 percent; however, the 20 students added to the denominator effectively increases the number of non-proficient students by 20. This lowers the proficiency rate to  $85/(170+20) = 44.7$  percent. The addition of the ~~10-20~~ students to the denominator lowers the academic achievement rate.

HIDOE will require schools that do not meet the 95 percent participation requirement to create a plan for corrective action to increase student participation in statewide academic assessments.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

As a unitary SEA and LEA, HIDOE is responsible for not only awarding school improvement funds and monitoring and evaluating the use of such funds, but is also responsible for facilitating school improvement activities for schools identified for comprehensive or targeted support and improvement. Increasing student achievement in schools identified for comprehensive and targeted support will be a collective effort with the school, complex area, and state working closely together to ensure the appropriate resources are provided and supports are in place to best facilitate school improvement. Table A. ~~13-12~~ outlines some of the school improvement activities at the state, complex area, and school levels.



**Table A.1312. HIDOE Tri-Level Structure of Support for School Improvement**

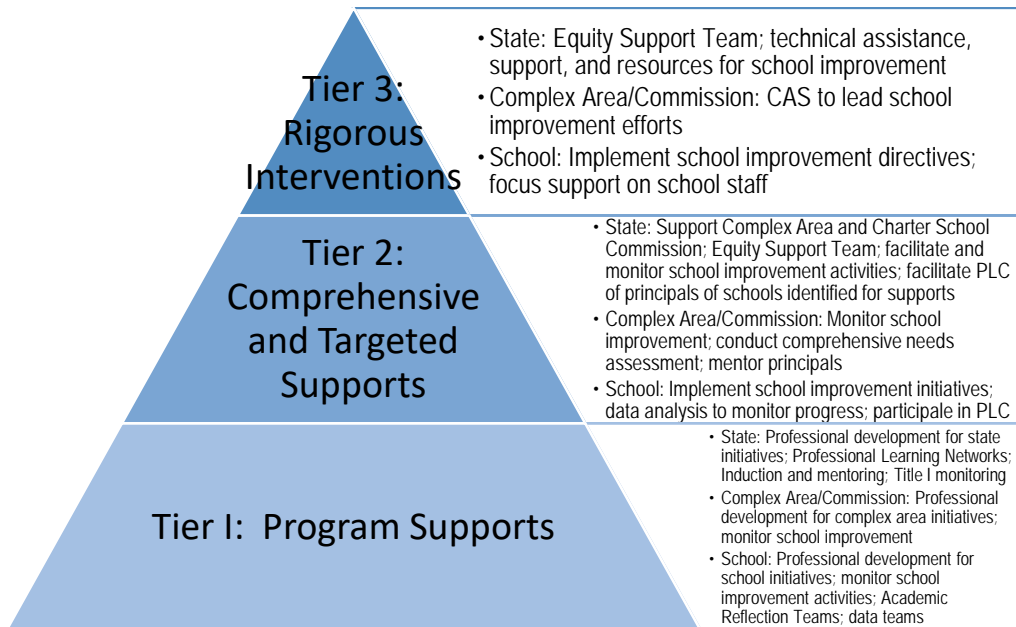
<p><b>State</b></p>	<ul style="list-style-type: none"> <li>● The School Transformation Branch facilitates school improvement activities at the state level and monitors the complex area and school use of Title I funds and Title I compliance.</li> <li>● The Office of Curriculum, Instruction and Student Support will provide professional development activities to increase student learning.</li> <li>● The Office of Human Resources will support complex areas and schools in ensuring equitable access to excellent educators.</li> <li>● The Monitoring and Compliance Office will monitor for state Title I compliance.</li> </ul>
<p><b>Complex Area</b></p>	<ul style="list-style-type: none"> <li>● Complex area staff and the Commission's Federal Programs team will provide differentiated support to schools and act as the liaison for school improvement between the state and the schools</li> <li>● Complex and Charter Academic Officers, complex area resource teachers, and Title I Linkers facilitate and monitor school improvement activities at the complex area level.</li> <li>● Complex area staff and the Commission's Federal Programs team will monitor the progress of schools identified for comprehensive and targeted support and improvement in meeting the objectives outlined in their school improvement plans.</li> </ul>
<p><b>School</b></p>	<ul style="list-style-type: none"> <li>● School leadership will guide the implementation of school-wide initiatives designed to increase student achievement with the support of complex area staff or the Commission's Federal Programs team.</li> <li>● School Academic Reflection Team will monitor progress and school improvement activities at the school level.</li> <li>● School administrators will serve as the liaison between the school and the complex area to ensure school improvement needs are met.</li> </ul>

