




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

OFFICE OF THE SUPERINTENDENT

September 5, 2017

TO: The Honorable Margaret Cox
Chairperson, Student Achievement Committee

FROM: Dr. Christina M. Kishimoto 
Superintendent

SUBJECT: **Committee Action on Amendments to Sections A.4.iii, A.4.v.b, A.4.vi.e, and Appendix A of Hawaii's Consolidated State Plan for the Every Student Succeeds Act ("ESSA") and Conforming Amendments**

1. RECOMMENDATION

The Hawaii State Department of Education (Department) recommends that the Hawaii State Board of Education (Board) authorize amendments to the June 20, 2017 Board-approved Hawaii Consolidated State Plan (Board-approved plan) for the Every Student Succeeds Act (ESSA) to submit to the U.S. Department of Education (US ED).

The following table summarizes recommended amendments to the Board-approved plan:

Section	Amendment
Contents	<ul style="list-style-type: none">Revised page numbers for amended version
Cover Page	<ul style="list-style-type: none">Updated SEA contactUpdated Authorized SEA Representative
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	<ul style="list-style-type: none">Added detail re: target year 2025Revised ELA and math percent proficient baseline, measurement of interim progress, and long-term goalsRevised explanation of long-term goals and targetsIncluded detail re: methodology for measurements of interim progress for graduation ratesRevised baseline and measurements

	<ul style="list-style-type: none"> of interim progress for graduation rate Revised progress towards achieving English language proficiency baseline, measurement of interim progress and long-term goal Removed reference to the Blueprint for Public Education from the section regarding weights Added detail re: identification of schools for targeted support and improvement Added plan to collect stakeholder feedback to develop proposal for the threshold of underperformance for Targeted Support and Improvement: Consistently Underperforming subgroups
Appendix A: Measurements of Interim Progress	<ul style="list-style-type: none"> Revised all tables to reflect baseline and goals in Title I, Part A revisions

A copy of the amended Hawaii Consolidated State Plan (amended plan) is included as Attachment A. A redline copy of the June 20, 2017, Board-approved plan is included as Attachment B.

The amended plan can be viewed on the Department ESSA website (bit.ly/HIDOEESSA).

2. RECOMMENDED EFFECTIVE DATE

ESSA requires full implementation for the 2017-2018 school year. The Department recommends that Hawaii's ESSA implementation begin upon the Board's authorization of this amended plan.

Following the Board's approval, the Department will finalize the amended plan for submission to US ED by the September 18, 2017 deadline. Once submitted, Hawaii's plan will be reviewed through a federal process.

Consistent with the Secretary of Education's instructions communicated in a Dear Colleague letter dated April 10, 2017, Hawaii will be implementing its plan for the 2017-2018 school year with the understanding that future revisions may be necessary based on the federal review or subsequent requests from the Department for amendments.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

The Department recommends that the amended plan be in effect through the 2019-2020 school year since Congress authorized ESSA through federal fiscal year 2020. This timeline is aligned with the Board and Department's Strategic Plan, 2017-2020.

4. DISCUSSION

a. Conditions leading to the recommendation:

On December 10, 2015, former President Barack Obama signed ESSA into law. ESSA reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), replacing the No Child Left Behind Act of 2001 (NCLB) as the primary federal law for K-12 education. ESSA requires states and school districts to help schools better serve educationally disadvantaged students through funding and significant mandates, especially regarding academic standards, student testing, school accountability, and teacher qualifications.

As required by Section 8302 of ESSA, the Department may submit a consolidated state plan that includes descriptions, information, assurances, and other required material to the US ED in accordance with procedures and criteria established by the Secretary. Requirements are primarily based on the ESSA law since regulations for accountability, state plans, and data reporting were rescinded via the Congressional Review Act earlier this year. On March 13, 2017, Secretary of Education Betsy DeVos released a consolidated state plan template that “includes only those descriptions and information that are absolutely necessary for the Department’s consideration of each State’s plan . . . to do what is best for children, while also maintaining essential protections for subgroups of students . . .”.

US ED offers an opportunity to submit a single “consolidated” plan addressing most programs in ESSA rather than individual plans for each program. Receiving ESSA funds requires states to submit a plan that fulfills the requirements of the law. To promote equity, states must apply key requirements of the plan to all schools and students, not only to those receiving ESSA funds or services.

The process for developing the recommended consolidated state plan was transparent and ambitious. Starting with the Strategic Plan process, extending to the Governor’s Education Summit and ESSA Team outreach, continuing with Strive HI, and including ESSA, the community – including educators, parents, and students – have had unprecedented opportunities to have information about the state’s education plans as well as engage in discussion about the future of public education in Hawaii. The Board approved submission of the June 20, 2017, version of the plan to US ED following an additional 30-day review period by the Governor.

On June 26, 2017, the Department transmitted the Board-approved plan to the Governor for an ESSA-required 30-day review period. The Governor transmitted suggested revisions to the Department, some of which were in alignment with the Department’s original vision and have been included in the proposed amended plan. In addition, the Department took this opportunity to make additional minor revisions to improve the plan and ensure it includes the most recent and accurate data.

b. Previous action of the Board on the same or similar matter:

- January 19, 2016: Board discussed ESSA, which reauthorizes ESEA and replaces NCLB.

- February 2, 2016: Board discussed ESSA, which reauthorizes ESEA and replaces NCLB: Impact on the Department of Education and Board Joint Strategic Plan.
- March 1, 2016: Board approved Student Achievement Committee recommendations concerning impact of ESSA transition on Strive HI Performance System for 2015-2016 School Year.
- July 19, 2016: Board approved formal comment to US ED via joint letter with Governor and Superintendent on Federal Notice of Proposed Rulemaking to amend Federal regulations to implement changes contained in ESSA – accountability and state plans.
- August 2, 2016: Department presented an overview and update on Hawaii Department of Education's school accountability system to Student Achievement Committee.
- February 7, 2017: Department presented ESSA impacts on School Accountability to Student Achievement Committee.
- February 21, 2017: Department presented ESSA impacts on teacher content qualifications to Human Resources Committee.
- February 21, 2017: Department presented on ESSA impacts on fiscal reporting requirements to Finance and Infrastructure Committee.
- April 4, 2017: Student Achievement Committee deferred approval on recommendation concerning ESSA impacts on school accountability and directed Department to seek public comment on school accountability recommendation concurrent to ESSA draft.
- April 18, 2017: Board approved public comment process for ESSA consolidated state plan draft.
- May 23, 2017: Board considered Department's recommendation for "ESSA impacts on school accountability" and approved school accountability framework that is aligned with the Strategic Plan and fulfills ESSA requirements, in part.
- June 6, 2017: Student Achievement Committee discussed an update on Hawaii statewide assessment program, including ESSA assessment requirements.
- June 6, 2017: Board discussed an update on public comment process for ESSA consolidated state plan draft.
- June 20, 2017: Board authorized submission of Hawaii's consolidated state plan for ESSA.

c. Other policies affected:

ESSA includes many programs and requirements. The proposed amended plan does not conflict with any Hawaii Revised Statutes or current Board policies. As components are implemented and new strategies proposed to meet goals set forth in plan, new flexibility for innovations may be required or conflicting policies may be identified.

d. Arguments in support of the recommendation:

The amended plan includes revisions to the “Establishment of Long-Term Goals” and “Measurements of interim progress” sections of the Board-approved plan.

The Board-approved plan elicited concerns from some organizations and individuals that the basis of long-term goals for academic achievement statewide and goals and targets for student subgroups were “too ambitious.” This concern is directly addressed by the adjustment to the long-term goals in the proposed amended plan.

The proposed revised targets were presented to the public as an option in comparison to the Board-approved targets during the 30-day public comment period. The two prevailing themes of the comments received about the proposals were that the Board-approved targets were too ambitious, and that the proposed amendments were more realistic and fair goals. Additionally, testimony submitted to the Board for previous ESSA discussions included much concern that the targets in the plan approved on June 20, 2017, were too ambitious and unattainable, setting up schools for failure.

The amendments to the long-term goals and measurements of interim progress for academic achievement are revised targets based on reducing the percentage of students who were not proficient on the annual statewide assessments by half by the terminal year of 2025 (nine-year span). The targets are based on the baseline data for all students and subgroups of students and aim to reduce the achievement gaps between the “all students” group and the lagging subgroups by half within nine years. This is similar to how the Department established targets under the ESEA Flexibility Waiver, which Hawaii was granted in 2013. The targets are specific, measurable, achievable, realistic, and time-sensitive.

The nine-year span is an appropriate amount of time to allow the Department to make the necessary changes for our most struggling subgroups (about 1-3 years) and then allows for sufficient time for the implementation of these changes to see increased student achievement (about 3-6 years).

The amendments to the measurements of interim progress for graduation rate are revised targets based on incremental progress towards the 2025 goal of 90 percent for all students and subgroups of students. This provides targets which are specific, measurable, achievable, realistic, and time-sensitive for all groups of students.

The amendment to the long-term goal and measurement of interim progress for progress in achieving English language proficiency are revised targets based on the growth-to-target baseline determine from the WIDA ACCESS results of School Years 2015-2016 and 2016-2017. The baseline was recalculated due to the

implementation of a new English language proficiency assessment – WIDA ACCESS 2.0 – in School Year 2016-17. The methodology used to determine the long-term goal and measurements of interim progress is similar to that used for academic achievement – reducing the percentage of students by who are not on target to achieve English language proficiency in their respective timeframe by half by the terminal year of 2025.

e. Arguments against the recommendation:

Opponents of Board approval of the amendments to the consolidated state plan may feel these amended goals are not aspirational and do not challenge our schools enough.

If the Board does not approve the amended plan, the Department will submit the Board-approved plan from June 20, 2017, to US ED to meet the September 18, 2017, federal deadline so that federal funds for our schools are not jeopardized.

f. Other agencies or departments of the State of Hawaii involved in the action:

The Governor's office offered comments and was consulted as the proposed amendments were developed.

g. Possible reaction of the public, professional organizations, unions, Department staff and/or others to the recommendation:

During the Board-approved public comment period, 57 percent of survey respondents felt that the long-term goals for all students in the Board-approved plan were too ambitious. Additionally, 79 percent of respondents felt the long-term goals for subgroups were too ambitious. The proposed amendments respond to these concerns and should assuage many of the respondents' apprehensions.

There may be concern with these suggested revisions that the Board-approved plan already went through a rigorous vetting process before approval and that there hasn't been adequate time given to consult stakeholders on these changes. However, the Department did conduct extensive engagement pertinent to the proposed substantive changes to the long term goals and the proposed amended plan is more aligned with stakeholder feedback than the Board-approved plan. Other changes are primarily aesthetic or involve updates to include the most recent and accurate data, neither of which necessitates extensive stakeholder engagement beyond that already carried out to develop the plan.

h. Educational implications:

The proposed amended plan aligns ESSA funding requirements with the Strategic Plan to advance equity and excellence for all students. The amended measurements of interim progress come directly from the Strategic Plan. The Department, complex areas, and schools may use federal funds to support and assist schools, and eligible schools may use federal funds to support their implementation of evidence-based and innovative strategies to advance teacher effectiveness and student success.

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 2017, the Department is expected to receive over \$77.4 million for programs included in the consolidated state plan. Receipt of future federal funding for Hawaii public schools is dependent upon US ED approval of Hawaii's ESSA consolidated state plan and Congressional appropriations.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

CMK:ac

Attachments: Attachment A – Amended Hawaii Consolidated State Plan
Attachment B – June 20, 2017, Redline of Board-approved Plan
Attachment C – Presentation on Committee Action on Amendments to
Sections A.4.iii, A.4.v.b, A.4.vi.e, and Appendix A of Hawaii's
consolidated state plan for the Every Student Succeeds Act ("ESSA")
and conforming amendments

c: Office of Strategy, Innovation, and Performance

Hawaii Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act



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.

Contents

Introduction	5
Completing and Submitting a Consolidated State Plan	5
Alternative Template	5
Individual Program State Plan	5
Consultation	6
Assurances	6
Cover Page	7
Programs Included in the Consolidated State Plan	9
Instructions	9
Public Education in Hawaii	11
A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	21
B. Title I, Part C: Education of Migratory Children	71
C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	79
D. Title II, Part A: Supporting Effective Instruction	82
E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement	98
F. Title IV, Part A: Student Support and Academic Enrichment Grants	106
G. Title IV, Part B: 21 st Century Community Learning Centers	111
H. Title V, Part B, Subpart 2: Rural and Low-Income School Program	115
I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B	116
J. Children in Foster Care	122
Appendix A: Measurements of interim progress	126
Appendix B: The Hawaii Department of Education & Board of Education Strategic Plan 2017-2020	128
Appendix C: Hawaii's Blueprint for Public Education	141
Appendix D: Stakeholder Feedback Groups	182
Appendix E: Stakeholder Outreach	185
Appendix F: Public Comments	199
Appendix G	216

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Phyllis Unebasami, Acting Assistant Superintendent Office of Strategy, Innovation, and Performance	Telephone: (808) 586-3400
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>	
Authorized SEA Representative (Printed Name) Dr. Christina M. Kishimoto, Superintendent Hawaii Department of Education	Telephone: (808) 586-3313
Signature of Authorized SEA Representative	Date:
Governor (Printed Name) Governor David Y. Ige	Date SEA provided plan to the Governor under ESEA section 8540: June 26, 2017
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Hawaii Consolidated State Plan: A Commitment to Equity and Excellence

“Together, we will make progress toward a public education system that includes the basics and adds new skills that prepare all our people to meet the challenges of the 21st century.”
– Governor David Y. Ige

“When we unite with the success of our students in mind, great things are possible.”
– Kathryn Matayoshi, former Superintendent of Education

Public Education in Hawaii

Hawaii envisions an education system in which *“Hawaii’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.”* This has been the vision of the [Hawaii Department of Education](#) (HIDOE) since the onset of the *Hawaii Department of Education & Board of Education Strategic Plan 2011-2018*. In December 2016, the Hawaii Board of Education (BOE) approved the [Hawaii Department of Education & Board of Education Strategic Plan 2017-2020](#) (HIDOE/BOE Strategic Plan), which continues our commitment to the above-stated vision and the HIDOE mission:

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

To help advance our mission, HIDOE established a framework of outcomes that reflects HIDOE’s core values and beliefs in action throughout our public education system. In June 2015, the BOE approved the Hawaii Board of Education policy E-3 ([Ends Policy 3](#)): Nā Hopena A’o – *hopena* meaning “end goals” and *a’o* meaning “learning and teaching”. Nā Hopena A’o, or HĀ (“breath” in the Hawaiian language), which was developed through a widespread community process of dialogue, feedback, and co-creation, includes competencies designed to develop a strengthened sense of Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawaii (“BREATH”) in all students and staff at all levels within the HIDOE community. HĀ has grounded the development of the HIDOE/BOE Strategic Plan in the values and traditions that are unique to Hawaii. With implementation being led by HIDOE’s Office of Hawaiian Education, the HĀ philosophy is being infused into every aspect of work and learning in HIDOE and also in partner agencies.

The Nā Hopena A’o competencies, or statements, represent a starting point – a lens that can be used to guide behavior in everyday practice, both in the schools and in the state offices, for students as well as staff. Nā Hopena A’o describes the learning environment that we strive to have for our students. It encompasses academic achievement in the competency of “excellence” but expands to include broader perspective on academic mindsets needed to succeed in college, careers and in our local and global communities. HĀ is a philosophy through which we educate our students in a holistic learning process that is place-based and

grounded in the values and traditions of our state's host culture and that also represents the working environment we aspire to for our employees and stakeholders.

Stakeholders' familiarity with the Nā Hopena A'o competencies organized and described as HĀ is developing. However, a commitment to Nā Hopena A'o is shared among key documents guiding the future of public education in Hawaii – the HIDOE/BOE Strategic Plan; *Hawaii's Blueprint for Public Education*, an aspirational document that conveys the Governor's vision for education reform; and this consolidated state plan.

For the HIDOE, it is our vision, our mission, and our core values of HĀ that guide our work for our students and the future of the state.

Hawaii's Unique Educational Structure

Hawaii has a unique educational structure as the only state with a P-20 continuum supported by a single governing body for K-12 public education and higher education: The State of Hawaii Board of Education and the University of Hawaii Board of Regents, respectively. HIDOE serves as both the State Education Agency (SEA) and the Local Education Agency (LEA), and the University of Hawaii System encompasses the state's ten colleges and universities from our community college campuses to our Carnegie R1 flagship university. Ensuring articulation across the P-20 continuum is the [Hawaii P-20 Partnerships for Education](#), a statewide collaboration between the Executive Office of Early Learning (established in 2012), HIDOE, and the University of Hawaii System with the goal of improving educational outcomes throughout the state. Hawaii's P-20 collaboration has endured more than a decade and is organized around the statewide goal of "55 by '25", a statewide workforce development goal to have 55 percent of working age adults hold a 2- or 4-year degree by the year 2025.

HIDOE's 256 K-12 public schools and 34 public charter schools, which are located on seven of Hawaii's eight main islands, collectively make up the 10th largest school system in the nation, serving approximately 180,000 students. The HIDOE-operated schools are organized into 42 complexes, made up of a high school and its feeder middle/intermediate and elementary schools. Complexes, in turn, are grouped on a geographic basis into 15 complex areas.

Article X of the Hawaii State Constitution authorizes the [Hawaii State Board of Education](#) (BOE) as the policy-making body of the Hawaii K-12 public education system. The BOE consists of nine voting



members appointed by the Governor with the advice and consent of the Senate; a public high school student who is selected by the Hawaii State Student Council and serves as a non-voting member; and a military representative who is appointed by the senior military commander in Hawaii and also serves as a non-voting member. As set forth in [Hawaii Revised Statutes 302A-1101](#), the BOE is the governing board for public education and has statutory responsibility for adopting standards and assessment models, monitoring school success, appointing the superintendent of education who serves as chief executive officer, and appointing members of the Hawaii State Public Charter School Commission who are responsible for authorizing public charter schools.

The BOE appoints the superintendent of education (Superintendent), who serves as both the Chief State School Officer and organizational head of HIDOE.² The Superintendent has direct line authority over all employees in both administrative units and schools, more than 20,000 including approximately 11,000 teachers. Together with the Governor and the Board of Education, the Superintendent negotiates with the collective bargaining units representing teachers (Bargaining Unit 5, Hawaii State Teachers Association) and educational officers, including school principals (Bargaining Unit 6, Hawaii Government Employees Association). The Superintendent also oversees the state offices of Hawaiian Education, Monitoring and Compliance, Civil Rights Compliance, Community Engagement and Strategy, Innovation and Performance and appoints the Deputy Superintendent, who serves as the chief academic officer, and the Senior Assistant Superintendent, who has oversight over four offices within HIDOE: the Office of Fiscal Services, the Office of School Facilities and Support Services, the Office of Human Resources, and the Office of Information Technology.

The Deputy Superintendent oversees the Office of Curriculum, Instruction and Student Support and the School Transformation Branch. In addition to the state offices, the Deputy Superintendent supervises the fifteen Complex Area Superintendents who are appointed to lead each complex area and maintain direct supervisory connection to HIDOE's fifteen school complex areas. Specifically, the Complex Area Superintendents oversee personnel, fiscal and facilities support; monitor compliance with applicable state and federal laws; and oversee curriculum development, student assessment, and staff development services – all with the goal of increasing student achievement.

The BOE oversees the [State Public Charter School Commission](#) (the Commission). Currently, the Commission is the only public charter school authorizer in Hawaii. However, the BOE has recently approved a policy to allow for multiple public charter school authorizers who would have the authority to approve, deny, reauthorize, and revoke charter contracts. The charter authorizers are also responsible for ensuring the public charter schools' compliance with the Elementary and Secondary Education Act (ESEA) and applicable federal laws as cited in Act 130, Session Laws of Hawaii 2012. Consequently, the BOE, by way of its authority over all charter authorizers, is also responsible for ensuring the public charter schools' compliance with applicable federal laws.

Hawaii's Educational Reform Efforts – Recent Leg of Our Journey

Our belief in the ability and potential of each and every child in our public schools led the BOE and HIDOE to set clear statewide standards linked to high expectations for all students. In a rapidly changing world, we

² For more information about the HIDOE organizational structure, see <http://www.hawaiipublicschools.org/ConnectWithUs/Organization/Pages/home.aspx>

cannot know what our entering kindergarteners will one day dream of achieving when they graduate from high school or the opportunities and challenges that they will face as they grow into leaders locally and globally. Our job is to equip these students with the knowledge and capabilities to succeed at their chosen path in life.

The establishment of the first joint HIDOE/BOE Strategic Plan in 2012 built upon reforms we began ten years ago in response to critical challenges: Hawaii's student achievement lagged nationally and students who struggled to meet proficiency in core subjects were unable to progress successfully through their K-12 journey. Too many of our high school graduates were not meeting the entry requirements for workforce, college, apprenticeship programs, or military service options. We focused our efforts on ensuring students had the skills, values, and supports necessary for their next steps in life.

To best support students' goals in 2012, we implemented comprehensive statewide supports. We focused on rigorous standards-based instruction and ensuring the quality of the high school diploma. We continued to invest heavily in collecting, reporting and supporting the use of transparent, real-time data so we could better understand and mobilize around students' needs and progress. We established teacher induction and mentoring programs statewide and focused professional development and feedback on improving teachers' professional foundation for educators to support students, including a common language and high expectations for teachers' professional practice and student learning. We used our federal waiver from No Child Left Behind to implement the Strive HI Performance System, a school accountability system focused on college- and career-readiness and based on multiple measures, in School Year (SY) 2012-13. We adopted and implemented Hawaii Common Core Standards, which define the knowledge and skills students need to succeed in college and in their careers, and the Smarter Balanced Assessment (SBA) in mathematics and English Language Arts/Literacy (ELA), which are aligned to the Hawaii Common Core Standards. The Hawaii Common Core Standards were fully implemented in SY 2013-14 and the SBA was first administered statewide in SY 2014-15.

In 2015, HIDOE's Office of Hawaiian Education was established under the Superintendent following a policy audit and revised Board policies on Hawaiian Education ([BOE Policy 105-7](#)) and Ka Papahana Kaiapuni ([BOE Policy 105-8](#)). This is part of a commitment to strengthening our Hawaiian education, language and culture. By Article XV of the State Constitution, Hawaii recognizes two official state languages: English and Hawaiian. HIDOE provides opportunities for K-12 education delivered through the medium of the Hawaiian language through (1) full Hawaiian language immersion schools in which all students are enrolled in Ka Papahana Kaiapuni, the Hawaiian language immersion program; (2) Hawaiian language immersion schools in which majority of the students are enrolled in Ka Papahana Kaiapuni and the students not enrolled in Ka Papahana Kaiapuni receive instruction in English; and (3) Kaiapuni Educational Programs in English medium schools. Ka Papahana Kaiapuni is currently offered at 17 of the 256 HIDOE schools and 6 of the 34 public charter schools. Of the 17 HIDOE Kaiapuni schools, two are Hawaiian language immersion schools and 15 are English-medium schools with Hawaiian language immersion programs on campus. Hawaii is innovating in addressing education in indigenous languages. Hawaii has adopted Hawaiian Language Arts Standards (aligned to Common Core Standards in English Language Arts/Literacy) and is pioneering standards-based assessments in the Hawaiian language.

The Kaiapuni Assessment for Educational Outcomes (KAEO), a Hawaii Common Core-aligned Hawaiian language assessment for Hawaiian language arts and mathematics, is currently administered to students in

grades 3 and 4 enrolled in Ka Papahana Kaiapuni so that students may be assessed in the language of instruction, consistent with ESSA regulation provisions in 34 CFR Section 200.6(j) and (k). KAE0 instruments were developed in the Hawaiian language. The KAE0 for Hawaiian language arts and mathematics were field tested in SY 2014-15 and operational in SY 2015-16. Hawaii was granted a waiver for SY 2014-15 and 2015-16 to administer the KAE0 in lieu of the SBA for English language arts and mathematics to students enrolled in Ka Papahana Kaiapuni to avoid double-testing students. Students' KAE0 results have been included in the school accountability system since the assessments were operational in SY 2015-16. The KAE0 for science was field tested in SY 2015-16 and operational in SY 2016-17. Grade 4 students enrolled in Ka Papahana Kaiapuni took both the KAE0 science field test, based on the subsequently-adopted Next Generation Science Standards, and the Hawaii State Science Assessment (HSA-Science), based on the Hawaii Content and Performance III Science Standards, in SY 2015-16. Hawaii plans to expand the KAE0 to grades 5-8 with field tests in Spring 2018 and will require that Ka Papahana Kaiapuni students in grades 5-8 take either the KAE0 field tests or the English-based assessments – SBA and HSA-Science – as statewide assessments of language arts, mathematics, and science standards in their respective grade levels. The Hawaiian Language Arts Standards, adopted by the BOE in Spring 2017, and KAE0 assessments will be submitted to the U.S. Department of Education for peer review as required by ESSA.

With a new infrastructure in place and a great deal of hard work on the part of educators, students, families and key community partners, Hawaii has achieved steady progress in students' educational outcomes, whether in academic achievement or college enrollment. Hawaii was one of two states that led the nation in overall gains in mathematics and reading proficiency as measured by the National Assessment of Educational Progress (NAEP) over ten years. This accomplishment was recognized by the U.S. Chamber of Commerce in 2015

(<https://www.uschamberfoundation.org/reports/laggards-leaders-how-three-states-found-their-way-forward>).

Students' participation in advanced course-taking and early college programs in which high school students earn college credit have both increased substantially.

More students are going onto higher education and are more prepared to succeed once they matriculate. In May 2017, the Education

Commission of the States recognized Hawaii for our education improvement efforts by awarding HIDOE the [Frank Newman Award for State Innovation](#).

We are inspired by the growth to date; however, our students are not succeeding equally and we see persistent gaps in achievement between students. Hawaii, like many states across the country, continues to struggle with an “achievement gap” that separates the engagement and achievement of high-needs students from that of their non-high-needs peers. We also know that all our students need to graduate from high school prepared for careers – whether those careers require post-secondary education or not – because their personal and families' futures as well as the future of our state depends on it. Despite an improving economy and low state unemployment rates, many families continue to struggle financially. Currently, more than 50 percent of Hawaii's public school students are economically disadvantaged compared with 38 percent in 2008. We must consider the needs of students in ethnic groups that are historically underrepresented in career, college and community success metrics. It is also important to recognize the

2011-2015

- 42%** Increase in the number of students taking Advanced Placement exams.
- 42%** Increase in the number of students passing Advanced Placement exams.
- 74%** Increase in number of students enrolling in Early College to earn University of Hawai'i credits.
- 30%** Decrease in number of students remediated in Math who are enrolled in the UH System.
- 35%** Decrease in number of students remediated in English who are enrolled in the UH System.

role of multiculturalism and multilingualism in providing a meaningful and equitable education for student achievement. Achieving positive outcomes for all our students and becoming nationally recognized as an educational leader requires that HIDOE, the public charter schools, state agencies, and family and community stakeholders come together in new ways. Together, we can address the challenges facing our state and keiki (children).

Hawaii's BOE-authorized consolidated state plan for ESSA builds on a comprehensive and coherent reform agenda that is reflected by the Blueprint for Public Education and Hawaii's updated HIDOE/BOE Strategic Plan. Hawaii's Consolidated State Plan has been developed to ensure progress towards the Governor's aspirations for our public education system and to closely align with the HIDOE/BOE Strategic Plan, which outlines HIDOE's goals and objectives for 2017-2020.

The Hawaii Department of Education & Board of Education Strategic Plan

The HIDOE/BOE Strategic Plan ([Appendix B](#)) provides a common foundation of expectations and supports for all students in Hawaii's public schools and recognizes both of Hawaii's official languages. The HIDOE/BOE Strategic Plan is a compact between the BOE, HIDOE, and the community about Hawaii's goals for public education and the support and investment necessary to achieve these goals. To build upon progress made under the 2012 update of the Strategic Plan and to refine and focus our efforts to achieve our goals for our students, HIDOE and the BOE reviewed its plans during 2016.

On December 6, 2016, following a 10-month process of reflection, analysis, research and extensive community engagement, the BOE approved an updated HIDOE/BOE Strategic Plan for 2017-2020. The updated HIDOE/BOE Strategic Plan influences the educational opportunities and outcomes for all public school students. The HIDOE/BOE Strategic Plan provides a common foundation of expectations for three goals – 1) student success, 2) staff success, and 3) successful systems of support – and establishes statewide indicators and targets. Each of the goals has identified objectives, which outline broad sub-objectives to clarify each goal. Figure 1.1 outlines the three goals in the HIDOE/BOE Strategic Plan. At the center as the focus of HIDOE is Goal 1 - Student Success, surrounded by Goal 2 - Staff Success, which is supported by the Goal 3 - Successful Systems of Support. All three goals are encompassed within the learning environment of Nā Hopena A'o.

Figure 1.1. HIDOE/BOE Strategic Plan Goals

While state goals are shared by schools statewide, there is flexibility in how schools and complex areas develop their plans to meet these goals and objectives because each community has different strengths, challenges, priorities, and resources. The updated HIDOE/BOE Strategic Plan strikes a new balance between maintaining shared expectations for all schools and students and supporting diverse approaches and community-based objectives. Hawaii acknowledges the diverse perspectives that schools, complex areas, and communities have on defining, measuring, and achieving success and allows schools and complex areas to address statewide expectations set forth in the HIDOE/BOE Strategic Plan while prioritizing actions and strategies that are meaningful to their students, schools, and community.

The BOE and HIDOE will align investments and processes to achieve strategic plan goals. HIDOE's tri-level structure provides the means to ensure all levels – state, complex area, and school – are actively engaged in efforts to implement and supports the HIDOE/BOE Strategic Plan (Table 1.1). The HIDOE/BOE Strategic Plan informs the state's consolidated state plan for ESSA; HIDOE state offices', complexes', and schools' planning; education budget requests to the legislature; priorities for initiatives; the focus of performance management and continuous improvement; and other policies and practices. Achieving the goals and objectives for all of Hawaii's students requires complementary actions at schools, complex areas, and state offices in partnership with families, the community, and state government.

Table 1.1. HIDOE Tri-Level Structure

State	<ul style="list-style-type: none"> • Facilitates school improvement activities at the state level • Provides differentiated supports to schools identified for comprehensive or targeted support and improvement and complex areas with such schools • Provides professional development activities to increase student learning • Supports complex areas and schools in ensuring equitable access to excellent educators • Monitors the use of Title I funds and Title I compliance • Charter Commission: Renews performance contracts for the public charter schools
Complex Area	<ul style="list-style-type: none"> • Provides differentiated support to schools and acts as the liaison for school improvement between the state and the schools • Facilitates and monitors school improvement activities at the complex area level

	<ul style="list-style-type: none"> Monitors the progress of schools identified for comprehensive and targeted support and improvement in meeting the objectives outlined in their school improvement plans
School	<ul style="list-style-type: none"> Guides 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 Monitors progress and school improvement activities at the school level Communicates with the complex area staff or the Commission's Federal Programs team to ensure school improvement needs are met

Statewide Conversations on Public Education

Hawaii places a high priority on meaningfully engaging all stakeholders in the development, review, and adoption of the consolidated state plan. Over the last year, there have been unprecedented opportunities for education stakeholders to learn about education and share their dreams, hopes, experiences, expertise and ideas to shape our state's education future. There have been forums about aspirations for education, action plans for education, and ESSA held by the Governor, legislative education leaders, BOE, HIDOE, teachers' union and community organizations.

In late April of 2016, Governor David Ige convened an "ESSA Team" focused on creating a "blueprint" for education. [Hawaii's Blueprint for Public Education](#) (Blueprint for Public Education; [Appendix C](#)), finalized in May 2017, is intended to be an aspirational and visionary document, a broad view of education including early childhood, higher education and labor. As part of the process, the Governor and his ESSA Team held an Education Summit on July 9, 2016 with more than a thousand participants and hosted meetings with the BOE to ensure alignment of the Blueprint for Public Education with the HIDOE/BOE Strategic Plan.

HIDOE coordinated its efforts between the development of the HIDOE/BOE Strategic Plan and the consolidated state plan to obtain input from multiple stakeholder groups ([Appendix D](#)). Stakeholders are valued as a critical part of the development of the state framework and a wide range of engagement methods were utilized to gather feedback at various time periods throughout the development, review and adoption process. HIDOE employed strategic engagement methods to appropriately match the audience with the decision points and, most importantly, to provide participants with a venue to engage in meaningful dialogue.

To update the HIDOE/BOE Strategic Plan, which informs the consolidated state plan for ESSA, the BOE and HIDOE embarked on an in-depth process that included conversations with thousands of education stakeholders – students, parents, educators, community partners, elected officials, employers, and higher education – as well as analyses of progress, data, and research. The process engaged the community in reflecting on progress made, stubborn challenges, lessons learned, and new approaches that are needed to support achieving our goals for Hawaii's children and for our island home.

Additionally, there were ESSA-specific forums as well. The National Governors Association, National Council of State Legislatures, and Senate education committee Chairman Lamar Alexander and his staff were among the ESSA architects and influencers who shared information with various Hawaii stakeholders. In addition to the outreach for the Blueprint for Public Education and HIDOE/BOE Strategic Plan, HIDOE held over 200 meetings with stakeholders specifically about ESSA in preparing the plan and made thirteen formal presentations in public BOE meetings on a variety of ESSA topics ([Appendix E](#)). The

Hawaii Consolidated State Plan was posted for public comments from April 18, 2017 through May 18, 2017. Feedback was provided through an online survey, written letters, and discussion groups (a summary of the online survey results can be found in [Appendix F](#)).

Therefore, the Hawaii Consolidated State Plan has been informed by thousands of educators and residents and is aligned with the Blueprint for Public Education's vision and aspirations as well as the HIDOE/BOE Strategic Plan's objectives and action plans to achieve equity and excellence for our students and state.

Next Steps

With ESSA, HIDOE intends to take full advantage of the flexibility and opportunities to concentrate on the whole child while maintaining the emphasis on closing the academic achievement gap. Most importantly, the components of Hawaii's consolidated state plan for ESSA are well-aligned with the updated HIDOE/BOE Strategic Plan to meet the visionary goals of the Blueprint for Public Education and allow for the flexibility and the innovation to take place at the schools and complex areas, which are instrumental in the implementation of the work. This shift in focus for all students enables and empowers each complex area and school to be able to construct and implement a well-balanced education plan to meet the needs of their specific learners.

Hawaii, with its unique island culture and diversity, has an opportunity to implement a plan that meets the needs of all learners. While the consolidated state plan calls for new initiatives to be implemented, HIDOE will also continue with initiatives previously implemented to provide consistency in our efforts:

- Focus on the whole child;
- Use of the Plan-Do-Check-Act cycle for continuous improvement at all levels of implementation (state, complex and school);
- Flexibility and latitude for schools and complexes to design programs and measures that meet the needs of their student population; and
- Coordinated supports for students and schools.

These initiatives will allow HIDOE to better meet the goals and objectives outlined in the HIDOE/BOE Strategic Plan.

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

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)³

Hawaii currently administers the Smarter Balanced Assessment (SBA), an English language arts and mathematics assessment, to assess students' achievement of the Hawaii Common Core Standards. However, for students enrolled in Ka Papahana Kaiapuni, the Hawaiian language immersion program, Hawaii administers the Kaiapuni Assessment for Educational Outcomes, a standards-based assessment in the Hawaiian language. The State of Hawaii and the BOE recognizes the Hawaiian language as an official language of the state in addition to English (Article XV, Hawaii State Constitution). The State constitution, in Article X, provides for a Hawaiian education program consisting of language, culture and history in the public schools. Hawaii state law ([Hawaii Revised Statute 302H-1](#)) provides for the establishment of a Hawaiian language medium education program, where students are instructed in the Hawaiian language, in the state.

The Kaiapuni Assessment of Educational Outcomes (KAEO) is a series of high-quality assessments of state academic content and performance standards that were developed and are administered in the Hawaiian language. KAEO assesses students' academic progress in the language of instruction for students who are enrolled in Ka Papahana Kaiapuni. The decision to create an assessment written in the Hawaiian language was made to provide students in Ka Papahana Kaiapuni with an assessment based on the indigenous culture and native language in which their learning occurs, consistent with 34 CFR 200.6(j) and (k). HIDEOE's Office of Hawaiian Education, teachers from the Ka Papahana Kaiapuni schools, the University of Hawaii at Manoa's College of Education, and community partners participated in the development of the assessment from item writing and review to scoring and alignment studies.

KAEO for Hawaiian language arts and mathematics is currently administered to grades 3 and 4 students enrolled in Ka Papahana Kaiapuni. The KAEO science assessment, which assesses the BOE-approved Next Generation Science Standards, are administered to grade 4 students enrolled in Ka Papahana Kaiapuni. KAEO will be submitted for peer review in Fall 2017 with evidence from prior administrations.

Hawaii plans to expand the administration of the KAEO to grades 5 through 8 in Spring 2019 with field tests in Spring 2018. During the Spring 2018 field tests for KAEO, grades 5-8 students enrolled in Ka Papahana Kaiapuni (approximately 775) will be expected to take an assessment of language arts and mathematics – either the KAEO field tests or SBA – and grade 8 students in Ka Papahana Kaiapuni will take either the HSA-Science (a bridge version based on standards common to both Hawaii Content and Performance Standards III and the Next Generation Science Standards) or the KAEO Science field test, based on the

³ The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

Next Generation Science Standards. Hawaii will not produce individual student interpretive, descriptive, and diagnostic reports regarding achievement for students who participate in the Spring 2018 KAE0 field tests due to the lack of sufficient data from the field test on which to provide a student report or include results for school accountability. Hawaii will request a waiver from the reporting requirements for students who took the KAE0 field test so that students do not need to take both KAE0 and SBA in Spring 2018.

Hawaii will continue to monitor its assessment program to ensure it is effectively measuring student achievement and school and system performance and will evaluate the ESSA Innovative Assessment Demonstration Authority opportunity when the US Department of Education issues the application.

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

- i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No

- ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

- a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
- b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
- c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☐ Yes

☐ No

- iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

3. Native Language Assessments (*ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4)*):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Hawaii defines a language other than English that are present to a significant extent in the participating student population as a primary language used by a student group that exceeds 5 percent of the student population in the state. Currently, no language other than English is used as a primary language by more than 5 percent of the student population. English is the most populous primary language used by students (89.5%) followed by Ilokano (2.2%), Tagalog (1.4%), and Chuukese (1.1%).

To determine the languages other than English that are present in the participating student population, HIDOE considers the data collected through the home language survey that is completed upon registration into a school, English Language Learner program data inputted in the electronic Comprehensive Student Support System, and observational data from resource teachers at the school and complex area levels.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Hawaii currently does not have any existing assessments in languages other than English and Hawaiian.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Hawaii currently does not identify any language other than English and Hawaiian that is present to a significant extent in the participating student population for which yearly student academic assessments need to be administered. Hawaii will monitor the languages present in the student population annually to determine if academic assessments are needed in any language other than English.

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and

- respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
- c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Hawaii has not identified the need to develop assessments in languages other than English and Hawaiian based on the definition of “significant extent” provided previously. Hawaii has not received a substantial number of requests via survey responses or community meetings for an assessment in a language other than English and Hawaiian. In a meeting with the state’s English learner advocates, participants voiced a desire to have the state focus on supporting students in attaining English language proficiency rather than spending time and effort on translating the statewide assessment due to the small percentage of English learners for each language present.

Hawaii would like to note that the Smarter Balanced Assessment for Mathematics (grades 3-8 and 11) offers a supplemental glossary-based feature translating content-irrelevant terms in eleven languages: Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Spanish, Ukrainian, Vietnamese, and Yupik. As a participating member of the Smarter Balanced Consortium, Hawaii continues to provide students with the language options that are supported by the consortium.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

The Strive HI Performance System (Strive HI) measures schools’ progress towards ensuring all students are demonstrating they are on a path toward success in college, career, and citizenship [HIDOE/BOE Strategic Plan Goal 1]. Hawaii implemented Strive HI, which applies to both HIDOE and public charter schools, as our school accountability system in SY 2012-13 as part of Hawaii’s ESEA Flexibility Waiver.

With the advent of ESSA, Hawaii’s Strive HI school accountability system will focus on providing information about each school’s progress on the Strategic Plan Student Success Indicators and ESSA-required indicators. The Strive HI School Report will be more a comprehensive report on school performance. These annual public reports will provide information on schools’ progress on the HIDOE/BOE Strategic Plan indicators and federally-required indicators based on common statewide measures as well as school- or complex-selected measures to provide a more comprehensive picture of each school. Strategic Plan Student Success Indicators include chronic absenteeism rate; school climate; inclusion rate; third-grade literacy; ninth-grade on-track; academic achievement in language arts, mathematic, and science; achievement gap in language arts and mathematics; high school graduation; career and technical education concentrator; and college-going

rate. New Strive HI reports will organize reporting of the indicators by the four Goal 1 - Student Success objectives of the HIDOE/BOE Strategic Plan:

Objective 1. Empowered: All students are empowered by their learning to set and achieve their aspirations for the future.

Objective 2. Whole Child: All students are safe, healthy and supported in school so they can engage fully in high quality educational opportunities.