The School Transformation Branch helps to facilitate a system and culture of public education work to effectively organize financial, human, and community resources in support of student success [HIDOE/BOE Strategic Plan, Goal 3]. Its focus is on a multi-tiered system of supports (Figure A.2). The School Transformation Branch will support Complex Area Superintendents and staff as well as the Public Charter School Commission’s Federal Programs team as they provide supports to their schools identified for support and improvement. The Commission is proposing to designate staff to serve as its federal programs support staff to focus on coordinating the school improvement efforts supported by Title I and school improvement funds for schools identified for support and improvement. The Commission’s Federal Programs team will consist of a Federal Programs Manager, the Charter Academic Officers, the resource teacher, and the Title I Linkers.

The School Transformation Branch will provide schools support directly and through the complex areas and the Commission’s Federal Programs team by providing them with Complex/Charter Academic Officers, who facilitate school improvement efforts and provide technical assistance to schools identified for comprehensive and targeted support and improvement;

complex area resource teachers, who provide support and technical assistance to schools implementing support and improvement plans; and Title I Linkers, who monitor the use of Title I funds.

**Figure A.2. Multi-Tiered System of Supports**



The School Transformation Branch will also facilitate monthly meetings of the principals of the schools identified for comprehensive support and improvement. This newly-formed professional learning community will provide principals with a forum to discuss the challenges they are facing in their school improvement processes and to strategize on how to best support their teachers and students. These monthly meetings may include complex area support staff, such as the complex or charter academic officer, or state office personnel, such as a personnel or education specialist, who will be best to help address the challenges and support the implementation of school improvement strategies for the schools identified for comprehensive support and improvement.

Hawaii will create an Equity Support Team, a team consisting of the Assistant Superintendents from HDOE state offices and their designees, to provide differentiated support to better assist schools identified for comprehensive support and improvement. These supports would include ensuring equity in the distribution of personnel and resources to the identified schools and providing assistance in navigating state office procedures to secure desired resources. The Equity Support Team will visit the schools identified for comprehensive support and improvement, assess each school’s needs to determine the supports needed, and address systemic issues that inhibit the implementation of school improvement plans. Should schools identified for comprehensive support and improvement need rigorous

interventions, the Equity Support Team will provide more intensive supports to these schools.

- a. Exit Criteria for Comprehensive Support and Improvement Schools.  
Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

In order to exit, schools identified for comprehensive support and improvement based on the lowest-performing 5 percent of all schools receiving Title I, Part A funds in the State (i.e., CSI-All) must have a school performance unit score greater than the lowest-performing 5 percent of Title I schools within their school type during the final school year of the three-year support and improvement period. They must also demonstrate significant improvement to exit. To demonstrate significant improvement, the school must show increases in its language arts achievement rate; mathematics achievement rate; On-Target to English Language Proficiency rate; graduation rate (if applicable); and must show a decrease in its chronic absenteeism rate in the final year of the three-year support and improvement period.

Schools identified for comprehensive support due to their graduation rate (i.e., CSI-Grad) must show improvement and must have a graduation rate greater than 67 percent the final year of the three-year support and improvement period to exit. For example, if a school was identified in Fall 2017 as a having a graduation rate lower than 67 percent for the Class of 2016, the school must show improvement in its graduation rate over the three-year support and improvement period. It must have a graduation rate greater than 67 percent for the Class of 2019 to exit comprehensive support and improvement status in Fall 2020.

All schools receiving Title I, Part A funds with at least one subgroup that received additional targeted support under ESEA section 1111(d)(2)(C); did not satisfy the statewide exit criteria; and were identified for comprehensive support and improvement (i.e., CSI-CU) must meet the following criteria to exit:

1. In the final year of the three-year comprehensive support and improvement period, the subgroup performance unit score must be higher than the highest CSI-All school's performance unit score (measured from the beginning of the current three-year comprehensive support and improvement period) in the subgroup's respective school type; or
2. In the final year of the three-year comprehensive support and

improvement period, the average of the subgroup performance unit score from the second and third year of the three-year comprehensive support and improvement period must be higher than the highest CSI-All school's performance unit score (measured from the beginning of the current three-year comprehensive support and improvement period) in the subgroup's respective school type; and

3. Additionally for either option, the subgroup must show increases in its language arts achievement rate; mathematics achievement rate; On-Target to English Language Proficiency rate; graduation rate (if applicable); and must show a decrease in its chronic absenteeism rate in the final year of the three-year support and improvement period compared to the performance in the initial identification year.