Objective 3. Well-Rounded: All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.

Objective 4. Prepared and Resilient: All students transition successfully throughout their educational experiences.

As stated in the Blueprint for Public Education, “A core goal of ESSA is to enable parents and other stakeholders to engage meaningfully with their education systems” (p.24). The Strive HI reports will provide information for stakeholders to empower them to make data-driven decisions and “participate more effectively in developing solutions for challenges facing the schools and students in their communities” ([Blueprint for Public Education](#), p. 24).

As recommended to the BOE, Hawaii proposes that ESSA statewide accountability requirements be targeted in their use. ESSA statewide accountability, based only on the federally-required indicators, will be used to identify schools with the most struggling students for comprehensive support and improvement and schools with the most struggling subgroups of students for targeted support and improvement.

For ESSA statewide accountability, Hawaii will include academic achievement as measured by language arts and mathematics proficiency, academic progress as measured by median Student Growth Percentile, graduation rate, progress in achieving English language proficiency, and school quality/student success as measured by chronic absenteeism rates. This will allow HIDOE to focus on identifying the needs of our students, especially our struggling subgroups, so that we may better provide the supports and resources needed to improve student success and ensure continuous school improvement. Table A.1 shows the measures Hawaii will include in the Strive HI Performance System and as part of the ESSA statewide accountability.

Table A.1. Strive HI Performance System and ESSA Statewide Accountability

Strive HI Performance System Measures	ESSA Statewide Accountability Measures
<ul style="list-style-type: none"> • Language Arts proficiency rate • Mathematics proficiency rate 	<ul style="list-style-type: none"> • Language Arts proficiency rate • Mathematics proficiency rate

Strive HI Performance System Measures	ESSA Statewide Accountability Measures
<ul style="list-style-type: none"> • Language Arts median Student Growth Percentile (elementary and middle/intermediate schools only) • Mathematics median Student Growth Percentile (elementary and middle/intermediate schools only) • Graduation rate (high schools only) • On-track to English Language proficiency rate • Chronic absenteeism • Science proficiency rate • School climate • Inclusion rate • Third-grade literacy rate • Ninth-grade on-track rate • Language Arts achievement gap • Mathematics achievement gap • Career & Technical Education concentrator rate • College-going rate • School-/Complex-selected measure(s) 	<ul style="list-style-type: none"> • Language Arts median Student Growth Percentile (elementary and middle/intermediate schools only) • Mathematics median Student Growth Percentile (elementary and middle/intermediate schools only) • Graduation rate (high schools only) • On-track to English Language proficiency rate • Chronic absenteeism

Hawaii decided on this approach through an in-depth development process with our stakeholders. An Accountability Design Workgroup was formed to address the issues surrounding school accountability and school improvement efforts. This workgroup consisted of representatives from the various HIDOE offices – the Office of the Deputy Superintendent; the Office of Curriculum, Instruction and Student Support; the Office of Strategy, Innovation, and Performance; the Office of Human Resources; the School Transformation Branch; the Monitoring and Compliance Office (formerly the Special Projects Office); the Civil Rights Compliance Office; and the Charter School Commission – and external groups – Hawaii P-20; Kamehameha Schools, an educational trust; Hui for Excellence in Education (HE'E), a statewide coalition of diverse stakeholders (including parents and community members) committed to working collaboratively to identify opportunities to improve public education in Hawaii; and McREL. The Accountability Design Workgroup deliberated on the components of the school accountability system over a span of six meetings to help construct a proposed accountability framework.

HIDOE also convened a workgroup of school administrators and public interest groups for feedback on the proposed accountability framework. In addition to convening workgroups,

HIDOE also sought feedback from school principals through principal feedback sessions and principal meetings, from teachers through the Teacher Leader Work Group workshops, and from community organizations through a community outreach meeting.

i. Subgroups (*ESEA section 1111(c)(2)*):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Hawaii has identified the following major racial and ethnic groups to include as subgroups of students in its statewide accountability system:

- Native Hawaiian (26.0% of the student population);
- Filipino (22.1%);
- White (17.0%);
- Asian, not including Filipino (15.5%);
- Pacific Islander (9.4%);
- Hispanic (3.6%); and
- Black (2.8%).

To ensure we address the needs of our multicultural student body, Hawaii has added Native Hawaiian, Filipino, and Pacific Islander as subgroups of students to include in our statewide accountability system. In Hawaii, Native Hawaiian and Filipino are the two most prevalent ethnicities of our students. We are also including Pacific Islander as a subgroup because this subgroup of students struggle the most on the academic indicators amongst our racial and ethnic groups of students. We want to ensure that our school accountability system is appropriate for our student population.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Hawaii will not be including any subgroup of students in addition to the statutorily-required subgroups.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

The objective of the language instruction education program is to develop the English language skills necessary for English learners to meaningfully access and succeed in school without program support and exit the program. For the academic achievement and academic progress of the English learner subgroup, Hawaii will include students who have exited from the English Language Learner (ELL) program for up to two years for accountability and reporting purposes.

This time frame is consistent with our programmatic approach to monitoring our students who have exited from the ELL program for two years. This will allow HDOE to monitor the effectiveness of our language instruction education program, ensuring that students who have exited the program acquired the skills necessary to succeed in the classroom and beyond. Hawaii recognizes that appropriate transition support must be provided in the first two years of exit in particular. Including former English learners in the subgroup will also allow schools to be recognized for the progress they have made in supporting English learners toward meeting the state academic standards over a period of time.

- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- ☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 - ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 - ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Hawaii will not administer the Smarter Balanced English Language Arts/Literacy Assessment to recently arrived English learners if the English learner participates in the administration of the English language proficiency assessment WIDA ACCESS 2.0.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Hawaii has selected a minimum number of 20 students as necessary to meet the requirements under Title I, Part A of ESEA that require disaggregation of information by each subgroup of students for accountability purposes, including annual meaningful differentiation and

identification of schools. This number is the same for all students and for each subgroup of students in the state for accountability purposes.

b. Describe how the minimum number of students is statistically sound.

Hawaii is keenly aware of the necessity for and challenges in balancing both validity of the accountability model through the inclusion of as many schools as possible and maintaining an acceptable level of reliability on individual measures. Excessively large margins of error will increase the likelihood of ‘false positives’ within the identification of schools with the most struggling students. Erroneously identifying schools for comprehensive support and improvement not only misallocates limited supports and funding to such schools, but unwittingly deprives resources from schools where such needs truly exist. While the reliability of annual results is important, Hawaii believes it is equally, if not more, important to ensure results represent a valid picture of each schools' population. Large n-sizes effectively increase the number of subgroups excluded in a school's accountability results. Such exclusions can ‘mask’ a school's true performance given all of its students and their diverse needs. To the extent that sampling error is applicable to selected measures, a minimum n-size of 20 – or minimum number of 20 students – produces a maximum margin of error of ± 11 percent at 1 standard error. Hawaii believes this level of reliability, balanced with fewer students excluded from its accountability results, ensures that schools with the most struggling students are accurately identified and appropriately supported. Table A.2 indicates the number and percentage of HDOE and public charter schools that may be excluded based on the minimum number of students.

Table A.2. Number and percentage of schools excluded based on n-size

Student group	Count<40		Count<30		Count<20		Count<10	
	Count	%	Count	%	Count	%	Count	%
All Students	5	2%	4	1%	4	1%	4	1%
Economically disadvantaged	12	4%	8	3%	5	2%	4	1%
Children with disabilities	126	43%	86	30%	44	15%	15	5%
Recently Exited SPED	113	39%	76	26%	40	14%	13	4%
English learners	171	59%	142	49%	103	36%	60	21%
Native Hawaiian	44	15%	30	10%	16	6%	12	4%
Filipino	103	36%	87	30%	63	22%	35	12%
White	141	49%	119	41%	97	33%	56	19%
Asian (excluding Filipino)	142	49%	118	41%	92	32%	43	15%
Pacific Islander	163	56%	140	48%	114	39%	72	25%
Hispanic	103	36%	75	26%	43	15%	24	8%
Black	271	93%	262	90%	254	88%	226	78%

Total number of schools = 290

Note: Based on SY 2016-17 official enrollment count

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Hawaii considered the feedback received from the Accountability Design Workgroup, the workgroup of school administrators and public interest group representatives, principals, teachers, and community members in determining the minimum number of students to include in the school accountability system. HDOE determined that 20 would be the most appropriate minimum number of students to ensure the inclusion of the maximum number of schools and subgroups without compromising the reliability and validity of the school accountability results. Stakeholders agreed that 30 was too large of a minimum number and 10 was too small. The agreed-upon compromise based on the data presented was 20.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.⁴

Hawaii will not publicly report data resulting in 0 percent, 100 percent if it reveals negative information about students, and a count fewer than 20 students.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Hawaii will use the minimum number of 20 students for both the purposes of accountability and reporting to maintain student privacy.

- iii. Establishment of Long-Term Goals (*ESEA section 1111(c)(4)(A)*):
 - a. Academic Achievement. (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*)
 - 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which

⁴ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

ESSA requires that states set long-term goals and measurements of interim progress for all students and for all student subgroups. Goals must be set for achievement as measured by the annual statewide assessment of academic standards, graduation rates, and English language proficiency for students who are English learners. Hawaii's goals operationalize the vision outlined in our Blueprint for Public Education for "accountability and evaluation processes (that) provide clear, coherent and inspiring expectations and visionary goals."

The long-term goals are based on the vision that "Hawaii will be acknowledged as having the nation's top public education system in 2025" ([Blueprint for Public Education](#), p. 25). Through high expectations for all students, Hawaii will foster equity and excellence. Setting ambitious goals illustrates Hawaii's commitment to increasing the achievement of all students and to accelerating the progress of the subgroups of students who are currently lagging behind (Table A.3.a). By meeting the proposed long-term goals for academic achievement as well as for graduation rate, Hawaii will not only have high-achieving students and high-performing schools, but will also have made great strides in increasing the achievement of our high-needs student subgroups to progress towards closing the achievement gap. This accomplishment will serve as evidence of a high-performing public education system.

HIDOE's long-term goals reflect our belief that all students can achieve college- and career-readiness while providing schools with challenging but attainable targets that reflect their current performance. Hawaii proposes a goal of reducing by half the percentage of students who are not proficient on the annual statewide assessments in language arts and mathematics in the "All Students" group and in each subgroup based on the School Year 2015-16 baseline data. Achieving this goal by SY 2024-25 will not only increase student achievement for all students, but will also help close the achievement gap between the "All Students" and higher-achieving subgroups and the lower-achieving subgroups.

Example:

Baseline Year (SY 2015-16) language arts achievement rate = 51%

Percentage of students not proficient = 49%

Reduce percentage of students not proficient by $\frac{1}{2}$ = 24.5 percentage points

Distribute 24.5 percentage points across nine years = 24.5/9

Per-year increment of growth = 2.72 percentage points

HIDOE aims to meet the long-term goals set for the ESSA Academic Achievement indicator by the year 2025. The long-term goal target year aligns with Hawaii P-20's campaign to achieve Hawaii's education goal of 55% of working age adults having a college degree by the year 2025. The 55 by '25 initiative urges all stakeholders and community organizations to make education a high priority from early childhood through college completion, recognizing that student success throughout the education spectrum is necessary to increase the number of adults earning college degrees. Increasing student achievement as well as the graduation rate will increase the number of students who are college-ready and who will continue their education beyond high school at a post-secondary institution.

The target year of 2025 also affords Hawaii the time to restructure our Special Education and English Language Learner programs to ensure the appropriate curricula, instructional strategies, and supports are implemented to increase the achievement of students in these subgroups which have historically struggled the most. The proposed timeline will allow for three years of designing, training, piloting, and measuring the impact of new instructional programs followed by six years of full implementation. To increase the achievement of all students, we must address the needs of our students who are struggling the most.

Table A.3.a. Long-term Goals for Academic Achievement

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Long-term Goal SY 2024-25	Baseline SY 2015-16	Long-term Goal SY 2024-25
All Students	51%	76%	42%	71%
Economically disadvantaged	39%	70%	31%	66%
Children with disabilities (SPED)	13%	57%	11%	56%
English learners (ELL)	21%	61%	22%	61%

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Long-term Goal SY 2024-25	Baseline SY 2015-16	Long-term Goal SY 2024-25
Native Hawaiian	36%	68%	28%	64%
Filipino	54%	77%	44%	72%
White	65%	83%	53%	77%
Asian (excluding Filipino)	71%	86%	64%	82%
Pacific Islander	29%	65%	22%	61%
Hispanic	49%	75%	35%	68%
Black	54%	77%	37%	69%

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

The near-term measurements of interim progress for statewide achievement and graduation rate are aligned with the HIDOE/BOE Strategic Plan's targets for 2020 which were established to be ambitious but achievable in the plan's three-year timeframe. Hawaii will use the HIDOE/BOE Strategic Plan Academic Achievement 2020 target as our measurement of interim progress toward achieving our long-term goals for the Academic Achievement indicator for the "All Students" group and set targets based on incremental progress towards meeting the long-term goals from the SY 2015-16 baseline for each subgroup of students (Table A.3.b). Currently, there is significant variation in student achievement among student groups of different characteristics as measured by the statewide assessments and these measurements of interim progress identify statewide increases for all students. The proposed measurements of interim progress for our student subgroups are based on Hawaii's target of closing the achievement gap in an accelerated yet attainable fashion.

Table A.3.b. Measurements of Interim Progress for Academic Achievement

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20
All Students	51%	61%	42%	54%
Economically disadvantaged	39%	53%	31%	46%
Children with disabilities (SPED)	13%	32%	11%	31%
English learners (ELL)	21%	39%	22%	39%
Native Hawaiian	36%	50%	28%	44%
Filipino	54%	64%	44%	56%
White	65%	73%	53%	63%
Asian (excluding Filipino)	71%	77%	64%	72%
Pacific Islander	29%	45%	22%	39%
Hispanic	49%	60%	35%	49%
Black	54%	64%	37%	51%

* The Measurement of Interim Progress was adjusted for the subgroups with baseline rates that were equal to or exceeded the “All Students” Measurement of Interim Progress to promote progress. The adjustments were made based on the incremental progress needed to achieve the long-term goal in the given timeframe.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Hawaii believes all students can achieve excellence with the appropriate supports and expects all groups of students to meet or exceed the long-term goals and measurements of interim progress toward the long-term goal to progress towards closing the achievement gap. Thus, schools will need to ensure they are aggressively addressing the needs of the lagging subgroups through interventions to accelerate their progress to meet the targets set for 2020 and 2025. All goals and measurements of interim progress were determined to ensure the closing of the achievement gaps in an ambitious yet attainable timeframe.

b. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length

of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Hawaii proposes to set the long-term goal for graduation rate at 90 percent for all students and all subgroups of students (Table A.4.a). HIDOE has aligned the long-term goals for graduation rate with the high school graduation target set by the HIDOE/BOE Strategic Plan. The [HIDOE/BOE Strategic Plan](#) states, “We strive to increase our graduation rate to 90 percent by 2025” (p. 12).

Table A.4.a. Long-Term Goals for Graduation Rate

	Baseline Class of 2016	Long-term goal Class of 2025
All Students	83%	90%
Economically disadvantaged	78%	90%
Children with disabilities (SPED)	59%	90%
English learners (ELL)	69%	90%
Native Hawaiian	79%	90%
Filipino	89%	90%
White	82%	90%
Asian (excluding Filipino)	91%	91% *
Pacific Islander	68%	90%
Hispanic	74%	90%
Black	77%	90%

* The Measurement of Interim Progress was adjusted for the subgroups with baseline rates that were equal to or exceeded the “All Students” Measurement of Interim Progress.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

For ESSA purposes, Hawaii will rely on the Four-Year Adjusted Cohort Graduation Rate rather than adding an extended-year adjusted cohort graduation rate as a measure for identifying schools requiring comprehensive or targeted support and improvement. Schools may select an extended-year graduation or completer rate as a locally-selected measure for Strive HI, the state’s school accountability and performance reporting system.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

Hawaii proposes to set the long-term goal for graduation at 90% for all students with measurements of interim progress for graduation rate based on the same methodology used to determine measurements of interim progress for academic achievement – dividing the difference in points between the baseline data and the goal of 90% by 9 for the per-year increments. Doing so will not only increase the percentage of students graduating, but will also close the gap in graduation rates between the “All Students” and higher-achieving subgroups and the lower-achieving subgroups.

HIDOE has aligned our measurement of interim progress for the “All Students” group with the HIDOE/BOE Strategic Plan High School Graduation 2020 target (Table A.4.b).

Table A.4.b. Interim Progress Targets for Graduation Rate

	Baseline Class of 2016	Measurement of Interim Progress Class of 2020
All Students	83%	86%
Economically disadvantaged	78%	79%
Children with disabilities (SPED)	59%	73%
English learners (ELL)	69%	78%
Native Hawaiian	79%	84%
Filipino	89%	89%
White	82%	86%
Asian (excluding Filipino)	91%	91%*
Pacific Islander	68%	78%
Hispanic	74%	81%
Black	77%	83%

* The Measurement of Interim Progress was adjusted for the subgroups with baseline rates that were equal to or exceeded the “All Students” Measurement of Interim Progress.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Hawaii expects all groups of students to meet or exceed the same ambitious long-term goals and measurements of interim progress toward the long-term goal regardless of their baseline. Hawaii believes all students can achieve excellence and graduate high school within four years with the appropriate supports. Thus,

schools will need to ensure they are aggressively addressing the needs of the lagging subgroups of students through supports and interventions to increase graduation rates to meet the 90 percent target set for 2025. The measurement of interim progress ensures our schools are making progress at the rate needed to meet the long-term goal.

c. English Language Proficiency. (*ESEA section 1111(c)(4)(A)(ii)*)

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Hawaii has been a member of the WIDA Consortium since SY 2009-10, when we adopted the WIDA English Language Development Standards. HIDOE administers the *ACCESS for ELLs 2.0* (ACCESS 2.0) as an annual measure of English language progress and proficiency for students identified as English learners. The ACCESS 2.0 assesses proficiency in the four language domains: Listening, speaking, reading, and writing. The language development levels include 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. Students are deemed functionally English proficient when they achieve a composite score on the summative assessment that places them in Level 5 (Bridging). HIDOE will include all tested English learners from kindergarten through grade 12 in the English language proficiency rate as measured by ACCESS 2.0. Targets will be based on the student's initial ACCESS 2.0 results.

Hawaii will implement a growth-to-target methodology to measure students' progress in achieving English language proficiency. HIDOE has been collaborating with the WIDA Consortium Research Department to determine an appropriate growth-to-target measure and to determine the long-term goal and measurements of interim progress toward the long-term goal.

Using the growth-to-target model, which is based on an English learner's initial scale score, students will have predetermined individual growth expectations toward the proficient criteria with students at the lowest levels given the most time to grow to Level 5, the Bridging level. For example, a kindergarten student at an overall English learner proficiency level of 1 on the initial baseline

test will have five years to attain Level 5, meeting the exit criteria by the end of grade 4. Annually, there is an incremental growth expectation, generally one proficiency level per year, towards meeting proficiency using the initial score and targeted exit scale score (Overall 5.0 proficiency level). The student's goal remains the same throughout the student's participation in the English Language Learner program.

Data from SY 2016-17, the first year of statewide implementation of WIDA ACCESS 2.0, were used as the baseline to establish the long-term goal (Table A.5.a). The percentage of English learners who maintained their growth-to-target trajectory, thus showing progress towards achieving English language proficiency, was 36 percent. Hawaii's long-term goal is to increase the percentage of students making progress towards achieving English language proficiency to 75 percent by SY 2024-25. Given the wide range of schools' abilities to meet the growth-to-target expectations of their English learners based on baseline data, both realistic and yet ambitious goals were set as targets. To accomplish our long-term goal, schools will need to ensure English learners who are on-track to achieving English language proficiency continue to progress as well as ensure new and lower-achieving English learners are progressing at greater rates by providing appropriate supports and services.

Table A.5.a. Percentage of students making progress towards achieving English language proficiency

	Baseline SY 2016-17	Long-term goal SY 2024-25
English learners	36%	75%

Currently, all English learners are expected to meet the same long-term goal in the same timeframe. While Hawaii recognizes the increased academic language breadth and additional challenges English learners face when they are in secondary school and while allowing secondary students more time to attain English language proficiency may be reasonable, HIDOE has decided to apply the ambitious goals to all English learners with the understanding that English learners at the secondary school level will need additional support and intervention to attain English language proficiency and graduate from high school on time. Secondary schools must accelerate their efforts to improve outcomes and graduation rates

of this subgroup of learners. Adding any additional characteristics at this time would merely lower the expectations for secondary schools and their English learners.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency are based on the initial baseline and the incremental increases needed to meet the long-term goal of 75 percent. The measure of interim progress for SY 2019-20 for the state is 63 percent of all English learners meeting their growth targets, which would signify a systemic improvement of addressing the needs of our English learners from the baseline of 36 percent (Table A.5.b). Each school will have its own measurement of interim progress based on the school's initial baseline towards meeting the long-term goal of 75 percent to ensure all schools are on-track to helping the state meet the state long-term goal.

Table A.5.b. Percentage of students making progress towards achieving English language proficiency

	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20
English learners	36%	63%

iv. Indicators (ESEA section 1111(c)(4)(B))

Table A.6. Statewide Accountability Indicators and Measures

ESSA-required Indicators	Measures	Grades
Academic Achievement	Percentage of students who are proficient on the annual statewide assessments for Language Arts and Mathematics	3-8, 11
Other Academic Indicator: Academic Progress (elementary and middle school)	Language Arts and Mathematics Median Growth Percentile, based on statewide assessments	3-8

Graduation Rate (high school)	4-year Adjusted Cohort Graduation Rate ⁵	High School
Progress in Achieving English Language Proficiency	Percentage of English learners on-target to English language proficiency	K-12
State-selected Measure of School Quality or Student Success	Percentage of students who are chronically absent (15 or more days absent)	K-12

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The Academic Achievement indicator is based on the annual Hawaii Statewide Assessment Program achievement results for language arts/literacy and mathematics and will provide data to measure progress towards the long-term goals and measurements of interim progress for all student groups. The achievement results for language arts/literacy and mathematics will be weighted equally in the determination of schools needing comprehensive or targeted support and improvement. Beginning School Year 2014-15, all students are required to take one of the following assessments in language arts/literacy and mathematics: The Smarter Balanced Assessment (SBA); the Hawaii State Alternate Assessment (HSA-Alt) for students with significant cognitive disabilities; or the Kaiapuni Assessment on Educational Outcomes (KAEO), the Hawaiian language state assessment. While a substantial majority of students will take the SBA, students with disabilities who take the HSA-Alt and students enrolled in Ka Papahana Kaiapuni, the Hawaiian language immersion program, who take the KAEO are fully included in the state's student achievement metrics. Assessments in language arts and mathematics are offered in grades 3-8 and 11.

The KAEO is currently administered to third and fourth graders enrolled in Ka Papahana Kaiapuni. HDOE will be expanding the administration of the KAEO to grades 5 through 8 with the field tests in Spring 2018 and the operational tests in Spring 2019. Students in Ka Papahana Kaiapuni will take the KAEO in lieu of the SBA to ensure students who are instructed in the Hawaiian language are assessed in the language in

5

<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHPerformanceSystem/Pages/StriveFAQs.aspx#indicatorsgrad>

which they receive instruction and to better align what is taught in Ka Papahana Kaiapuni with what is assessed. For SY 2017-18, HIDOE has requested a waiver to ESEA to not report the student results of the KAE0 field test administration due to the nature of the field tests. Thus, the grades 5-8 students who participate in the KAE0 field tests in Spring 2018, potentially 775 students across the 23 Ka Papahana Kaiapuni schools, will not be included in the student achievement metrics for their school. These students, however, will be included in the participation rate for their school and these schools will have results for the Academic Achievement indicator based on the performance of their grades 3 and 4 students on the KAE0 and the students who take the SBA. When the KAE0 is operational in Spring 2019, all students who participate in the KAE0 assessment will be included in the student achievement metrics. All students in grades 3-8 and 11 enrolled in Ka Papahana Kaiapuni will participate in either the KAE0 or the SBA administration.

Students who were enrolled in the school for the full school year – from the Official Enrollment Count date at the beginning of the school year to the Participation Rate Count date (May 1 of each school year) – and were in a tested grade level will be included for the school’s Academic Achievement indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

Because Language Arts and Mathematic skills span all content areas, the Academic Achievement measures will provide the data necessary to ensure all students are engaged in a rigorous, well-rounded education that prepares students to be successful in their post-high school goals [HIDOE/BOE Strategic Plan, Goal 1, Objective 3].

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

The Other Academic, or Academic Progress, indicator in the proposed statewide accountability system is student growth as measured by the annual statewide assessments. Growth is based on the school’s median growth percentile in language arts/literacy and mathematics, the calculation of which is derived from the [Hawaii Growth Model](#). The median growth percentile will be calculated for elementary and middle schools only and continues a measure from under ESEA Flexibility Waiver. The small subset of students with significant cognitive

disabilities who take the HSA-Alt and Kaiapuni students who take the KAEO are not included in the growth model calculation as the score scales are not comparable.

Students who were enrolled in the school for the full school year and were in a tested grade level will be included for the school's Academic Progress indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Hawaii will continue to include the four-year adjusted cohort graduation rate as a high school indicator in the proposed statewide accountability system, which will provide data to measure progress towards the long-term goals and measurements of interim progress for all student groups. High schools with a graduation rate of 67 percent or lower will be designated as schools for comprehensive support and improvement. The graduation rate will be lagged by one year. Thus, for the Fall 2017 identification of schools for comprehensive and targeted support and improvement, the Class of 2016 cohort will be used for the graduation rate indicator.

Data will be disaggregated by all subgroups meeting the minimum number of 20 students. Hawaii proposes to include students who were economically disadvantaged, were in the English learner program, or received Special Education services at any time during the four-year cohort in their respective high-needs subgroup for graduation rate determination. Only students who receive a Hawaii High School Diploma will be included in the graduation rate. Students with the most significant cognitive disabilities who receive a certificate and students who enroll in an alternative education program and receive a Hawaii Adult Community School Diploma will be included as part of the graduation cohort but will not be counted as a graduate.

The Graduation Rate measure will serve as an indicator of how successfully students transition throughout their educational experiences within HIDOE [HIDOE/BOE Strategic Plan, Goal 1, Objective 4].

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

To support our students' English Language Proficiency with standards and assessments, Hawaii participates in the WIDA consortium, which consists of 39 state education agencies and more than 200 international schools. In determining the appropriate measure for the Progress in Achieving English Language Proficiency indicator, HIDOE consulted with the WIDA Consortium Research Department. To measure English learners' progress in achieving English language proficiency, HIDOE is proposing to use a "growth-to-target" model. The growth-to-target model will identify the percentage of English learners who are on target to acquire the skills necessary to access school and exit the language instruction education program within an appropriate timeframe.

The growth-to-target model considers three factors of student performance on the English language proficiency assessment – (1) the student's initial proficiency level, (2) the timeframe, in annual increments, a state educational agency determines adequate to attain English language proficiency, and (3) the English language proficient level where English learners could be considered no longer needing specific language instruction education program services. Hawaii proposes to use a timeframe of up to five years for students to achieve English language proficiency, dependent on the level in which the student enters the language instruction education program. The model assumes that English learners generally advance one proficiency level a year as determined by the English language assessment composite scale score. Thus, an English learner who enters school at a proficiency level of 1.0, as determined by the student's initial composite scale score on the English language proficiency assessment, will be expected to exit the language instruction education program after five years of program support, or after Year 5. An English learner who scores at a proficiency level of 3.0 will be expected to exit the language instruction education program after two years of program support, or Year 2. An English learner who reaches a proficiency level of 5.0 will exit the language instruction education program. The growth-to-target method provides a growth trajectory for each individual English learner by which the English learner's progress will be measured on. This will allow schools to better track their students' progress and identify which students need

more supports.

Hawaii proposes to use the percentage of students who are on target to achieve English language proficiency within their given timeframe and meeting growth expectations in the statewide accountability system as the measure for the progress in achieving English language proficiency indicator. HIDOE will include all students assessed for English language proficiency from Kindergarten through Grade 12 in this measure to ensure all English learners are supported in school so that they can fully engage in high-quality educational opportunities and are transitioning successfully throughout their educational experiences [HIDOE/BOE Strategic Plan, Goal 1, Objectives 2 & 4].

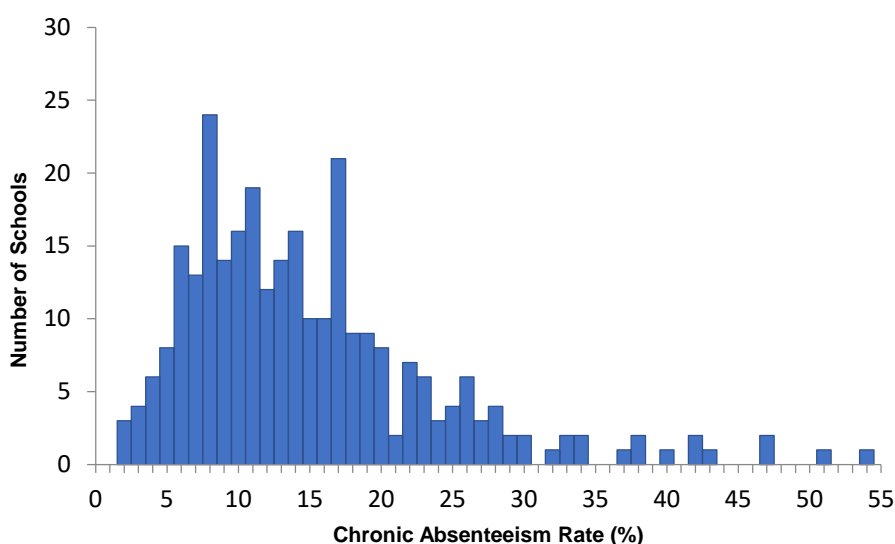
- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Hawaii proposes a measure of attendance – chronic absenteeism rate, which is defined as 15 or more days absent – as its state-selected measure of “school quality or student success.” This continues a measure introduced by Strive HI under the ESEA Flexibility Waiver for elementary schools and expands the measure to apply to all schools in all grade spans based on the HIDOE/BOE Strategic Plan and the BOE’s aggressive goals to reduce chronic absenteeism by 2020. School attendance is critically important to student success and the chronic absenteeism rate is widely viewed as an indicator of whether a school has struggling students.

Attendance is noted in the HIDOE/BOE Strategic Plan as a contributing factor in ensuring all students are safe, healthy, and supported in school so that they can fully engage in high-quality educational opportunities [Goal 1, Objective 2]. While our average daily attendance rates for schools may suggest our students are attending school regularly, our chronic absenteeism rate indicates that a substantial number of students are not fully engaged in their educational opportunities. Research shows chronic absenteeism to be an early warning sign of future underperformance. Achievement, especially in mathematics, is sensitive to absenteeism. Absenteeism also strongly affects assessment scores and

graduation and dropout rates.⁶ Schools with large numbers of chronically absent students struggle to deliver consistent instruction. Hawaii identifies a student as chronically absent if the student has been absent – excused and unexcused – for 15 or more instructional days during the school year. A school’s chronic absenteeism rate is the percentage of students who are chronically absent. Figure A.1 illustrates the distribution of chronic absenteeism rates across all HDOE and public charter schools in the state for SY 2015-16. The chronic absenteeism rate ranges from 2 percent to 54 percent across the state, with most schools having rates below 20 percent. This still allows for differentiation between schools.

Figure A.1. Frequency of Chronic Absenteeism Rates for SY 2015-16



The average chronic absenteeism rate across the state is 15 percent. HDOE has targeted a decrease of 6 points over the next three years to achieve an average chronic absenteeism rate of 9 percent by the year 2020 ([HIDOE/BOE Strategic Plan](#)). Based on the data for SY 2015-16, only 49 of our 290 schools have a chronic absenteeism rate of 9 percent or lower.

HIDOE has included the percentage of students who are chronically absent in the statewide accountability system for elementary schools since the implementation of Strive HI in SY 2012-13 and has seen a decrease in chronic absenteeism rates from 18 percent in SY 2012-13 to 11 percent in SY 2014-15. Hawaii began including kindergarten in the elementary school chronic absenteeism rate in SY 2015-16, which may

⁶ Balfanz, R. and Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools

have attributed to the increase in the chronic absenteeism rate for that school year. Kindergarten was not included prior to SY 2015-16 because kindergarten was not mandatory until SY 2014-15.

Hawaii has included the percentage of students who are chronically absent for middle and high school beginning in SY 2015-16 with the hope that bringing attention to and monitoring student attendance will lead to stronger efforts to address absenteeism and decrease chronic absenteeism rates across the state as it did with the elementary schools.

Students who are enrolled in the school for the full school year will be included for the school's "School Quality or Student Success" indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

- v. Annual Meaningful Differentiation (*ESEA section 1111(c)(4)(C)*)
 - a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

For ESSA purposes of identifying schools for support and improvement, Hawaii proposes to calculate a school performance unit score. The HIDOE Accountability Section will produce ESSA-required unit scores for all public schools. The school performance measures will generate a composite score which will be used to identify schools for comprehensive support and improvement.

The HIDOE Accountability Section will also produce subgroup performance unit scores for each subgroup within a school that meets the minimum number of 20 students. The subgroup performance unit score will identify the subgroups that need targeted support and improvement. The subgroup performance data will enable the state, complex areas, and schools to identify what the subgroup needs are to determine how best to close the achievement gaps.

When identifying schools for comprehensive support and improvement, should the number of students for a measure be less than the minimum number of 20 students, Hawaii proposes the use of multi-year pooling for up to three years to represent students' results at the school. In these situations, Hawaii will seek to pool data for two years, although a third year may be necessary for HIDOE's smallest schools. If, after three years of data (current and prior two years), a minimum number of 20

students cannot be reached, the results will then be used to calculate the school performance unit score. Hawaii believes this approach accounts for every full-school-year student across the state.

Reporting the measures, indicators, and associated weights of school and subgroup performance ensures transparency and credibility as well as the capability to utilize the multiple data components comprising the unit score for targeted analysis and interventions. The component measures of the school performance unit score are included within the state's Strive HI system and reported along with performance on the HDOE/BOE Strategic Plan Statewide Student Success Indicators ([Appendix B](#)) as well as school- and complex-selected measures to support and monitor school and complex initiatives.

The school and subgroup performance unit scores will identify schools that require comprehensive supports and improvement and targeted supports and improvement as well as identify schools that do not require additional Title I supports consistent with the requirements of ESSA.

Each school's school performance unit score and each subgroup's subgroup performance unit score will be comprised of scores from four of the five school accountability system indicators: Academic Achievement, Academic Progress (for elementary and middle schools), Graduation Rate (for high schools), Progress in Achieving English Language Proficiency, and School Quality/Student Success. The measures of each indicator are the data sources for the unit. Thus, the score of each indicator will be determined by the results for each measure. The subgroup performance unit score would be calculated in the same manner using the subgroup performance data. Tables A.7 and A.8 are examples of how the school performance unit score would be calculated for elementary and middle schools and for high schools.

Table A.7. School Performance Unit Score example for an elementary/middle school

Indicators	Measures	Results	Conversion	Measure Weights*	Measure Score	Indicator Score
Academic Achievement	Language Arts Achievement	60%	$60/100=0.60$	20	12.0	22.0
	Mathematics Achievement	50%	$50/100=0.50$	20	10.0	
Academic Progress	Language Arts Growth (MGP)*	42	$42/100=0.42$	20	8.4	15.6
	Mathematics Growth (MGP)*	36	$36/100=0.36$	20	7.2	
Progress in Achieving English Language Proficiency	On-Target to English Language Proficiency rate	72%	$72/100=0.72$	10	7.2	7.2
Student Success	Chronic Absenteeism*	12%	$100-12=88$ $88/100=0.88$	10	8.8	8.8
School Performance Unit Score						53.6

* Stakeholders provided significant feedback which informed selection of the proposed state-selected measures and weights.

Table A.8. School Performance Unit Score example for a high school

Indicators	Measures	Results	Conversion	Measure Weights*	Measure Score	Indicator Score
Academic Achievement	Language Arts Achievement	60%	$60/100=0.60$	15	9.0	16.5
	Mathematics Achievement	50%	$50/100=0.50$	15	7.5	
Graduation Rate	4-year Adjusted Cohort Graduation Rate	82%	$82/100=0.82$	50	41.0	41.0
Progress in Achieving English Language Proficiency	On-Target to English Language Proficiency rate	72%	$72/100=0.72$	10	7.2	7.2
Student Success	Chronic Absenteeism*	12%	$100-12=88$ $88/100=0.88$	10	8.8	8.8
School Performance Unit Score						73.5

* Stakeholders provided significant feedback which informed selection of the proposed state-selected measures and weights.

Hawaii proposes to identify schools for comprehensive support and improvement and targeted support and improvement. Schools not needing comprehensive or targeted support and improvement will be identified as not needing additional support. Hawaii proposes to identify schools for support by school type – elementary, middle, and high schools. Thus, elementary, middle and high schools will be identified as schools for comprehensive support and improvement based on the proportion each school type represents for all schools statewide. This approach allows for more easily understood school comparisons, an increased sense of fairness, and an assurance that schools at all levels are appropriately identified for support. The minimum required percentage of Title I schools identified for comprehensive support and improvement will be maintained at no less than 5 percent. This will be in addition to the schools identified for comprehensive support and improvement due to a graduation rate of 67 percent or lower. All schools with low-performing or consistently underperforming subgroups will be identified for targeted support and improvement.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Table A.9 indicates Hawaii’s proposed weights for the indicators that will be used to calculate the school and subgroup performance unit scores.

Table A.9. Proposed weights for the ESSA indicators

Indicator	Weights (Elementary & Middle School)	Weights (High School)
Academic Achievement	40	30
Academic Progress (elementary and middle school)	40	--
Graduation Rate (high school)	--	50
Progress in Achieving English Language Proficiency	10	10
Student Success	10	10
Total	100	100

Hawaii’s proposed ESSA-based statewide accountability system focuses on identifying schools with the most students who are struggling in making progress toward college- and career-readiness. English language arts and math proficiency as measured by the annual statewide assessments continue to be critical challenges that must be addressed by our state public education system. Thus, Hawaii proposes to weight elementary and middle school indicators more heavily towards academic achievement and academic progress as the primary purpose of these schools is to prepare students to meet content-based grade-level expectations as they build college- and career-readiness skills. High schools, on the other hand, have an increased responsibility for specifically preparing students to enter and succeed in college and the workforce. Thus, for high schools, Hawaii proposes to weight graduation rate the heaviest with the understanding that students who earn a high school diploma have met the rigorous standards of learning required as demonstrated by their performance on standardized assessments as well as school- and teacher-created authentic assessments ([BOE Policy 102-15](#)). Increasing the graduation rate is a priority of the HDOE/BOE Strategic Plan and Hawaii’s P-20 initiative.

While many stakeholders have voiced concerns about the test-centered ESSA-based statewide accountability system and the punitive nature of similar statewide accountability systems in the past, the primary purpose of the statewide accountability system is to identify the areas where support is most needed. Thus, Hawaii proposes to weigh the Academic Achievement, Academic Progress, and Graduation Rate indicators heavier in the performance unit score to ensure that schools with low student performance on these indicators are identified for comprehensive or targeted support and improvement. To ensure the intent is to support our schools with struggling students rather than to punish these schools, stronger efforts will be made at the state and complex area level to provide these schools with the assistance they need.

- c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

The methodology described above will be applied to all HIDOE and public charter schools. For multi-level schools, such as schools with K-12, K-8, and 7-12 grade configurations, the schools will be divided into grade spans and each grade span will be given a school performance unit score to determine if any grade span on its own would be identified for comprehensive supports and improvement. For example, a K-12 school would be divided into three grade spans – K-5 (elementary school), 6-8 (middle school), and 9-12 (high school). A school performance unit score would be calculated for each grade span and compared against the other schools in that respective grade span to determine if the grade span on its own would be identified as the lowest-performing 5 percent of 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 participate in annual statewide assessments for language arts and mathematics. HIDOE is exploring an alternate assessment for the academic achievement indicator for this school.

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 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 each school type comprises determined in Step 2, identify the corresponding count of Title I schools required for each school type.
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 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.

Hawaii proposes to identify 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.

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.10 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.10. 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 Support	18.4	24.6	No additional support needed
	Subgroup B		21.1	23.8	

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 proposes to identify schools for targeted support and improvement due to consistently underperforming subgroups annually beginning in Fall 2018. For targeted support and improvement identification, subgroups must have a minimum of 20 students.

Hawaii proposes to define a "consistently underperforming" subgroup as a subgroup of students with a subgroup performance unit score that falls below the state-determined threshold for underperformance for at least two consecutive years. The state-determined threshold for

underperformance will be based on the data for SY 2016-17 for this will be the first year that school and subgroup performance unit scores will be calculated using the ESSA school accountability indicators. If at least one subgroup in a school has a subgroup performance unit score lower than the state-determined threshold for underperformance in both Year 1 and Year 2, 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 schools in the same grade span. Thus, elementary, middle, and high schools could have different state-determined thresholds to identify underperforming subgroups.