~~Hawaii proposes to exit schools from comprehensive support and improvement based on the criteria for which they were identified. Schools that were identified due to their graduation rate must show improvement and must have a graduation rate greater than 67 percent the final year of the three year support and improvement period to exit. Thus, if a school was identified in Fall 2017 for a graduation rate lower than 67 percent for the Class of 2016, the school must show an improvement in its graduation rate over the three year period and must have a graduation rate greater than 67 percent for the Class of 2019 to exit comprehensive support and improvement status in Fall 2020.~~

~~Schools identified for comprehensive support and improvement due to low performance must have a school performance unit score placing them above the lowest performing 5 percent of Title I schools within their grade span the final school year of the three year support and improvement period and must demonstrate significant improvement to exit. To demonstrate improvement, the school must show increases in its language arts achievement rate, mathematics achievement rate, On-Target to English Language Proficiency rate, and graduation rate (if applicable) and must show a decrease in its chronic absenteeism rate in the final year of the three year support and improvement period. A school identified for comprehensive support and improvement in Fall 2017 must have a school performance unit score high enough to no longer be among the lowest performing 5 percent of Title I schools within its school type and must demonstrate improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, and graduation (if applicable), and chronic absenteeism rates in Fall 2020.~~

~~For schools identified for comprehensive support and improvement due~~

~~to persistently low performing subgroups, the subgroups which led to the identification must have a subgroup performance unit score greater than the threshold score that led to their identification for additional targeted support and must demonstrate improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates the final year of the three-year comprehensive support and improvement period. Thus, to exit in Fall 2023, the subgroups identified as persistently low performing in Fall 2020 must have subgroup performance unit scores higher than the threshold score of their grade span that led to their identification for additional support the year they were initially identified (Fall 2017) and demonstrate improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates.~~

Schools identified for comprehensive support and improvement due to low performance or persistently low-performing subgroups will also be required to select additional measures from a state-created menu to demonstrate school improvement and will be evaluated by a school improvement review committee. The menu of measures will be created with stakeholder input and will reflect the priorities of our schools. The school improvement review committee, with oversight by the Deputy Superintendent, will review and approve the use of the additional measures and will conduct multiple school visitations to assess the progress the school has made. The school would also provide evidence of the progress made for the committee to review prior to the beginning of each school year for an annual review. Should substantial progress be demonstrated prior to the end of the three-year support and improvement period, the school may request to no longer be identified for comprehensive support and improvement. The school improvement review committee will determine if the school demonstrated substantial progress and will submit its recommendation to the Deputy Superintendent, who will make the final decision on whether the school should exit or continue to receive support. ~~and should substantial progress be demonstrated prior to the end of the three-year support and improvement period, the school may request to no longer be identified for comprehensive support and improvement. The school must demonstrate sufficient progress by the end of the three-year support and improvement period to exit comprehensive support and improvement status. The school improvement review committee will determine if the school demonstrated sufficient progress and will submit its recommendation on whether the school should exit or continue to receive support to the Deputy Superintendent, who will make the final decision.~~

Should a school identified for comprehensive support and improvement for graduation rate increase its graduation rate to higher than 67 percent ~~but is~~ identified as one of the lowest-performing 5 percent of Title I schools in Fall 2020, the school will be treated as a newly identified school for ~~comprehensive support and improvement~~ SCI-All.

b. Exit Criteria for Schools Receiving Additional Targeted Support.

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools with at least one subgroup receiving additional targeted support must meet the following criteria to exit:

1. In the final year of the three-year additional targeted support period, the subgroup performance unit score must be higher than the highest **CSI-All** school's school performance unit score (measured from the beginning of the current three-year comprehensive support and improvement period); or
2. The average of the subgroup performance unit scores from the second and third year in the three-year additional targeted support period must be higher than the highest **CSI-All** school's school performance unit score (measured from the beginning of the current three-year comprehensive support and improvement period).

Public schools in the State receiving Title I, Part A funds with at least one subgroup that received additional targeted support under ESEA section 1111(d)(2)(C) that do not meet either of the improvement criteria above will be identified for comprehensive support and improvement.

Public schools in the State not receiving Title I, Part A funds with at least one subgroup that received additional targeted support under ESEA section 1111(d)(2)(C) that do not meet either of the improvement criteria above will retain their consistently underperforming identification.