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

1. Determine the threshold for underperformance for each grade span to identify consistently underperforming subgroups.
2. [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 below the state-determined threshold determined in Step 1. These schools will be notified that they may be identified for targeted support and improvement should their underperforming subgroup’s performance not exceed the state-determined threshold the following year.
3. [Year 2] Of the schools identified in Step 2 the previous school year, select the schools in which the previously identified underperforming subgroups continue to have a subgroup performance unit score below the state-determined threshold determined in Step 1. These schools will be identified for targeted support and improvement based on at least one consistently underperforming subgroup.

Based on its SY 2016-17 accountability results, Hawaii will develop a proposal for the threshold for underperformance and submit to stakeholders for discussion and feedback (Table A. 11).

Table A.11. Stakeholder discussion on consistently underperforming subgroups

Date	Audience	Objective	Method of Communication
September 2017	Complex Area Superintendents (CASs)	Present proposals for determining the threshold of underperformance for discussion.	Leadership Meeting

Date	Audience	Objective	Method of Communication
October 2017	Principals	Present proposals for determining the threshold of underperformance for discussion.	Virtual meetings (2)
November 2017	Complex Area Superintendents (CASs)	Present feedback on proposals for determining the threshold of underperformance for discussion; make recommendation.	Leadership Meeting
November 2017	Superintendent's Cabinet	Present feedback on proposals for determining the threshold of underperformance for discussion; decision-making.	Meeting

- 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 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 of 100 students participated in the assessments, 10 students would be added 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 of the 85 students were proficient, the academic achievement rate for this school would be 50/95 or 52.6 percent. The addition of the 10 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.11 outlines some of the school improvement activities at the state, complex area, and school levels.

Table A.11. HIDOE Tri-Level Structure of Support for School Improvement

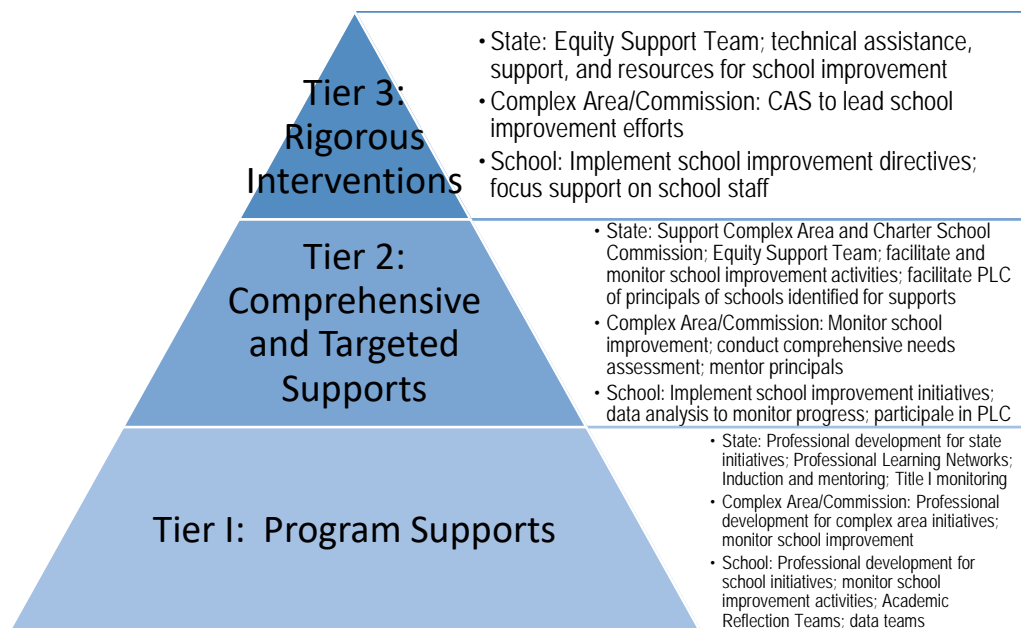
State	<ul style="list-style-type: none"> • The School Transformation Branch facilitates school improvement activities at the state level and monitors the complex area and school use of Title I funds and Title I compliance. • The Office of Curriculum, Instruction and Student Support will provide professional development activities to increase student learning. • The Office of Human Resources will support complex areas and schools in ensuring equitable access to excellent educators. • The Monitoring and Compliance Office will monitor for state Title I compliance.
Complex Area	<ul style="list-style-type: none"> • 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 • Complex and Charter Academic Officers, complex area resource teachers, and Title I Linkers facilitate and monitor school improvement activities at the complex area level. • 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.
School	<ul style="list-style-type: none"> • 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. • School Academic Reflection Team will monitor progress and school improvement activities at the school level. • School administrators will serve as the liaison between the school and the complex area to ensure school improvement needs are met.

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.

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. 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 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 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 significant improvement.

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 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.

- 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.

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. Thus, to exit in Fall 2020, the subgroups that led a school to be identified for additional targeted support in Fall 2017 must demonstrate significant improvement and must have a subgroup performance unit score higher than the threshold score that led to their identification.

Should a school identified for additional targeted support due to the low-performance of its subgroups improve these subgroups' subgroup performance unit score so that they are no longer considered low-performing, but another subgroup in that same school becomes low-performing, 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 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.12. 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 the 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 approach⁷ 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.

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

⁷ [“Community Schools: Transforming Struggling Schools into Thriving Schools”, February 2016.](#)

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.⁸

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.

Due to the low percentage of teachers identified as less than “effective,” as measured by HIDOE’s teacher performance evaluation (less than 1 percent of HIDOE teachers), HIDOE will focus primarily on addressing the disproportionate rates of out-of-field and inexperienced teachers in high-needs schools, schools with a large population of low-income and high-needs students. HIDOE, however, does recognize the disproportionality

⁸ 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.

in the distribution of the low percentage of ineffective teachers, and HIDOE's Office of Human Resources and HIDOE-Hawaii State Teachers Association Joint Committee on the Educator Effectiveness System 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.

The most likely causes for the disproportionality of teacher distribution of out-of-field, inexperienced or non-licensed/non-Hawaii content qualified teachers in high-needs schools are: the location of schools with higher rates of out-of-field and inexperienced teachers, the shortage of qualified teachers, and teacher turnover. Many schools with higher rates of economically disadvantaged and high-needs students are in communities farther from the economic hubs of the islands. The commute to these rural areas often deter teachers, many who live in the urban or suburban areas, from accepting positions at these schools or remaining at these schools for more than a few years. Teachers often opt to teach at schools closer to the area in which they reside when positions become available. The number of teachers who reside in these rural communities is currently far less than the number of positions that these schools need to fill.

The State's current teacher shortage also impacts the percentage of experienced, licensed and/or Hawaii content-qualified⁹ teachers available to teach in schools with higher rates of low-income and high-needs students. As teachers transfer from such schools to schools closer to the area in which they reside, these schools are left with more vacancies. Due to the limited number of applicants, these positions are often filled with beginning teachers, teachers who are not licensed or content-qualified in the assigned subject, or long-term substitute teachers. Factors contributing to this shortage include teachers who leave Hawaii for various reasons, Hawaii's high cost of living relative to teacher compensation, and a shortage of graduates from in-State teacher preparation programs.

A high teacher turnover rate also contributes to our teacher shortage. HIDOE's retention rate for teachers in the first five years of the profession has been 55 percent to 60 percent; thus, 40 percent to 45 percent of new teachers leave HIDOE within five years. Many of these teachers either felt they did not receive the supports necessary to meet the demands of teaching, opted for new employment elsewhere, or left Hawaii. While new teachers are leaving HIDOE, veteran teachers are retiring, opening positions in schools in urban and suburban areas with higher-performing students. Teachers at schools with higher rates of low-income and high-needs students opt to transfer to these schools, thus perpetuating the cycle of disproportionality in teacher distribution.

Hawaii is committed to supporting positive outcomes for all our students. We are also committed to transparency in reporting. Hawaii will make reports on the distribution of teachers statewide publicly available on the HIDOE teacher quality website (hqt.k12.hi.us).

⁹ Content-qualified refers to teachers demonstrating competence in the subject matter that they teach. For example, a secondary math teacher has evidence of math background as demonstrated through a degree, training or other means. HIDOE is proposing multiple ways for teachers to demonstrate subject matter competence. (This ESSA Title I requirement is similar to No Child Left Behind's "Highly Qualified Teacher" expectations.)

HIDOE is committed to equity of excellent educators and will report and track the progress HIDOE is making in ensuring all students have effective, qualified, and experienced teachers and decreasing the disproportionality in the distribution of ineffective, out-of-field, and inexperienced teachers to schools with higher enrollment of high-needs students, students who are economically disadvantaged, or Native Hawaiian or Pacific Islander students.

6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Ensuring all students are safe, healthy, and supported in school so that they can engage fully in high-quality educational opportunities is a priority for Hawaii [[HIDOE/BOE Strategic Plan](#), Goal 1, Objective 2]. Creating and sustaining safe, caring, and nurturing learning and teaching environments are foundational to achieving success for all students. HIDOE supports a broad comprehensive transactional approach in addressing the whole child through early intervention and prevention.

Addressing our students' physical, mental, and behavioral health through school programs and partnerships with families, community organizations, and government agencies support students' well-being. HIDOE utilizes a Comprehensive Student Support System to identify student needs and the supports necessary to address these needs. To complement the Comprehensive Student Support System, HIDOE will expand the use of programs such as the early warning system and Response to Intervention to ensure schools have the means to better identify and address their students' needs.

HIDOE provides counseling services, school-based behavioral health services, positive behavioral support programs, and peer mediation programs to address incidences in bullying and harassment as well as other student misconduct to reduce the need to remove students from the classroom and maintain student health and safety. HIDOE has also made a commitment to reduce bullying and cyberbullying through [statewide anti-bullying efforts](#). Moving forward, HIDOE will expand our efforts to reduce incidents of bullying, harassment, and other student misconduct such as fighting and disorderly conduct and will increase behavioral supports for students who need behavioral interventions to improve school conditions for student learning for all students through school climate and socioemotional learning initiatives.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

HIDOE has placed a high priority on supporting students through important transitions

throughout the pre-K to grade 12 educational continuum. Research has determined that successfully supporting students through each transitional milestone contributes to achieving their post-secondary and career goals. This implication directly impacts the work conducted at all levels within the HIDOE school system.

To guide the work, HIDOE has identified major transition outcomes within its strategic plan to outline and support the efforts made by each complex area and school in the state. The identified transitions outlined in the HIDOE/BOE Strategic Plan are to:

- Identify and address student strengths and challenges early so that students may transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future;
- Support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance their total well-being;
- Create innovative learning options to earn a high school diploma;
- Support students who are transitioning between grade levels or transferring to a new school; and
- Ensure that every high school graduate or completer has [a personal transition plan with] an identified next step after high school aligned with their future aspirations. [Goal 4]

Hawaii has made progress in promoting early learning to ensure students develop a readiness to learn at an early age. In SY 2014-15, Hawaii passed legislation to mandate kindergarten for children who will be at least 5 years of age on or before July 31 of the school year ([Hawaii Revised Statutes 302A-411](#)). The [Blueprint for Public Education](#) calls for the expansion and implementation of high quality early learning in SY 2017-18 and the addition of more public preschools (p. 18). Currently, 19 HIDOE schools offer pre-kindergarten programs on six islands. HIDOE also partners with community organizations, such as Head Start and Hawaii P-3, to promote early education statewide. HIDOE will continue working with the Governor's Executive Office of Early Learning to promote preschool education and to partner with other early childhood programs across the state.

Funded by the US Department of Education Preschool Development grant, six public charter schools currently have pre-kindergarten programs on three islands. Beginning in SY 2017-18, there will be pre-kindergarten programs in 18 public charter schools potentially serving 360 students. The public charter schools work with the Executive Office of Early Learning to provide early learning professional development and are developing shared outcomes for the Early Childhood Data Governance Council.

By utilizing braided funding to maximize federal, state, and other funding sources, Hawaii will strengthen and support a continuum of grade-level transition strategies. These integral strategies are evidence-based and align with best practices to assist students as they progress in through transitions among school levels allowing for innovative evidence-based strategies at the school level.

Hawaii recognizes that our schools and complexes across the state have diverse needs. HIDOE's complex area and school complex structure, which are geographically determined and community-based, allow for articulation and collaboration between the feeder elementary schools and the secondary schools to facilitate a smooth transition within and between schools. Using data to identify specific needs, Complex Area Superintendents and school principals research and identify transition focus areas and the strategies relevant to the student population of their schools in order to appropriately support student success. Some school complexes have implemented programs such as AVID and the International Baccalaureate programs to provide consistency in instructional strategies from elementary school through high school to facilitate a smoother transition from school to school within the complex. Middle schools have implemented teaming and advisory to provide students with a smaller learning community to ease the transition from elementary to middle school and to foster better student-teacher relationships so that students know they have an adult on campus that they can seek help and support from when needed. High schools have also implemented smaller learning communities to foster better student-teacher relationships and to ease the transition from middle to high school as well as from grade to grade within high school. Schools with a large population of students in a military family have established transition centers for all students entering the school to provide new students with a buddy to help them navigate through and transition to the school. The Office of Curriculum, Instruction and Student Support will support complex areas and schools by providing supports in understanding the data and identifying the strategies that would best address the specific needs of the schools.

To monitor the progress of our students, HIDOE schools have implemented the Response to Intervention (RTI) model, a comprehensive student support system, and the Early Warning System, which identifies students who are at risk of not being successful in school due to grades, attendance, or behavior. The Office of Curriculum, Instruction and Student Support will continue to provide training on the comprehensive student support system and the Early Warning System so schools have the means to identify the needs of their students and provide the supports necessary to ensure their students are successful throughout their education. Currently, of particular focus is supporting students in grade 9 to ensure they are on-track to graduate from high school on time. HIDOE Leadership and high schools have been reviewing the data, discussing the challenges, and researching evidence-based strategies to support 9th grade students.

To provide alternative education settings for secondary students who continue to struggle in the traditional schools, Hawaii is exploring alternative high school programs. HIDOE currently provides alternative education programs through its Storefront/High Core program, Olomana School, and two Community Schools for Adults. The Storefront program and Olomana School are alternative education settings aimed at reforming at-risk students. Storefront students graduate with a high school diploma from their home school; Olomana's students earn a high school diploma from Olomana. The Community Schools for Adults, which receive federal funding through the Workforce Innovation and Opportunity Act of 2014, provide a competency-based program and a high school equivalency preparation program and issue a community school diploma upon the

successful completion of these programs. HIDOE will expand our alternative education opportunities by creating innovative learning options for students to earn a high school diploma within our K-12 structure.

To promote a successful transition from high school to college or the workforce, HIDOE will provide schools with the means to promote college- and career-readiness. HIDOE will offer schools the supports they need to expand their Advanced Placement and dual credit offerings. HIDOE has partnered with the University of Hawaii Community Colleges to offer high school students with the opportunity to earn college credits through the Early College program. HIDOE will also support the high schools' career academies and pathways. Our Career Technical Education Program has established partnerships with numerous business and industry organizations to provide the educational experiences needed for students to develop the skills needed to be successful in the workplace and to allow for a successful transition from high school to the workforce.

HIDOE will continue our efforts to ensure an effective transition within Hawaii's public education system for all students by continuing to analyze student data and research potential strategies and interventions that will best support student success.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

Intentional planning to support students' transitions can make the critical difference for student success. A little more than 2,000 students in Hawaii (1%) are considered "migratory" because they change schools across Hawaii school complex boundaries or move from another state because of their parent/guardian's employment as a migratory agricultural worker or fishers. The Hawaii Migrant Education Program helps migratory students overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life to transition successfully throughout their educational experiences [HIDOE/BOE Strategic Plan, Goal 1, Objective 4]. The Hawaii Migrant Education Program prioritizes services to migratory students who are failing or at risk of failing to meet HIDOE's content and performance standards and whose education has been interrupted during the regular school year. The Hawaii Migrant Education Program is unique in that migratory students qualify for services by crossing school complex lines in addition to qualifying by moving to or from other states. Thus, most migratory movement occurs within the state rather than from outside the state.

In April 2013, a comprehensive needs assessment was conducted to review and improve the Hawaii Migrant Education Program. The Hawaii Migrant Education Comprehensive Needs Assessment revealed five evidence-based conclusions:

- There is a need to focus migrant services and resources in the areas of reading and math. This conclusion is evidenced by assessment results showing that migrant student proficiency in reading and math is substantially below that of all students in Hawaii.
- There is a need to focus services on helping migrant students attain the credits necessary to graduate from high school with their peers.
- There is a need to focus migrant services and resources on support for education access. Staff and parents note that due to poor economic conditions, frequent mobility, and cultural differences, students may not have the needed resources for school success.

- To a lesser extent than in reading, math, and graduation, school readiness needs exist for young migrant children in Hawaii.
- Beyond identified needs in reading, math, graduation, and school readiness, there is a need for migrant coordination and support in areas identified by migrant educators; migrant recruiters; and teachers, tutors, and administrators who work with migrant students who were surveyed. These include parent involvement strategies, information and instructional/content strategies for general classroom teachers working with migrant students; transportation to and from school when services are offered beyond the school day; health and wellness; and continuation of active recruitment.

These conclusions are addressed in the Hawaii Migrant Education Service Delivery Plan. Based on the Comprehensive Needs Assessment and the Service Delivery Plan, Hawaii's Migrant Education Program will focus on the following four areas of needs for migratory students: Reading/English Language Arts (ELA); Mathematics; School Readiness (Preschool); and Graduation from High School. Both the Comprehensive Needs Assessment and the Service Delivery Plan meet the guidelines set forth in Section 1306 [20 U.S.C. 6396] of the ESSA law. Table B.1 outlines the strategies HIDOE will deploy to address the four areas of need for migratory students.

Table B.1. Strategies to address the four areas of need for migratory students

Area of Need	Strategies
<p>1. ELA/literacy</p> <p>State data for SY 2015-16 shows that the proficiency rate in language arts of our Migrant Education students was substantially lower than the "All Students" group –27% compared to the state proficiency rate of 51%.</p>	<ol style="list-style-type: none"> 1. Provide supplemental English language arts/literacy support based on identified migratory student needs either during the school day or outside of the regular school day/year at least once per month. <ol style="list-style-type: none"> a. Elementary schools may use Migrant Education funds to provide tutorial help for the migratory student in language arts in either a pull-out program or in-class model of support. b. Secondary schools may use Migrant Education funds to provide tutorial help in language arts classes that the migratory student is struggling in. 2. Coordinate with Title I and other programs to monitor student progress, ensuring that intervention services are in place and differentiated instruction in reading is being delivered. <ol style="list-style-type: none"> a. Schools may utilize schoolwide programs such as the Response to Intervention program to identify and address migratory student needs and to monitor student progress. School-level Response to Intervention teams meet regularly to discuss the progress of students and a universal screener is administered regularly to monitor student progress in response to strategic interventions. b. Title III funds may be used to support the English language acquisition of migratory English learners. 3. Coordinate with schools on initiatives for parent involvement and networking through workshops, meetings, parent advisory

Area of Need	Strategies
	<p>councils, and other opportunities for parents to provide input on reading programs.</p> <p>4. Participate in interstate and intrastate coordination to ensure migratory students are receiving appropriate reading interventions.</p>
<p>2. Mathematics</p> <p>State data for SY 2015-16 shows that the proficiency rate for mathematics of our Migrant Education students was substantially lower than the “All Students” group – 19% compared to the state proficiency rate of 42%.</p>	<p>1. Provide supplemental mathematics support based on identified migratory student needs either during the school day or outside of the regular school day/year at least once per month.</p> <ul style="list-style-type: none"> a. Elementary schools may use Migrant Education funds to provide tutorial help for the migratory student in mathematics in either a pull-out program or in-class model of support. b. Secondary schools may use Migrant Education funds to provide tutorial help in mathematics classes that the migratory student is struggling in. <p>2. Coordinate with Title I and other programs to monitor student progress, ensuring that intervention services are in place and differentiated instruction in mathematic content is being delivered.</p> <ul style="list-style-type: none"> a. Schools may utilize schoolwide programs such as the Response to Intervention program to identify and address migratory student needs and to monitor student progress. School-level Response to Intervention teams meet regularly to discuss the progress of students and a universal screener is administered regularly to monitor student progress in response to strategic interventions. <p>3. Coordinate with schools on initiatives for parent involvement and networking through workshops, meetings, parent advisory councils, and other opportunities for parents to provide input on mathematics programs.</p>
<p>3. School Readiness</p>	<p>1. Provide information about existing preschool programs to families with migratory children ages 3-5 and coordinate with existing programs to facilitate enrollment.</p> <p>2. Coordinate with existing preschool initiatives for parent involvement and networking through workshops, meetings, parent advisory councils, and other opportunities for parents to provide input on age-appropriate school readiness programs.</p>
<p>4. Graduation from High School</p>	<p>1. Provide support for supplemental credit accrual or recovery to migratory students with credit accrual needs during the regular year or summer/intersession.</p> <p>2. Assist secondary migratory students to develop educational personal transition plans (PTP) or graduation/career plans that are appropriate to their needs and goals at least annually.</p> <p>3. Provide tutorial support in core content areas using evidence-based practices to help migratory students pass required classes and gain credits toward graduation.</p>

The Migrant Education funds are designed to enable complex areas and schools the ability

to provide migratory students the opportunities to acquire the knowledge and skills included in the challenging state content and performance standards developed for all children to ensure these students are able to demonstrate that they are on a path towards success in college, career, and citizenship. The Migrant Education Program is responsible for helping migratory students meet achievement targets in ELA and mathematics on the annual statewide assessments, which is a critical part of the school accountability system, measuring the assurance that migratory students graduate from high school. Assessment scores provide data to help schools and complex areas monitor student progress and to identify the resources and support schools and complex areas need to support students who are struggling. Once the needs of migratory students are identified, students benefit from a comprehensive continuum of services through regular school programs as well as through extended learning opportunities. With additional funds to address the unique learner needs of the migratory population, schools and complex areas can customize services to meet program objectives. Performance goals and expectations in language arts and mathematics are targeted for improvement.