~~For schools identified for additional targeted support as a result of low-performing subgroups, the subgroups which led to the identification must have a subgroup performance unit score greater than the threshold score that led to their identification for additional targeted support and must demonstrate improvement by showing increases in their language arts achievement rate, mathematics achievement rate, On-Target to English Language Proficiency rate, and graduation rate (if applicable) and must~~

~~show a decrease in chronic absenteeism in the final year of the three-year support and improvement period. Thus, to exit in Fall 2020, the subgroups that led a school to be identified for additional targeted support in Fall 2017 must demonstrate improvement in their language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates and must have a subgroup performance unit score higher than the threshold score that led to their identification.~~

Should a school with at least one subgroup identified for additional targeted support ~~due to the low performance of its subgroups~~ meet the exit criteria ~~so that they are no longer considered low performing~~, but another subgroup in that same school becomes low performing identified for additional targeted support, the school will be treated as newly identified for additional targeted support. ~~For example, if Subgroup A and B achieve a subgroup performance unit score greater than the threshold score that led to their identification and demonstrate improvement in their language arts achievement, mathematics achievement, On-Target to English Language Proficiency, and chronic absenteeism rates but Subgroup C has a subgroup performance unit score lower than the new threshold score, the school will be treated as a newly identified school for additional targeted support.~~

**Table A.14. Example of the identification of schools previously identified for additional targeted support**

School		Identification in Fall 2017	School/Subgroup Performance Unit Score		Identification in Fall 2020
			Fall 2017	Fall 2020	
Threshold: Lowest-Performing 5% School		Comprehensive Support & Improvement	22.3	22.4	Comprehensive Support & Improvement
School A	Subgroup A	Additional Targeted Support	22.0	23.9	Comprehensive Support & Improvement
	Subgroup B		19.5	21.5	
	Subgroup C		25.6	21.3	
School B	Subgroup A	Additional Targeted Support	18.4	24.6	Additional Targeted Support
	Subgroup B		21.1	23.8	
	Subgroup C		25.6	20.8	
School C	Subgroup A	Additional Targeted Support	18.4	24.6	No additional support needed
	Subgroup B		21.1	23.8	
	Subgroup C		25.6	24.8	

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Should a school be identified for comprehensive support and improvement not meet Hawaii’s exit criteria within four years of identification – three years plus an extension of one year to improve, the state will provide more rigorous interventions as appropriate to meet the needs of the school. HIDOE recognizes that the reasons a school may not meet exit criteria are specific to the school situation. What “rigorous interventions” will look like at schools continuing to be identified for comprehensive support and improvement will depend on the schools’ needs. Thus, the rigorous interventions will be differentiated. HIDOE is currently working with stakeholders to develop a menu of such interventions from which schools not making progress may select, in consultation with their Complex Area Superintendent, the School Transformation Branch, and stakeholders, based on their identified needs.

Additionally, schools that continue to require comprehensive support and improvement will also receive more focused attention from their Complex Area Superintendent with oversight by the Deputy Superintendent. To provide principals more intensive supports, the Complex Area Superintendent will coordinate and lead school improvement efforts at the school, employing the necessary evidence- and research-based strategies (e.g. the Community Schools’ six-part strategic approach<sup>7</sup> shown below) and utilizing additional resources to assist the school in meeting the exit criteria.

1. Curricula that are engaging, culturally relevant, and challenging;
2. Emphasis on high-quality teaching, not on high-stakes testing;
3. Wrap-around supports such as health care, eye care, and social and emotional services that support academics;
4. Positive discipline practices, such as restorative justice and social and emotional learning supports;
5. Authentic parent and community engagement; and
6. Inclusive school leadership.

The Complex Area Superintendent and complex area team will lead a follow-up comprehensive needs assessment to determine specific improvement targets and root causes and contributing factors that are preventing the school from meeting its exit criteria. The Complex Area Superintendent will also assume responsibility to update and manage the school’s academic and financial plan and handle personnel matters, allowing school administrators to dedicate more time to supporting teachers in the classroom and addressing student needs.

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<sup>7</sup> “Community Schools: Transforming Struggling Schools into Thriving Schools”, February 2016.



The Deputy Superintendent will provide oversight of the school improvement process and will monitor the progress of the schools receiving rigorous interventions through school visitations and regular status meetings. The Equity Support Team will provide more intensive supports by addressing any systemic issues that are inhibiting school improvement and the School Transformation Branch will provide assistance and technical support to both the complex area team and the school in the area of school improvement strategies, professional development, and needed resources.

By applying more rigorous interventions, the Complex Area Superintendent and the Deputy Superintendent will take a more active role in the school improvement efforts at the school level. The theory of action underlying this effort is that additional state level support for school improvement will supplement the complex-based support structure for those schools with more intensive, ongoing needs that are not addressed by the additional resources, oversight, and complex support for the initial three-year period of support and improvement. This concerted effort at the school, complex, and state levels will better facilitate the improvement of schools continuing to perform at the levels which identified them for comprehensive support and improvement.

Rigorous interventions will apply to schools that do not meet the exit criteria by the end of the fourth year of comprehensive support and improvement. Should a school identified for comprehensive support and improvement meet the exit criteria but is re-identified for comprehensive support and improvement (e.g. the school has made improvements, but continues to be a school with the most struggling students), the three-year support and improvement period will restart and rigorous interventions will not be required.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The School Transformation Branch will review each identified school's Comprehensive Support and Improvement Plan and the Complex Area Superintendent or the Commission's Federal Programs team will review each identified school's Targeted Support and Improvement Plan for strategies and targets addressing resource inequities at the school-level during the year of implementation and annually thereafter. In addition, The School Transformation Branch will consider the Complex Academic Officers, the Commission's Federal Programs team, the Complex Area Resource Teachers, and Title I Linkers as well as other state, complex

area, or Public Charter School Commission personnel such as school renewal specials, educational specialists, and other resource teachers and their roles in developing and implementing the school's improvement plan before arranging for the provision of services through other entities such as educational service agencies or nonprofit or for-profit external providers with expertise in evidence-based interventions. HIDOE can leverage local and state resources, such as other personnel within the HIDOE Office of Curriculum, Instruction and Student Support and the Data Governance and Analysis Branch to support our schools identified for comprehensive or targeted support and improvement.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

As a unitary SEA and LEA, HIDOE is an LEA serving all schools identified for comprehensive and targeted support and improvement across the state. Under the guidance of the Deputy Superintendent, HIDOE will tightly focus school improvement support for its schools with the most struggling students across all complex areas, including the Public Charter School Commission and the public charter schools. The School Transformation Branch will provide technical assistance to each complex area serving a significant number of schools identified for comprehensive or targeted support and improvement. The School Transformation Branch will also provide additional personalized supports for the schools identified for comprehensive support and improvement at the school level when supports are requested by the CAS.

HIDOE will provide each complex area and the Public Charter School Commission with schools identified for comprehensive support and improvement with a Complex Academic Officer (Educational Officer) and a Comprehensive Support and Improvement Resource Teacher or the monetary equivalent to support school improvement processes. These educational officers and resource teachers will focus on supporting the needs of the identified schools, which includes facilitating the school improvement processes and monitoring the implementation of evidence- and research-based school improvement activities through the Academic Reflection Team, or similar process, to monitor progress. The Academic Reflection Team is a team of school leaders that monitors the progress of the school improvement efforts implemented. The Academic Reflection Teams are supported by complex area staff dedicated to providing them with guidance and technical assistance. The Complex Academic Officer will also ensure the school improvement process includes input from the

various stakeholders.

In addition to providing additional personnel to support schools, the School Transformation Branch will also develop complex-level talent to be equally successfully at addressing all areas of need for their schools and orchestrate the change process themselves. These complex area personnel will help to determine which evidence- and research-based school improvement strategies would be the most appropriate for their schools.

The School Transformation Branch will convene the Complex Academic Officers, the Comprehensive Support and Improvement Resource Teachers, and the Academic Reflection Team Leads in coordination with the Professional Development and Educational Research Institute of the Office of Human Resources, the Data Governance and Analysis Branch, and the Office of Curriculum, Instruction and Student Support to develop complex-level and Public Charter School Commission talent to better support the areas of need at the school level, specifically school-level leadership, Academic Reflection Teams, effective monitoring and decision-making systems, and strong instruction. By building capacity at the complex and commission level, HIDOE will clearly set and manage the expectations for school improvement as a tri-level system of support. This is likely to result in improved student learning in all schools, especially those schools which are not identified for comprehensive or targeted support and improvement but are low-performing or struggle with large academic achievement gaps among student subgroups.

The work of the School Transformation Branch at the complex level will complement the state-level professional learning communities dedicated to school improvement, especially in assisting schools in implementing HIDOE-approved evidence-based interventions, which include induction and mentoring for probationary teachers and new school administrators; mentoring for less-than-satisfactory teachers; coaching for all teachers and school administrators; and strengthening core instruction.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe

how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.<sup>8</sup>

Hawaii submitted to the Department its Equitable Access to Excellent Educators plan in November 2015. This plan describes the disproportionality of teacher distribution across the state, identifies potential causes of this disproportionality, and defines the strategies HIDOE plans to utilize to eliminate this disproportionality. Table A.15-13 includes the definition of “ineffective”, “out-of-field”, and “inexperienced” teachers as well as the definition of “low-income” and “minority” students as defined in Hawaii’s Equitable Access to Excellent Educators plan.