HIDOE will also differentiate instruction to meet the academic needs of our migratory students. Funded migrant schools at the elementary level use a state-supported curriculum that has differentiated instruction built into each lesson. Differentiated instruction is also addressed by schools with a high English learner population through their English Language Learner Program staff and the Guided Language Acquisition Design (GLAD) training, which some of our Migrant Education Program tutors received at their school. Other academic supports for our migratory students include online reading and math programs, such as iReady, Imagine Learning, and Kid Biz, utilized by our schools. Secondary credit recovery programs are available for high school students who lack credits to graduate on time. By differentiating instruction and providing our migratory students with various learning activities, HIDOE aims to increase student engagement and empowerment [HIDOE/BOE Strategic Plan, Goal 1, Objective 1].

To address concerns regarding school readiness, Hawaii will be looking to expand preschool opportunities for all students. With a limited number of preschools in our rural communities, migrant students do not always have the opportunity to get a head start on their formal education. Programs such as the HIDOE preschool program, the IDEA program, and Head Start offer preschool opportunities for the migrant education students in their communities. Some schools receiving migrant education funds have also partnered with private schools through their complex support in a home-based and school-based family literacy program which has a migrant criterion in their recruitment process. These family literacy programs offer migratory students the opportunity to better prepare themselves for success in school. Hawaii provides a variety of early learning opportunities to ensure our migratory students are able to transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future [HIDOE/BOE Strategic Plan, Goal 1, Objective 4].

Hawaii also provides learning opportunities for migratory children who have dropped out of school. HIDOE has two Community Schools for Adults with campuses and sites on four

islands offering programs for basic education, secondary education, and English language instruction education for English learners. Through the Community Schools for Adults, migratory children who have dropped out of school will be able to earn an HDOE Hawaii Adult Community School Diploma through a competency-based program or a high school equivalency test such as the GED. Classes are offered during the day and in the evening and offered in multiple communities to accommodate students with various schedules and transportation concerns.

To ensure we are appropriately addressing the needs of our migratory students, Hawaii has established measurable program objectives. Hawaii's measurable program objectives were developed through the Comprehensive Needs Assessment and Service Delivery Plan process. These measurable program objectives are evaluated annually by META Associates, an educational consulting and program evaluation firm, and the outcomes results are used for program improvement. HDOE's measurable program objectives focus on the four areas which schools can use their subgrant funds to address: (1) English Language Arts/Literacy, (2) Mathematics, (3) School Readiness, and (4) Graduation from High School. The measurable program objectives for each focus area are listed in Table B.2.

Table B.2. Measureable Program Objectives

Areas of Need		Measurable Program Objectives
1a	ELA/literacy	The ELA proficiency rate of migratory students enrolled in the Migrant Education Program for a minimum of two quarters will increase by at least 2% on a state-approved ELA assessment (SBA).
1b	ELA/literacy	An increasing percentage of EL migratory students will score proficient on a state-approved language acquisition assessment (ACCESS 2.0).
1c	ELA/literacy	76% of migratory parents surveyed will report that parent learning activities helped them support their children's reading proficiency.
2a	Mathematics	The math proficiency rate of migratory students enrolled in the Migrant Education Program for a minimum of two quarters will increase by at least 2% on a state-approved math assessment (SBA).
2b	Mathematics	73% of migratory parents/families surveyed will report an improved ability to assist their children in math.
3a	School Readiness	95% of Pre-K-aged migratory children who are assessed will show an increase in developmental/readiness on at least one subtest of a state approved assessment.
3b	School Readiness	There will be a 2% increase in migratory family involvement as measured by a family involvement survey.

Areas of Need		Measurable Program Objectives
4a	Graduation from High School	There will be a decrease of .01% in the statewide dropout rate for migratory students participating in the Migrant Education Program for at least 2 quarters.
4b	Graduation from High School	50% of migratory parents/families surveyed will report parent satisfaction with educational services to help their children graduate
4c	Graduation from High School	80% of high school migrant education staff surveyed will report that they received relevant resources to help them support migratory students in graduating.

In addition to educational supports and services, migratory students also receive assistance with the non-academic requirements of school in HIDOE's attempt to remove the barriers to education. Migratory students receive free school meals and transportation and may be provided with school uniforms and school supplies throughout the school year to ensure students' well-being is addressed. This will foster a sense of belonging and resiliency.

To further promote a sense of belonging, parent and community involvement are highly encouraged. At the state level, the State Migrant Education Parent Council meets on an annual basis to provide input into the status and direction of HIDOE's service delivery plan. At the school level, the School Community Council meets monthly and provides an opportunity to discuss progress on any applicable migrant education program. Included in the School Community Council membership are parent representatives, community members, and business representatives. In addition to the monthly School Community Council meetings, school-level migrant programs conduct annual parent nights along with other parent engagement activities. Throughout the school year, migrant programs, along with other federal- and state-funded programs, such as Title I, Part A; Title III; Title IV; and Parent Community Networking Center (PCNC), hold joint information sessions for all parents in the school community.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Interstate and intrastate collaboration is a Migrant Education Program requirement focused on data collection and the timely transfer and maintenance of migratory student records. This is accomplished through activities such as identifying and recruiting migratory students throughout the year, coordinating secondary credit recovery with counselors and educators in schools where Migrant Education Program students are enrolled, participating in Migrant Education Program consortium arrangements, and transferring educational data.

These activities are coordinated by HIDOE with school Migrant Education Programs playing a key role in the collection, transfer, and maintenance of data. Interstate and intrastate collaboration activities in which Hawaii Migrant Education Program staff participates include the following:

- Counseling students and parents on the importance of education and completing course credits toward graduation;
- Providing advanced notification to other states of migratory students and families who are moving to ensure that education and support services are in place when they arrive;
- Participating in the Migrant Education Program consortium focused on reading: Migrant Literacy CORE;
- Participating in the National Association of State Directors of Migrant Education (NASDME) and the Interstate Migrant Education Council (IMEC);
- Participating in the Migrant Student Information Exchange (MSIX) data transfer/training; and
- Participating in community council meetings and local and state government activities.

Hawaii participates in the Migrant Literacy CORE consortium along with twelve other states. The goal of the Migrant Literacy CORE is to help migratory students improve their reading proficiency to become successful students and lifelong learners. This consortium addresses the reading needs of migratory students through online student tutorials aligned with the Migrant Literacy NET reading lessons, screening assessments, and an online electronic student portfolio to document student learning and progress.

Hawaii also currently participates in the Interstate Migrant Education Council and the National Association of State Directors of Migrant Education, bringing a focus to the state's involvement on the national level.

Information on family eligibility is updated daily in MIS2000, which is the HIDOE Migrant Education Database. Every night, MIS2000 uploads the migrant data into the HIDOE Statewide Student Enrollment System that helps with intrastate transfer of records. This information is also shared with other HIDOE data systems, such as Infinite Campus, which is HIDOE's student information system, and the Longitudinal Data System, which houses data on student demographics, assessment, health, and course history. MIS2000 also transfers migratory student records to Migrant Student Information Exchange (MSIX), the national migrant database. This information-sharing provides schools with timely and user-friendly data to best support our migratory students.

3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

While there is considerable flexibility in using Migrant Education Program funds, these funds must be used to address the unmet needs of migratory children that result from these children's lifestyle to permit them to participate effectively in school. Priority for service is given to the eligible migratory school-aged children whose education has been disrupted during the regular school year and who are failing or at-risk of failing to meet state academic and performance standards. Priority 1 students are those students who fall into this category, who became eligible for the program within the last 12 months, and whose achievement level is below or approaching in ELA and/or mathematics. Priority 2 students are those students who fall into this category, who became eligible for the program within the last 2-3 years, and whose achievement level is below or approaching in ELA and/or mathematics. All other migratory students are serviced based upon their academic needs.

Priority for service is an ongoing determination throughout the school year as students are assessed quarterly on a universal assessment to determine their needs in the areas of ELA and/or mathematics. Schools input student data in the areas of Disruption of Education, ELA Assessment, and Math Assessment for eligible migratory students into an At-Risk Worksheet. Schools are able to use this worksheet throughout the school year to determine a student's priority for service status. The At-Risk Worksheet data is also used to determine funding for the school for the following school year. Priority 1 and Priority 2 students are given a higher weighted value in the funding formula to ensure appropriate services are provided.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Hawaii strives to ensure all students demonstrate they are on a path toward success in college, career, and citizenship regardless of where they receive their public education in the state [HIDOE/BOE Strategic Plan, Goal 1]. This includes incarcerated youth who are served by Title I, Part D programs in the Hawaii State Department of Public Safety (DPS) and the Hawaii State Department of Human Services' (DHS) Hawaii Youth Correctional Facility (HYCF). Last year, approximately 250 youth at these facilities, or 0.1 percent of Hawaii public school students, were served by Title I, Part D programs. The primary goal of these programs is ensuring incarcerated students are exposed to the same rigorous standards as other HIDOE students and providing them the opportunity to earn a high school diploma, set life goals, and transition to postsecondary or career options that meet each student's goal.

HIDOE's responsibility is to provide Title I, Part D funds for the programs supporting incarcerated youth in the DPS correctional facilities (Oahu Community Correctional Center, Halawa Correctional Facility, Hawaii Community Correctional Center, Maui Community Correctional Center, Kauai Community Correctional Center) and DHS's Hawaii Youth Correctional Facility. HIDOE administers services at the Olomana Youth Center and the juvenile detention facility and has Memoranda of Agreement with DPS and DHS to oversee the programs and services offered to educate students while they are incarcerated at State of Hawaii facilities. HIDOE provides technical assistance and monitors DPS and DHS to ensure that statutory and regulatory requirements are being met.

HIDOE, DPS, and DHS each designate staff to coordinate the successful transition of children and youth between incarceration and schooling or careers. Incarcerated students have access to teachers, counselors, social workers, medical staff, and mental health workers to ensure they are provided with the appropriate educational services. When students enter the correctional facilities, student information is gathered to determine educational programming. Records from the school in which the students last attended help to determine appropriate educational placement. The Hawaii Youth Correctional Facility and Olomana Youth Center, an HIDOE school, have a partnership that enables the continuation of educational services from HIDOE to the correctional facility without delay.

For transitions from incarceration back to schooling, the goal is for each student to earn their high school diploma or equivalent. This includes ensuring academic credits are transferred from Title I, Part D programs to the student's school, counseling on appropriate school options, assistance in enrolling in school, and case management. For students transitioning into careers, this entails ensuring each student has a GED or equivalent, vocational or career training, case management, and life skills.

To ensure services are being delivered to eligible children and youth, state agencies

receiving funds must:

- 1) Submit an annual count of eligible student to HIDOE in January of each year;
 - 2) Submit a program evaluation to HIDOE at least once every three years to determine the impact on participants in:
 - a. Maintaining and improving educational achievement;
 - b. Accruing school credits that meet state requirements for equivalency, promotion and graduation;
 - c. Completing secondary school or equivalency requirements and obtaining employment after leaving the correctional facility or institution for neglected or delinquent children; and
 - d. Post-secondary education and job-training programs; and
 - 3) Annually collect, analyze, disaggregate and report on needed data fields for the Consolidated State Performance Report and other required reports.
2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Hawaii's program objectives and outcomes that are used to assess the effectiveness of the Title I, Part D programs offered across the state are outlined in Table C.1.

Table C.1. Program Objectives and Outcomes

Program Objectives	Program Outcomes
Objective 1: Provision of rigorous academic program standards that all students in HIDOE schools are expected to meet	All programs offer students the same rigorous academic programs that all students in HIDOE schools are expected to meet.
Objective 2: Students will set education goals and actively participate in their educational program	<p>Students in the educational program will show improvement on measures such as attendance, participation, and educational performance that align with their educational goals.</p> <p>Students in the educational program will be challenged by college degree requirements for their career and community passions and to acquire the knowledge and skills to achieve their life goals.</p>

Program Objectives	Program Outcomes
Objective 3: Students will set vocational goals and actively participate in their transition services	Students in transition services will show improvement in attendance, participation, certification, training or apprenticeship, and performance that align with their career goals.

HIDOE Continuous Program Improvement

HIDOE recognizes the importance of regularly evaluating progress and continuously improving performance, which is a core value of Nā Hopena A‘o – Strengthening Sense of Excellence. To achieve this, state agencies receiving funds will collect needed Consolidated State Performance Report data and provide to HIDOE annually:

- Number of students who have earned a high school diploma,
- Number of students who have earned high school credits,
- Number of students who have earned a GED or equivalent,
- Number of students who were accepted or enrolled in post-secondary education,
- Number of students earning training or vocational certificates,
- Number of students who enrolled in job-training courses or programs, and
- Number of students receiving transition services that address further schooling, employment, or both.

HIDOE will administer a risk assessment to determine the level of monitoring, technical assistance, and professional development the agencies will receive from HIDOE. HIDOE will also conduct interviews and surveys with program administrators, staff, and other key stakeholders at least twice a year to further identify strengths, challenges, and opportunities for improvement.

The collected Consolidated State Performance Report data, risk assessment, interviews and surveys will identify strengths, challenges, and areas for improvement of the programs being offered through the use of Title I, Part D funds. In addition, the data collected and interviews conducted will allow HIDOE to work with the agencies on improving services delivered to students, ultimately improving our students’ opportunities for success.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Hawaii’s goal is to ensure all Hawaii public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success [[HIDOE/BOE Strategic Plan](#), Goal 2]. The key to transforming the quality of education in Hawaii is to ensure a high-quality teacher in every classroom and a great leader in every school, complex area and state office. HIDOE will use Title II, Part A funds to continue to provide a continuum of induction, professional development, and advancement opportunities to support educators from beginning teachers to school principals and state and complex area educational leaders. As stated in the [Blueprint for Public Education](#), “Teachers, principals, and school support staff are the heart of our instructional system. Our keiki [children] in Hawaii deserve the best school leaders and educators we can provide” (p. 19).

HIDOE will use Title II, Part A funds to support the HIDOE/BOE Strategic Plan by providing professional development opportunities “to develop and grow employees to support student success and continuous improvement” [[HIDOE/BOE Strategic Plan](#), Goal 2, Objective 1]. To ensure we are providing the appropriate professional development opportunities to meet the needs of our educators, HIDOE relies on our tri-level system of support (Table D.1). HIDOE provides activities to improve student achievement at the state, complex area, and school levels.

Table D.1. Tri-Level Supports for Educators

State	<ul style="list-style-type: none"> • The Office of Human Resources will provide for induction and mentoring, professional development, and teacher and school leader certification. • The Office of Curriculum, Instruction and Student Support will provide professional development activities for complex area and school educators. • The Office of Human Resources will support complex areas and schools in ensuring equitable access to excellent educators. • The Office of Human Resources will monitor the use of Title II funds. • The Monitoring and Compliance Office will monitor Title II compliance.
Complex Area	<ul style="list-style-type: none"> • Complex area staff and the Commission will identify complex-wide (or public charter schools) professional development needs. • Complex area staff will provide schools with professional development supports. • Complex area staff will provide guidance for new teacher mentors at the schools. • Complex area staff and the Commission will monitor the progress of schools to identify professional development needs.

School	<ul style="list-style-type: none"> • School Academic Reflection Team will identify schoolwide professional development needs. • School Academic Reflection Team will monitor progress and school improvement activities at the school level. • Data teams will analyze student outcomes data to determine success and challenges to identify professional development needs. • School administrators will serve as the liaison between the school and the complex area to ensure school improvement needs are met.
---------------	--

The Office of Human Resources uses Title II, Part A funds to ensure HIDOE employees have the training, support, and professional development they need to contribute effectively to student success. Through the Office of Human Resources, HIDOE facilitates induction and mentoring, state certification for teachers and school leaders, and teacher evaluation activities.

Induction and Mentoring

Approximately 20 percent of Hawaii's teachers are in their first three years in the profession, many of whom are placed in schools that are considered hard-to-fill. Of these beginning teachers, approximately 25 percent are starting their careers prior to earning a professional teaching license. For Hawaii to have a highly effective teacher for every student, a quality induction program that accelerates beginning teacher development must be in place. Rigorous induction and mentoring of new teachers has been shown to improve student achievement, advance teacher practice, and enhance new teacher retention in districts across the country.

In August 2011, HIDOE established the Hawaii Teacher Induction Center in partnership with the New Teacher Center during Race to the Top to implement a comprehensive and consistent statewide induction and mentoring program to support probationary teachers and reduce teacher turnover. The [New Teacher Center](#) is a national non-profit organization whose mission is to improve student learning by accelerating the effectiveness of new teachers, experienced teachers, and school leaders. The New Teacher Center uses a collaborative approach, combining partners' context-specific knowledge with the New Teacher Center's broad and deep understanding of research and best practices. The Hawaii Teacher Induction Center uses the New Teacher Center's proven teacher induction model and nationwide experience to advance new teacher practice, reduce teacher turnover, and close the student achievement gap in Hawaii.

In October 2011, the Hawaii Teacher Induction Center collaborated with complex areas, the New Teacher Center and other stakeholders and researched best induction practices to develop the Hawaii Teacher Induction Program Standards. These standards guide the development and implementation of high quality induction programs in Hawaii so that every beginning teacher has access to a comprehensive induction program.

Outlined in the Hawaii Teacher Induction Program Standards is Hawaii's vision of induction where every beginning teacher will participate in a comprehensive three-year

induction program. The program will engage beginning teachers in a system of support that includes working with a highly-skilled, trained instructional mentor to accelerate teacher effectiveness and student learning. The induction program will also improve the retention of quality teachers in the profession and strengthen teacher leadership. The broader vision of induction is the opportunity to do professional development in a way that supports teachers in an extended-learning, job-embedded environment. It is also a way to build collaborative learning communities for all educators and provide excellent teachers the opportunity to develop as educational leaders. Key program features include:

1. Participation in complex area and school orientations;
2. Information about Hawaii's cultures and norm;
3. Working with a trained instructional mentor 1-2 hours per week and developing a professional growth plan;
4. Mentors and beginning teachers in their first and second year engage in a variety of mentoring practices which include:
 - reflection of practice,
 - focused observations with feedback,
 - lesson-planning,
 - analysis of student work,
 - co-observing an effective teacher,
 - co-attending school or complex area professional development,
 - modeling of lessons,
 - differentiating instruction for all learners, and
 - creating a positive, inclusive and respectful environment; and
5. Professional development and professional learning communities for beginning teachers, mentors & coordinators.

Implementation of induction and mentoring programs for beginning teachers statewide, tri-level supports for induction and mentoring, and beginning teachers consistently receiving mentoring supports were established during the prior Strategic Plan with support from the 2010 Race to the Top award. Supported by a variety of funds including Title II, Part A, complex areas each have an induction and mentoring program which provides job-embedded supports and individual mentors for beginning teachers in their first two years as probationary teachers, in accordance with [Board Policy 204-1](#) (revised in 2012) and which states, "All probationary teachers shall participate in the Department's mentoring program, as guided by the Hawaii Teacher Induction Program Standards." The Hawaii State Teachers Association further validated this work of the Hawaii Teacher Induction Center by including language in the teacher contract stating that "Probationary teachers in their first and second year will be provided a dedicated teacher mentor in accordance with their complex area's induction and mentoring program and as required by Board Policy 5100

[since revised as Board Policy 204-1]."