**Table A.1513. Hawaii’s definition of key terms**

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher	A teacher who has a rating of less than “Effective” on their teacher evaluation.
Out-of-field teacher	A teacher who is not licensed by the Hawaii Teachers Standards Board or does not have an HIDOE Qualification for subject(s) and grade level to which he/she is assigned.
Inexperienced teacher	A teacher who has not yet completed one full year of full-time teaching.
Low-income student	A student who qualifies for free or reduced-price lunch.
Minority student	All students who are Native Hawaiian and/or Pacific Islanders. Pacific Islander includes the following ethnic sub-groups: Samoan, Guamanian/Chamorro, Micronesian, Tongan, Other Pacific Islander, and two or more Pacific Island ethnicities.

Hawaii will compare the rates in which low-income and minority students enrolled in schools assisted under Title I, Part A were served by ineffective, out-of-field, or inexperienced teachers with the rates in which non-low-income and non-minority students enrolled in schools not assisted under Title I, Part A were served by such teachers. Hawaii will look at the difference in rates to determine disproportionality. Table A.16-14 describes how Hawaii determines if low-income and minority students are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

**Table A.1614. Disproportionate rates of ineffective, out-of-field, and inexperienced teachers\***

School Type	Ineffective Teacher %	Differences between rates	Out-of Field	Differences between rates	Inexperienced Teacher %	Differences between rates
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<sup>8</sup> Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

			Teacher %			
<b>Low-Income Students: Title I Schools</b>	Box C: 0.15%	(Box C) – (Box D)= 0.04%	Box I: 1.34%	(Box I) – (Box J)= -1.10%	Box O: 2.43%	(Box O) – (Box P)= -1.09%
<b>Non-Low-Income Students: Non-Title I Schools</b>	Box D: 0.11%		Box J: 2.44%		Box P: 3.52%	
<b>Minority Students: Title I Schools</b>	Box E: 0.15%	(Box E) – (Box F)= <del>0.05</del> 0.04%	Box K: 2.18%	(Box K) – (Box L)= 0.48%	Box Q: 2.79%	(Box Q) – (Box R)= 0.94%
<b>Minority Students: Non-Title I Schools</b>	Box F: 0.11%		Box L: 1.70%		Box R: 1.85%	

\* Based on School Year 2014-15 data

Based on the preliminary data, low-income students enrolled in schools assisted under Title I, Part A have lower rates of out-of-field and inexperienced teachers than non-low-income students in schools not assisted under Title I, Part A. However, minority students in schools assisted under Title I, Part A have higher rates of out-of-field and inexperienced teachers than schools not assisted under Title I, Part A. Hawaii will review the data to determine what supports need to be provided to schools and complex areas to decrease the disproportionality in teacher distribution between schools assisted under Title I, Part A and schools not assisted under Title I, Part A.

Based on the preliminary data, the distribution of ineffective teachers is not disproportional. To ensure all students are taught by effective teachers, HIDOE continues to refine its teacher performance evaluation system. HIDOE’s [Educator Effectiveness System](#) results in an annual overall teacher evaluation rating based on a four-point rating scale: Unsatisfactory, Marginal, Effective, and Highly Effective. Teachers who earn an “unsatisfactory” or “marginal” rating are considered "ineffective." Understanding the detrimental effect that ineffective teaching has on student learning, teachers with an “unsatisfactory” rating are terminated from employment while teachers rated as “marginal” are provided principal-directed professional development supports to improve. Through recently-negotiated contract language with the Hawaii State Teachers Association, a teacher who receives consecutive “marginal” ratings is deemed unsatisfactory and will be terminated from employment. Thus, the Educator Effectiveness System limits the total number of ineffective teachers in Hawaii (less than 1 percent of HIDOE teachers) and requires that supports be provided to help ineffective teachers become effective. HIDOE’s Office of Human Resources and the HIDOE-Hawaii State Teachers Association Joint Committee on the Educator Effectiveness System will continue to analyze the data from the teacher performance evaluation and recommend improvements with the goal of having the evaluation facilitate better teaching and learning.

Hawaii is committed to supporting positive outcomes for all our students. We are also committed to transparency in reporting. Beginning Fall 2018, Hawaii will make reports on the distribution of teachers statewide as well as the distribution of teachers in schools



OFFICE OF

# Strategy, Innovation and Performance

Board Action on Amendments to Hawaii's Consolidated State Plan for the Every Student Succeeds Act ("ESSA") regarding Methodology to Identify Schools with the Lowest-Performing Subgroups for "Additional Targeted Support and Improvement" ("A-TSI") and Subgroups Identified for "Targeted Support and Improvement-Consistently Underperforming" ("TSI-CU")"

**February 20, 2020**

**Rodney Luke,**  
Assistant Superintendent





# Amendment to the Hawaii ESSA Consolidated State Plan

## Guiding Questions

- 1. What does the approved amendment change?**
- 2. What are the implications for the schools?**
- 3. How will schools be provided support?**



# Structure of ESSA Accountability

Revised Methodology



**CSI**  
Comprehensive School  
Improvement  
**Schools**

**First Identified  
in 2017**

**A-TSI**  
Additional - Targeted  
Support and Improvement  
**Subgroups**

**First Identified  
in 2017**

**TSI-CU**  
Targeted Support and  
Improvement - Consistently  
Underperforming  
**Subgroups**

**First Identified  
in 2018**

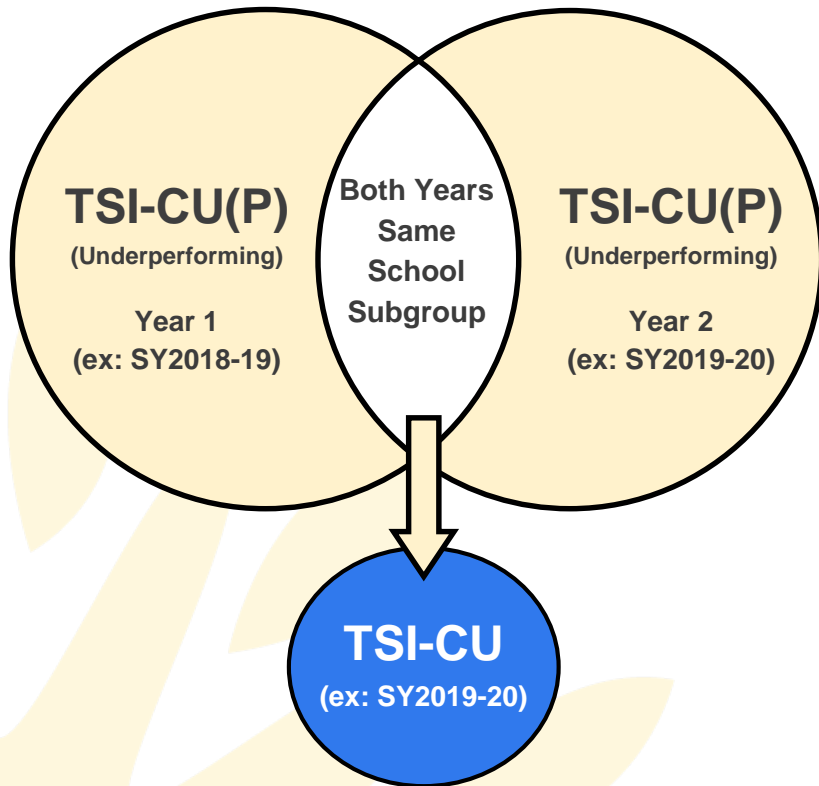
*CSI and A-TSI schools are identified every three years.*