Each Complex Area Superintendent is responsible for the evaluation, implementation, development and sustainability of their complex area induction program with the flexibility to do so in a way that meets both the induction program standards and the unique needs of the complex area schools. Complex areas use the standards to self-assess their programs and identify areas of strength and growth as well as to set program goals, plan, and allocate resources. Self-assessments are shared with the Hawaii Teacher Induction Center who supports complex areas in unpacking the standards and identifying and developing tools and strategies to address program goals and progress on a continuum of program development.

In addition to Title II, Part A funds, Hawaii Teacher Induction Center is supported by a variety of other funding sources including state and federal funds, grants and private donations. The Hawaii Teacher Induction Center works directly with complex areas, schools, principals, mentors and beginning teachers to help translate the vision of teacher induction into action via the following supports:

- High Quality Professional Development for Mentors, Beginning Teachers, Induction Program Coordinators and School Administrators informed by a triangulation of data sources which include stakeholder needs assessments, formal and informal surveys, and field observations
 - o New Teacher Center Professional Learning Series Mentor Training
 - o New Teacher Center Presenter's Academy to build capacity of mentor leaders to deliver mentor trainings
 - o Mentor and beginning teacher forums and professional learning communities
 - o Induction-aligned professional development for administrators
- Induction Leadership Coaching and Consultation
 - o Program evaluation, implementation, development and sustainability
- Stakeholder Communication and Advocacy
- Statewide Hawaii Teacher Induction Survey Administration, Reporting and Evaluation
- Induction Program Coordinator Networks
 - o Facilitated data analysis, program and budget planning
 - o Induction resource sharing
 - o Leadership development

The New Teacher Center's Professional Learning Series is a targeted professional development series designed to advance the skills, abilities, and knowledge of mentors and coaches with limited release time. The series is designed to ensure that experienced teachers, who are recruited to mentor beginning teachers, become effective teachers of

teachers.

The Professional Learning Series is made up of eight two-day sessions that advance mentoring practice in the following areas:

- Identifying and meeting beginning teachers' developmental needs;
- Guiding teachers to differentiate instruction based on assessed learning needs and rigorous student learning standards and outcomes;
- Focusing on equitable and responsive instruction;
- Creating a sustainable community of mentoring professionals with common language, frameworks, and approaches to instructional mentoring; and
- Applying select, research-based tools and protocols in NTC's Formative Assessment and Support system.

Complex areas and HIDOE schools invest in mentor and beginning teacher professional development by providing substitutes, stipends, and release time.

Data from the Hawaii Teacher Induction Survey illustrates the impact teacher induction has had since the implementation of the Hawaii Teacher Induction Program Standards (Table D.2).

Table D.2. Hawaii Teacher Induction Survey results

	SY 2011-12	SY 2013-14	SY 2015-16
Beginning teachers assigned a mentor	70%	100%	100%
Beginning teachers say their mentor helped them to be a more effective teacher	86%	85%	89%
Principals satisfaction with the induction program	85%	88%	90%
Beginning teachers say they plan to continue teaching in the Hawaii DOE	82%	85%	92%

Induction in Hawaii has had a positive impact on student learning, teacher efficacy, and school and department culture. An added value has been identifying and training excellent teachers to serve as instructional mentors on their campuses. This has brought about intentionality to growing the leadership pipeline and building a bench of teacher leaders in the HIDOE. The development of knowledge and skills that support mentor leadership allows these teacher leaders to advocate for equitable teaching and learning conditions.

HIDOE is committed to expanding induction and mentoring efforts to better support the many Special Education, English Language Learner program, and Kaiapuni teachers

through the development and implementation of principal, mentor and beginning teacher professional development including cultural induction, mentoring for social emotional learning, and equity. This will be done through ongoing collaboration across HIDOE offices and with stakeholders.

To prepare beginning teachers to work in areas with students of high-need, the Hawaii Teacher Induction Center will work with HIDOE state offices (i.e., the Office of Hawaiian Education, the Community Engagement Office, and the Office of Curriculum, Instruction and Student Support) to establish processes to collaboratively develop cultural induction professional development. The aim of the professional development is to raise cultural awareness, identify available resources and share culturally-responsive instructional strategies, interventions and inclusive practices to reach all students.

Advancement for Teachers, Principals, and Other School Leaders

HIDOE also encourages teachers to be teacher-leaders and serve as mentors, advocates, and change agents. Teacher-leaders may participate in the Teacher Leader Academy for job-embedded professional development, which includes organizational change and strategies to improve professional practice.

Increasing the academic achievement of all Hawaii's students is not possible without great leadership. HIDOE recognizes the importance of shared and effective leadership at all levels. Several partners support a continuum of leadership development, reflecting the shared leadership model promoted by HIDOE's Leadership Institute which is housed within the Office of Human Resources. The Leadership Institute, which was established in 2013, is committed to developing Leadership Competencies for leaders throughout all levels of the state's education system, reflecting the values of Nā Hopena A'o and ensuring that our leaders have high expectations, focus on equity, and display cultural understanding. Competencies include:

1. Achievement Focus,
2. Instructional (System Support*) and Learning Leadership,
3. Family and Community (Stakeholder*) Engagement,
4. Talent Development,
5. Reflection and Integrity,
6. Communication and Relationships,
7. Change Leadership, and
8. Resource Leadership.

*Competencies adjusted to meet State Office Leader needs.

The Leadership Institute was established to develop leadership capacity system-wide, preparing leaders to implement systemic change and transform schools to secure the futures of the children we serve. The Leadership Institute developed the Leadership Competencies

with input from all leadership role groups. The Competencies are used as the foundation for all of its programs and supports. The Leadership Institute offers a series of aligned leadership academies, networks, and certification for administrators which leverage existing structures to enable deep reflection and continuous learning for HIDOE leaders. Programs include the Hawaii Certification Institute for School Leaders, Hawaii Teacher Induction Center, the Teacher Leader Academy as well as the two-year New Principal Academy, the quarterly Secondary Principals Forum, Principal Collaborative Networks on Oahu and Maui, the newly formed Hawaii Innovative Leaders Network, and the recently created State Office Leadership Academy for state-level educational officers.

The Leadership Institute also provides support for Complex Area Superintendents and educational officers. Each Complex Area Superintendent has a coach and participates in the Academic Leadership Team, which focuses on best practices and strategies for success as education leaders.

The Leadership Institute leads the Academic Reflection Team, formerly known as the Academic Review Team. The Academic Reflection Team focuses on shared leadership at the school level and school leader improvement processes at the state, complex area, and school level. The Academic Reflection Team provides complex areas and schools with a means to analyze the effectiveness of the strategies implemented to increase student achievement and success in the schools through data analyses – both quantitative and qualitative – and focus on school leadership and improvement through reflection.

All of the programs and services under the Leadership Institute aim to develop and grow employees to support student success and continuous improvement [[HIDOE/BOE Strategic Plan](#), Goal 2, Objective 1]. The following guiding principles drive the work of the Leadership Institute:

- **Focused and Targeted** – Learning opportunities are designed to enable leaders to effectively implement strategies that have the greatest impact on student outcomes.
- **Relevant and Timely** – All programs directly support the success of students and staff by providing timely, role-relevant, and differentiated development that makes the work of leadership more effective, easy and enjoyable.
- **Proactive and Systemic** – The Leadership Institute proactively builds a system of leadership support and a capacity-building culture throughout HIDOE – in schools, complex areas, and state offices.
- **Active and Experiential** – Development activities reflect effective adult learning practices and are problem-based, job-embedded, and, wherever possible, integrated into the systems and facilities within which the work is done.
- **Coaching and Support Networks** – On-the-job coaching, professional learning communities, learning networks, and support systems are integrated into formal development programs and ongoing supports.
- **Continuous, Organization-Wide Learning** – All HIDOE employees are engaged in developing their leadership potential at every stage of their leadership career.

Professional Development

HIDOE has a tri-level approach to providing focused, ongoing and sustained professional development to support the professional growth, improvement, and advancement of teachers. Professional development activities related to curriculum and instruction are offered at the state, complex area, and school levels with the purpose ranging from the implementation of statewide initiatives to addressing school-specific needs. HIDOE provides ongoing professional development on the data teams process, formative instruction, comprehensive student support systems, and academic standards implementation to facilitate a system-wide effort in increasing student achievement and improving classroom and school practices in all schools.

The Office of Curriculum, Instruction and Student Support will use Title II, Part A funds to provide state-level support to complex areas and schools in their efforts to build educator capacity to improve the academic achievement of all students. Content experts at the Office of Curriculum, Instruction and Student Support will design, lead, and implement the relevant strategies and programs that focus on increasing equitable access to a rigorous well-rounded education. The Office of Curriculum, Instruction and Student Support provides professional development focused on the implementation of the standards, curriculum, instructional strategies, and tiered student supports. Content specialists are the subject matter experts in their area and will work with teachers in their discipline to address content-specific concerns and professional development needs and to share powerful instructional strategies that are evidence- and research-based.

The state support system provides the structure to build the capacity of complex areas to provide relevant services to schools. In the past, the Complex Area Support Team (CAST) was formed to create systems, structures and processes focused on preparing students for college, career and community. For the past four years, the CAST design was based on six priority areas that would be the focus of state, complex area and school improvement efforts. These priority areas, which have been systematized into school practices, included implementing:

- Hawaii Common Core State Standards in English Language Arts and Mathematics,
- Formative instructional practices and data teams to foster collaboration among teachers,
- Response-to-Intervention programs within our comprehensive student support system,
- Academic Review Teams to analyze data and systematize the Plan-Do-Check-Act (PDCA) process,
- A systemic induction and mentoring program for beginning teachers, and
- An Educator Effectiveness System focused on improving student learning.

The statewide focus on priority strategies provided common expectations and language about curriculum, instruction, student support and school improvement. Schools will continue to use practices from these priority strategies which are being systematized into school practices. Based on their needs, schools and complex areas can choose to further emphasize these strategies as priority activities or rely on the developed practices as a foundation for school improvement.

With the implementation of the updated HIDOE/BOE Strategic Plan, the redesigned Professional Learning Networks will support four areas of the HIDOE/BOE Strategic Plan. These networks will focus on:

1. Whole Child: Social-Emotional Learning,
2. Well-Rounded Curriculum: Evidence-Based Practices,
3. Transitions: 9th-Grade On-Track, and
4. Equity: Inclusive Practices.

Built upon the successful structure of the CAST, these networks will:

- Create a shared focus,
- Create better instructional supports for all students,
- Model better professional learning supports for educators, and
- Build the capacity within the state to address evolving initiatives.

The Professional Learning Networks will offer information, build capacity (internally as well as externally through the train-the-trainer strategy), and provide opportunity for educators in complex areas and schools to continuously improve their performance in their coordinated roles to facilitate staff and student success.

Schools and complexes have the flexibility to select the professional development opportunities that best meet their need. Complex Area Superintendents are responsible for supporting their principals and ensuring schools are taking the steps necessary to meet the needs of their students. Thus, Complex Area Superintendents monitor school data and regularly discuss with their principals the progress being made at their respective schools to identify the areas of need that could be addressed by the complex area support staff as well as to uncover best practices that could be shared complex-wide.

HIDOE will use funds to provide professional development for Kaiapuni teachers in the subject areas taught as well as for the development of the Hawaiian language and cultural perspective. Hawaii is unique in that its state law allows for the establishment of Hawaiian medium schools within the public school system. In Ka Papahana Kaiapuni, HIDOE's Hawaiian language immersion program, students are taught using the Hawaiian language and perspectives. One of the challenges of these schools in ensuring teachers are qualified and competent to teach is the fact that not only do teachers need to be knowledgeable in the subject area taught, but they also need to be fluent in the Hawaiian language. To encourage

individuals fluent in the Hawaiian language to teach, the Hawaii Teacher Standards Board and the Office of Hawaiian Education establish a Hawaiian Permit, a special permit issued to potential teachers fluent in the Hawaiian language to provide instruction in Ka Papahana Kaiapuni.

In addition to providing professional development and supports for teachers and school leaders to increase student achievement, HIDOE will use Title II, Part A funds to provide professional development and support for the Educational Assistants who assist teachers in the classroom. Educational assistants supplement classroom instruction by providing one-to-one and small group supports for students who need additional help and should receive the supports necessary for them to better assist teachers in elevating student learning.

At the state level, the Office of Human Resources monitors the use of Title II, Part A funds while the Monitoring and Compliance Office monitors our compliance with the statute.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at every school. Some schools and students are disproportionately affected by vacancies, which impacts HIDOE's ability to ensure equitable resources in education for all students across the state. Recognizing that there are teacher shortages, state offices, complex areas, and schools endeavor to ensure that the most vulnerable students are taught by a highly-qualified teacher [[HIDOE/BOE Strategic Plan](#), Goal 2, Objective 2].

HIDOE is considering using an optional reservation of up to 5 percent of Title I, Part A funds for Financial Incentives and Rewards for teachers serving in schools with the most struggling students or student subgroups (identified for ESSA's Comprehensive Support and Improvement or Targeted Support and Improvement). This program could provide opportunities to experiment with new teacher recruitment strategies such as loan forgiveness, grow-your-own strategies, housing allowances or offering teacher candidates with Bachelor's degrees the opportunity to substitute and gain experience in our more challenged, or high-needs, schools. Many financial incentives would require agreement from the teachers' union, but innovating to recruit teachers for hard-to-staff schools is a shared priority.

Hawaii's Equitable Access to Excellent Educators plan, which was submitted in November 2015, identifies the three most likely causes of the disproportionality of teacher distribution: the location of schools with higher rates of out-of-field and inexperienced teachers, the shortage of qualified teachers, and teacher turnover. HIDOE will use Title II, Part A funds to improve equitable access to effective teachers by addressing the causes of disproportionality. Activities will include increasing targeted recruitment and grow-your-own efforts within high-needs schools' communities, induction and mentoring, and

professional development. Table D.3 outlines the strategies HIDOE will use to address the causes of disproportionality.

Table D.3. Causes of Disproportionality

Likely Causes of Most Significant Differences in Rates	Strategies
Distant location of high-needs schools	<ul style="list-style-type: none"> ● Increase efforts to recruit teacher candidates who reside in the communities in which the high-needs schools are located ● Increase grow-your-own efforts to develop local students into teacher candidates through partnerships with local educator preparation programs, high school career pathway programs, and Hawaii Teachers Standards Board
Teacher shortage	<ul style="list-style-type: none"> ● Increase out-of-state recruitment efforts and included school principals in such efforts, giving priority to principals of high-needs schools ● Implement targeted efforts to recruit educators for specialized assignments and high-demand skills and abilities (e.g., special education, EL, mathematics, science)
High teacher turnover	<ul style="list-style-type: none"> ● Strengthen and expand the induction and mentoring program to improve supports for novice teachers and their mentors, especially in high-needs schools ● Provide support for all teachers to be qualified in their assigned content area ● Provide support for all teachers to address the diverse needs of their students (e.g., poverty, language development, special needs, homelessness)

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The HIDOE is committed to ensuring that we have a pipeline of high quality, effective teachers, principals, and educational leaders at all levels within our organization. To achieve this, under state law, we require teachers to be licensed to teach by the Hawaii Teachers Standards Board (HTSB) as a requirement for employment with HIDOE. Principals and other school leaders are required to meet HIDOE leadership certification requirements.

In addition to meeting minimum employment requirements to ensure equity and excellence for all students, who will be ready for career, college, and community, teachers once employed in the HIDOE must be either HTSB-licensed or state-certified in all subject areas they are assigned to teach.

Teacher Licensure

In 1995, the Hawaii State Legislature created the Hawaii Teacher Standards Board (HTSB), an entity independent from HIDOE, to set licensing standards for Hawaii public school

teachers. Teachers are required to meet these standards to become licensed in Hawaii and teachers must hold a valid teacher license issued by HTSB to be employed in a Hawaii public school. HTSB issues standard, provisional, and advanced licenses; Career and Technical Education special permits; emergency hire permits; and the new Hawaiian permit for potential teachers for Ka Papahana Kaiapuni, the Hawaiian language immersion program.

Relicensing rules require teachers to renew their license every five years. HIDOE teachers must receive an “Effective” or better performance rating on their teacher evaluation and must have verification of successful teaching experience in the last five years to be eligible for license renewal. Teachers must also have evidence to verify they have met the Hawaii Teacher Performance Standards, which describe what teachers should know and do to ensure student learning within the classroom and beyond.

Teacher Certification

HIDOE provides licensed teachers who are assigned to teach in subject areas outside of their Hawaii teacher license subject area with multiple pathways to demonstrate subject matter competence in other content areas by certifying those who meet the following criteria as qualified to teach the subject area:

1. Holds a valid Hawaii teaching license,
2. Is assigned within grade level of license or permit, **and**
3. Demonstrates subject matter competence through **one** of the following content-specific methods:
 - Passing scores on Praxis II or other content examination deemed equivalent,
 - College major or equivalent in the content area (30 credits),
 - National Board certification in the content area,
 - Completion of a HIDOE Subject Rubric (for teachers with an “Effective” or better performance rating on their teacher evaluation), or
 - NCLB Highly Qualified Teacher Certificate.

This approach offers teachers multiple ways to demonstrate subject matter competence. This is especially important for teachers in non-“core” subjects since ESSA extends demonstration of content-area preparation from core subjects to all subjects.

Teachers will be encouraged to seek a state certificate in multiple subjects. By offering educators the opportunity to be certified in additional subject areas, HIDOE better ensures students’ progress towards becoming ready for career, college, and community by having a teacher who is qualified and competent in the subject area they are assigned to teach.

Certification of School Leaders

Given the isolation of our state and our unique statewide education system, HIDOE has a long history of cultivating its own school leaders. HIDOE’s Professional Development and

Educational Research Institute (PDERI) is responsible for the school leadership pipeline to ensure each school is led by highly qualified and highly effective administrators.

Currently, PDERI administers the Hawaii Certification Institute for School Leaders program, certifying all school-level principals and vice principals. The program has expanded over the years and provides a unique blend of university course work, a yearlong residency in a vice principal position, mentoring by a sitting principal, and coaching by a program specialist. The program is generally two years long and delivered in two phases: Phase I focuses on leadership foundations and technical knowledge needed to be an effective vice principal and Phase II focuses on preparing candidates for principalship. During Phase I and II, vice principals participate in professional learning communities to discuss topics relevant to school leadership and to learn about best practices from veteran school administrators.

HIDOE has a strong culture of care and nurturing of its aspiring leaders. During the two-week intensive Summer Institute, experienced principals volunteer their time to teach and assess candidates. Throughout the school year, principals continue to teach and assess as they serve as mentors and coaches. They view this as an opportunity to give to an aspiring leader what they received when they were training.

4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Hawaii understands the importance of addressing the specific learning needs of our students to increase student achievement and ensure all students are on the path toward success in college, career, and citizenship. HIDOE has various mechanisms in place to identify students with specific learning needs. Data systems such as eCSSS (the electronic Comprehensive Student Support System) and the Longitudinal Data System provide data on students that identify the students who are at risk, either academically or behaviorally, of not being successful in school. The Early Warning System of eCSSS informs schools of the students who are at-risk based on statewide assessments (SBA, KAEO, and HSA), grades, attendance, and behavior. Schools also have processes, such as team meeting times and peer reviews, in place for teachers, counselors, and school administrators to discuss students who are struggling or excelling to determine if the students have needs that need to be addressed.

HIDOE has also established a comprehensive student support system to identify students with specific learning needs. Schools use a universal screener as an assessment tool to identify students who need academic support. The eCSSS system houses the universal screener data so schools can triangulate data and plan, deliver and monitor supports. Once schools have identified students with specific learning needs, teachers utilize the appropriate instructional practices to meet these learning needs. Schools have implemented programs such as Response to Intervention (RTI), AVID, special education, and the

English learner program to provide the academic support students need to successfully meet Hawaii's academic standards. The intent is to enhance existing structures and programs and deepen teachers' understanding of the needs of the students identified as needing additional supports.

The Office of Curriculum, Instruction and Student Support provides state-level support to complex areas and schools in their efforts to build educator capacity to improve the academic achievement of all students. The content and program specialists (such as the specialists with Special Education, the English Learner Program, or the gifted and talented program) will offer opportunities to increase the knowledge and skills of complex area and school staff members in identifying students with specific learning needs and providing appropriate instruction based on the needs of such students. These specialists will design, lead, and implement the relevant strategies and programs that focus on increasing equitable access to a rigorous well-rounded education. For example, English language arts, mathematics and science specialists have collaborated with our English Learner and Special Education staff to sponsor content-specific professional development opportunities focused on the needs of the subgroup learners. HIDOE will utilize evidence-based strategies on effective processes that address the diverse needs of the subgroups, such as the Standards Implementation Process Model, data teams, differentiated instruction, and universal learning design.