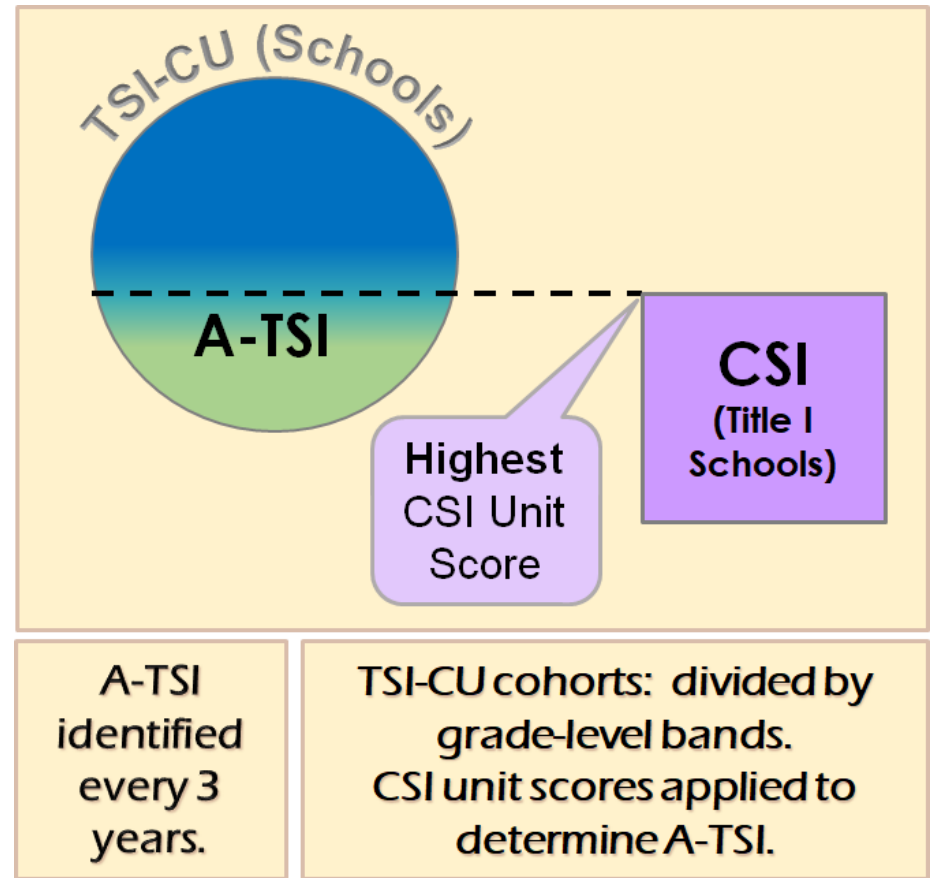


# New Methodology

## Additional Targeted Support and Targeted Support and Improvement-- Consistently Underperforming



**TSI-CU = Any subgroup of students with the lowest performing unit score, in the bottom 10% of all schools for two consecutive years.**





# Targeted Support and Improvement: Consistently Underperforming (TSI-CU)

**Fall 2019: 8 schools identified**

School	School Level	Low Performing Subgroup(s)	Complex Area
Farrington High	High	Disabled (SPED)	Farrington-Kaiser-Kalani
Ka Waihona o ka Naauao	Elementary	Disabled (SPED)	Charter Schools
Kailua High	High	Limited English (EL)	Kailua-Kalaheo
Kohala EI	Elementary	Disabled (SPED)	Honokaa-Kealakehe-Kohala-Konawaena
McKinley High	High	Pacific Islander	Kaimuki-McKinley-Roosevelt
Mountain View EI	Elementary	Disabled (SPED)	Kau-Keaau-Pahoa
Waianae EI	Elementary	Disabled (SPED)	Nakakuli-Waianae
Waiakoloa EI & Mid	Elementary	Disabled (SPED)	Honokaa-Kealakehe-Kohala-Konawaena

***Should these schools (as well as TSI-CU(P) schools), have the same underperforming subgroups (the bottom 10% of all school subgroups using 2019-2020 data) and the subgroup's unit score is equal to or greater than the highest CSI school's unit score, these school may be identified as ATSI in Fall 2020.***



# School Transformation Branch

## CSI/TSI Supports

	CSI	TSI/A-TSI
Direct Support	<p>Positions and funding (competitive application) Deputy Support</p>	<p>Positions and funding (complex-managed initiatives)*</p>
Technical Assistance	<ul style="list-style-type: none"> <li>● CSI Principals' meetings (quarterly)</li> <li>● Support and monitoring visits (quarterly)</li> <li>● CASIT meetings (quarterly)</li> <li>● Planning support, tools, resources, research</li> <li>● Connections to HIDEOE and external partners</li> </ul>	<ul style="list-style-type: none"> <li>● CASIT meetings (quarterly)</li> <li>● Planning support, tools, resources, research</li> <li>● Connections to HIDEOE and external partners</li> </ul>

*\*Complex managed initiative funding not guaranteed beyond SY2019-20*



# School Transformation Branch

## CSI/A-TSI Supports

**Complex Area  
Superintendent  
leads school  
improvement  
efforts**

+

**Schools develop  
improvement plan**

+

**Complex Area  
Superintendent  
reviews, approves,  
monitors, and  
supports plan**

**Identified TSI/A-TSI next steps**



## Next Steps

- The Accountability Section will continue to provide training for Complex Area and School Leaders regarding the ESSA Amendment.
- The School Transformation Branch will continue to provide supports to the Complex Areas.
- The Complex Areas will provide tailored supports for Targeted Support and Improvement consistently underperforming schools to address subgroup needs.