The Office of Curriculum, Instruction and Student Support provides professional development focused on the implementation of the standards, curriculum, instructional strategies, and tiered supports for all students to ensure our educators are able to support student success and continuous improvement.

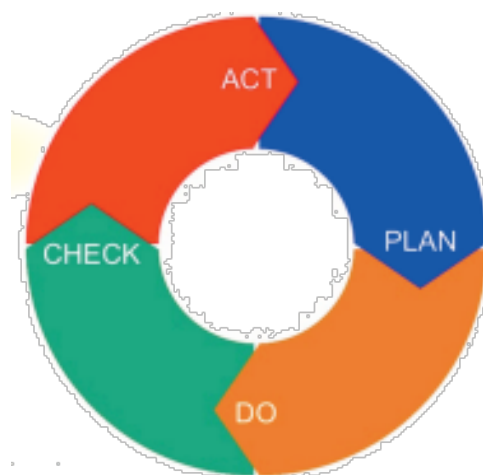
5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Hawaii strives to ensure our schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success [[HIDOE/BOE Strategic Plan](#), Goal 2]. HIDOE has implemented the use of data teams and the Academic Reflection Team (formerly Academic Review Team) at all three levels of our public education system – school, complex, and state – to facilitate data-driven decision-making processes and to monitor the implementation of state and complex area initiatives. HIDOE will continue to utilize the Plan-Do-Check-Act framework, which has been consistently reinforced and utilized in the Academic Review Team process and the Data Teams cycle, integral parts of HIDOE's efforts to increase data-driven decision-making system-wide.

This Plan-Do-Check-Act model embodies the federal model of implementation and has been a working model for the implementation in previous efforts through Race to the Top and the ESEA Flexibility Waiver (Figure D.1). With further emphasis on data to inform and identify needs and the added implementation of evidence-based intervention strategies

in all areas, schools, complexes and HIDOE state offices are provided with the flexibility to innovate and create a system designed to meet their specific needs. Performance monitoring to examine and reflect upon the effectiveness of interventions is critical to determine whether work is continued or modified. An important component of this monitoring has been the emphasis on “Bright Spots” to help schools and complexes learn and share what has worked in light of a response to a particular need. In *Switch*, Chip and Dan Heath state, “These flashes of success- these bright spots- can illuminate the road map for action and spark the hope that change is possible.” This sharing has been critical in community-building and firmly establishing the Plan-Do-Check-Act process.

Figure D.1. Plan-Do-Check-Act Model



At the state level, HIDOE’s Professional Learning Networks allow the Office of Curriculum, Instruction and Student Support and the Office of Human Resources to obtain feedback on the state initiatives implemented and professional development conducted throughout the year. The Professional Learning Networks meet monthly to discuss progress made with the implementation of state initiatives and to analyze state and complex area data to determine the effectiveness of the initiatives implemented. The complex area educational officers who participate in the Professional Learning Networks serve as the liaison between the schools and the state and bring to the state’s attention the types of professional development that are needed at their schools to ensure staff success.

The complex areas meet with school administrators regularly as a complex Academic Reflection Team to discuss the implementation of state and complex area initiatives and analyze student outcome data at the school level. Schools share with complex area leadership their successes and challenges so that complex area leadership can determine what types of professional development are needed to increase student achievement and to support the successful implementation of the state and complex area initiatives.

Schools also have Academic Reflection Teams that meet to discuss implementation of state and complex area initiatives and the outcomes of the implementation. Schools utilize data teams of teachers to analyze student outcomes to measure the success of the programs

being implemented and to identify their professional development needs.

By examining the data and reflecting on the outcomes at all three levels of our education system, HIDOE is able to make better decisions on what professional development needs to be provided and what initiatives would better ensure staff and student success.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Hawaii believes all students deserve teachers who are effective, empathetic, and innovative. Thus, HIDOE is committed to ensuring that all students have a teacher who is qualified and competent in the subject area they are assigned to teach. HIDOE will continue to work with local educator preparation programs through its participation in the Teacher Education Coordinating Committee, consisting of representatives from HIDOE, the Hawaii Teacher Standards Board, Hawaii P-20 Partnerships for Education, and state-approved teacher education programs as well as through the [Affiliation Agreements](#), which allows teacher preparation programs to place teacher candidates in HIDOE schools for classroom observations and student teaching, to increase the pool of qualified teacher candidates.

Hawaii will also continue to build upon and strengthen the supports offered to teachers and school leaders. HIDOE will increase professional development activities and expand the activities to include all teachers, not just the program teachers, to better support educators who work with our special populations of students, such as our English learners, children with disability, and economically disadvantaged students. HIDOE will also increase training on mentoring and coaching to build capacity at the school level so more mentors and coaches will be available for our teachers and school administrators.

The offices within HIDOE will collaborate more closely to align our supports for our educators so that the supports are provided in a more efficient and effective manner. For example, the Office of Curriculum, Instruction and Student Supports would work with the Office of Hawaiian Education to provide Kaiapuni teachers with professional development on subject content and the Office of Hawaiian Education could provide professional development on how to contextualize the content to make it more relevant to our students to increase student engagement. By working as a comprehensive system with partners who are invested in our public education system, Hawaii will be able to increase efficiency and transparency of instructional supports to promote student learning [[HIDOE/BOE Strategic Plan](#), Goal 3, Objective 3].

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

To ensure all students are on the path toward success in college, career, and citizenship, students must be given the means to transition successfully throughout their educational experiences [[HIDOE/BOE Strategic Plan](#), Goal 1]. Hawaii is a multicultural state where no one ethnic group is a majority. In SY 2016-17, 12,924 (7%) of HIDOE students were identified as English learners, with the five most common languages spoken being Ilocano, Chuukese, Tagalog, Marshallese, and Spanish. Hawaii views the students' home languages and cultures as assets, as affirmed by its multilingual education policy.

The Multilingualism for Equitable Education policy ([Board Policy 105-14](#)) aims to create learning environments that draw on the linguistic and cultural assets of our students by providing diverse language programming, effective teachers, and outreach supports for families. Research shows when English learners' languages and cultures are included in a meaningful and equitable education, they are better able to learn academic content and acquire the language of instruction, be it English or Hawaiian. On May 2, 2017, the HIDOE updated the Board of Education with a multilingualism implementation plan, which laid out a three-year process with specific actions to better support multilingual and English learners by expanding diverse language program options based on research.

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Hawaii's English Language Learner (ELL) Program provides the supports necessary to ensure English learners have access to educational opportunities to achieve English language proficiency and meet the challenging state academic content and performance standards all students are expected to meet. The ELL program supports students from identification as an English learner to monitoring after the English learner has achieved English language proficiency and exited the program.

As a unitary SEA and LEA, Hawaii has a long-standing practice of uniform statewide entrance and exit procedures. When students enter Hawaii's schools and the home, first, or most used language listed on their HIDOE enrollment form is not English, the school assesses the students' English language proficiency. HIDOE requires that all potential English learners be screened using the *WIDA Screener* (grades 1-12) or the *WIDA-ACCESS Placement Test* (kindergarten) to determine placement in the ELL program within 30 days of enrollment or request for assessment. If a potential English learner scores below a minimum Overall Proficiency Level score of 5.0, which HIDOE has set as the criteria for exiting the ELL program, the student must be provided ELL program services. Only the overall WIDA Screener English language proficiency score of less than 5.0 is used to determine eligibility.

To further assess a potential English learner's low performance on the screener, a bilingual school-home assistant or other trained staff fluent in the students' home language interviews the potential English learner in the home language. Students who are unable to demonstrate basic skills in their home language and in English are sometimes referred for special education screening.

Based on these assessment results, students may be identified for support in the ELL program. The ELL program is designed for students to achieve English proficiency – sufficient to exit the ELL program – within a target of five years or less based on their initial assessment of English proficiency. Students' progress in acquiring English proficiency and in making academic progress are also formatively assessed by classroom teachers and annually through statewide assessments (e.g., SBA) that determine progress and identify students' needs.

To exit the ELL program, an English learner must score a minimum Overall Proficiency Level score of 5.0 on the WIDA ACCESS 2.0 assessment, which is administered annually to all ELL students from kindergarten through grade 12. HIDOE has increased the minimum Overall Proficiency Level score from 4.8 to 5.0 beginning School Year 2017-18 due to concerns regarding students being exited before they are truly able to succeed in the academic setting without program supports. To ensure English learners are able to transition throughout their educational experience successfully, we need to be sure our students no longer need program supports when they exit our ELL program. The decision to increase the minimum Overall Proficiency Level score has been discussed with the WIDA Consortium Research Department and state-level, complex area-level, and school-level ELL service providers.

The HIDOE's ELL program exit criteria do not include performance on the annual statewide assessments for language arts and mathematics. However, HIDOE did compare English learner data from the Smarter Balanced Assessments for mathematics and language arts with ACCESS 2.0 results to determine the zone of appropriate English language skill needed as measured by ACCESS 2.0 to be proficient on statewide content assessments. This supported the decision to increase the exit criteria to 5.0, which takes the needs of high school students – who need more depth and breadth of academic language – into special consideration. HIDOE does not include any data in addition to the ACCESS 2.0 results as part of the ELL program exit criteria.

The HIDOE entrance and exit criteria are consistent with federal civil rights obligations.

Schools monitor students' progress for two years after the students have exited the ELL program to ensure students are successful in the classroom.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency

- ii. assessments under ESEA section 1111(b)(2)(G); and
The challenging State academic standards.

Hawaii's English Language Learner (ELL) program goals are to ensure students with limited English proficiency have access to educational opportunities to attain English language proficiency, develop high levels of academic attainment in English, and meet the challenging academic content and achievement standards all students are expected to meet. Services to English learners include instructional services consisting of English as a Second Language instruction and acculturation activities. The program supports HIDOE's mission to provide standards-based education through supplementary instructional and acculturation activities.

Addressing State Academic Standards Using WIDA Standards

The WIDA English Language Development Standards were adopted by HIDOE and approved by the BOE on May 21, 2009. The WIDA English Language Development Standards are aligned with the Hawaii Common Core Standards, Hawaii Content and Performance Standards, and Next Generation Science Standards; help to guide English language development and instruction for English learners; and present a framework for addressing the needs of English learners with a particular focus on the language of the content areas. The WIDA English Language Development Standards also serve as the basis for the summative annual English language proficiency assessment, the *ACCESS for ELLs 2.0*, to determine whether a student is making progress towards or has achieved English language proficiency.

HIDOE ELL Program Strategies to Address Academic Standards

ELL program strategies range from providing or securing English language development training, onsite observations, and needs assessments based on complex area staff and participant feedback. Strategies also include the following:

1. Provide online English language development professional development webinars for educators with a focus on the English Language Development Standards and how to integrate language and content instruction. The following Series of Webinars have been created:
 - Introduction to English Language Development Standards
 - Academic Language Series: Language Arts
 - Academic Language Series: Math
 - Academic Language Series: Science
 - Academic Language Series: Social Studies
 - Academic Language Series: Social and Instructional

2. Expand and integrate professional development options via content areas to include English language acquisition strategies to better address the academic language development needs of students across programs (e.g., English Language Arts, Mathematics, Social Studies, Science).
 - In collaboration with the ELL Program, content specialists are reframing and integrating content area professional development for educators tailored to address the needs of English learners.
 - The ELL Program continues to emphasize a team approach to its training sessions to allow for the ELL Program staff to learn, plan and articulate about how to best address English learners' needs.
3. Collaborate with Institutes of Higher Education to facilitate development of professional development pathways to ELL licensure using teaching standards such as Teaching English to Speakers of Other Languages (TESOL), National Council for Accreditation of Teacher Education (NCATE), and Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards as a guide to support ELL professional development options for in-service and pre-service teachers. As a byproduct, this articulation will help ensure there is greater alignment in what is taught to pre-service teachers and help ensure teachers are better prepared to meet the needs of Hawaii's diverse English learner population.

Hawaii will provide supports and services to assist the complex areas and schools in ensuring all English learners meet the ELL program goals and HIDOE/BOE Strategic Plan targets. The following steps outline HIDOE's plans to assist complex areas and schools.

1. **Conduct Ongoing Needs Assessment:** The state identifies English learner needs based on school outcomes over time (outcomes and growth over time on English language progress and proficiency as well as content assessment proficiency rates, graduation rates, and retention rates). This is done through desktop monitoring and onsite visits in collaboration with the complex area. HIDOE has also been developing online data capacity to monitor school results.
2. **Provide Support to Complex Areas and Schools:** Based on identified needs, the ELL state program staff collaborates with the complex areas to provide:
 - a. Guidance around federal and legal requirements of the ELL Program to address core English Learner needs;

- b. Technical assistance with regard to implementation of federal guidance, both Core English Learner Program and Title III Language Instruction Education Programs that enhance and enrich the Core English Learner Programs; and
- c. Title III funding to support the following activities:
 - i. Language Instruction Education Programs that supplement the Core English Learner Program;
 - ii. Professional development to support teachers, both ELL and content teachers, around English Language Development;
 - iii. Parent Engagement Activities;
 - iv. Extended Learning Opportunities for students beyond the school day (e.g., after school, during the intersession, and during the summer);
 - v. English Language Development software to support students in ELOs and enrich the core English Learner Programs; and
 - vi. Build teacher leader and administrator capacity, which includes complex area ELL staff and school-level ELL coordinators.
- 3. **Evaluate Supports Provided:** Conduct evaluations focused on ELL supports which include complex area staff, school administrator, and teacher feedback; student academic performance; and English Language Proficiency data and growth. Qualitative and quantitative data will be reviewed, as appropriate, at the state, complex area, and school level.
- 4. **Adjust, Change, or Improve Programs:** If any of the supports provided by the state are not helping, adjustments will be made to more appropriately support the complex areas and schools in need. HIDOE also works in partnership with various entities to build capacity at every level – state, complex area, and school – to ensure program success. Examples include collaboration and partnerships with Institutes of Higher Education and Pacific Resources for Education and Learning and consultation with the WIDA Consortium to identify more effective strategies to facilitate staff and student success.

HIDOE's ELL program administrators and resource teachers at the state level will ensure ELL program administrators and resource teachers at the complex area level and ELL coordinators and teachers at the school level have the training, support, and professional

development necessary to contribute to the success of our English learners [[HIDOE/BOE Strategic Plan](#), Goal 2].

3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
 - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The state ELL program staff in the Office of Curriculum, Instruction and Student Support meets monthly with Title III Administrative Sub-Units (complex areas) and also interacts with the complex area ELL staff throughout each month, in addition to the monthly meetings, to monitor the progress of school ELL programs. Through these monthly interactions, the state ELL program is able to obtain formative data on how complex areas and schools are performing.

HIDOE also conducts desk monitoring through the electronic submission of monitoring documents and fiscal expenditures to manage the complex area and school use of Title III, Part A funds and monitor the progress schools are making towards increasing the percentage of students on track to English language proficiency. HIDOE is also considering the creation of teams from across complex areas to pair with the state ELL staff to learn from and with each other, targeting not only struggling schools, but also schools who have positive English learner data and trends to serve as success models.

The state ELL program staff further monitors schools' English language proficiency rates, annual statewide assessment proficiency rates, and other student data including, but not limited to, student grades, retention rates, graduation rates, and chronic absenteeism rates. HIDOE has built the infrastructure to provide training for schools to access and be able to review student data in the aggregate form as well as down to student level. HIDOE will continue to expand the functionality of our electronic database systems, such as our Longitudinal Data System and electronic Comprehensive Student Support System, to better capture and use data at every level and make student data available online and in a timely manner to complex areas and schools. The accessibility to data will help complex areas and schools make more effective programmatic decisions to better support their English learners.

To assist complex areas and schools who are struggling to meet the state ELL goals, state ELL program staff provides system-wide support based on federal guidance, legislation, and judicial precedence. State ELL program staff and complex area ELL staff work collaboratively to identify and

provide needed technical assistance and strategy modification to these schools. Supports range from securing training, onsite observations, and needs assessments for the complex area, school, and classroom. Currently, supports are tailored and based on expressed complex area- and/or state-identified needs with the state ELL program providing system-wide guidance on what elements must be included in their ELL and Title III Programs.

The state ELL program will continue to provide technical assistance and multiple supports to complex areas through the roll-out of English Language Proficiency Standards. Technical assistance and supports include the following:

- Collaboration with core content specialists and other federal programs within the Office of Curriculum, Instruction and Student Supports to ensure English learner needs are being addressed in all courses as well as in other programs, such as special education, as applicable;
- Online programs such as Imagine Learning English, which supplements classroom learning through an online literacy curriculum designed to enrich language acquisition, and the e-Learning Series, developed by HIDOE and WIDA, which builds awareness of the needs of English learners;
- Professional development activities in collaboration with WIDA, such as webinars on standards implementation and instructional strategies and in-person professional learning community activities;
- Supports from the state ELL staff and external partners, such as the University of Hawaii and Hawaii P-20, who have collaborated with HIDOE for the Asian American and Pacific Islander data disaggregation grant, which Hawaii has used to focus on providing ELL educators at the state, complex area, and school levels with actionable information to better understand and close achievement and opportunity gaps between English learners and non-English learners; and
- Targeted support for English learners at the secondary school level through a collaboration with the Pacific Regional Comprehensive Center.

ELL staff at the state level will work collaboratively with the complex areas and schools to ensure the needs of our English learners are met so they may fully engage in high-quality educational opportunities available to them. Thus, the ELL staff at the state level will need to ensure that the ELL staff at the complex area and school levels has the means to support student success and continuous improvement. To further ensure student success, the Office of Curriculum, Instruction and Student Support's ELL program will prioritize professional development for all educators and school and complex area administrators to increase the knowledge, understanding, and ability to

use inclusive practices and multi-tiered supports with our English learners, who would benefit from the use of diverse instructional methods.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

As a unitary SEA/LEA, Hawaii plans to transfer Title IV, Part A, Subpart 1 funds to Title II, Part A to further advance Title II initiatives aimed at promoting a “high-performing culture where employees have the training, support, and professional development to contribute effectively to student success” [[HIDOE/BOE Strategic Plan](#), Goal 2]. The purpose of Title IV, Part A, Subpart 1 is to improve our students’ academic achievement by increasing the capacity of the state, schools, and local communities to –

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

To increase the capacity of the state, complex areas, and our schools to meet these objectives, Hawaii will need to provide professional development focused on curriculum and instruction, managing student behavior, and the use of technology in the classroom as well as provide targeted support through induction, mentoring, and facilitated professional learning communities. We recognize that teachers, school administrators, and school support staff “are the heart of our instructional system” and we must ensure they are provided with the tools they need to be successful in order to best support our students’ needs and facilitate student success ([Blueprint for Public Education](#), pg. 19).

Hawaii will use Title II, Part A funds to support the HIDOE/BOE Strategic Plan’s goal of seeing all students demonstrate they are on a path toward success in college, career, and citizenship [Goal 1]. Hawaii’s Student Success goal, or Goal 1 of the HIDOE/BOE Strategic Plan, includes four objectives:

1. All students are empowered in their learning to set and achieve their aspirations for the future.
2. All students are safe, healthy, and supported in schools, so that they can engage fully in high-quality educational opportunities.
3. All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.
4. All students transition successfully throughout their educational experiences.

These objectives are closely aligned to the purpose of the Student Support and Academic Enrichment Grants. Hawaii knows that to increase academic achievement, we must meet the needs of the “whole child” so that our students are “empowered” to succeed in the classroom and show that they are “prepared” to successfully advance in their educational journey and “resilient” enough to overcome the challenges they face along the way.

Stakeholder input was gathered at convenings of teacher leaders and community partners, as well as from state, complex, and school administrators and staff, parents, and community members via a public comment survey. Community input confirms prioritizing school conditions for safe and nurturing learning environments. Stakeholder input also confirms an emphasis on well-rounded education across all content areas, including the arts, health education, physical education, world languages, and career and technical education. While technology use and student transitions continue to be important objectives, public input indicates that these priorities continue to be appropriately addressed.

As a unitary SEA/LEA, Hawaii is responsible for utilizing federal funds to improve student academic achievement across the state. In reviewing HIDOE's data, half of our students are proficient in language arts and less than half are proficient in mathematics. Our data also show a substantial gap between our "all students" group and our children with disabilities, English learner, economically disadvantaged student, Pacific Islander, and Native Hawaiian subgroups in proficiency as well as in graduation rates. HIDOE will use Title II, Part A funds to help close the achievement gaps while increasing academic achievement overall.

Access to a Well-Rounded Education

Hawaii strives to provide access to a well-rounded, standards-based education for all students to promote academic achievement and close the achievement gap. There has been a concerted effort to support and model interdisciplinary approaches – integrating English language arts, fine arts, math, science, and social studies – through professional development offered at the state, complex area, and school levels. For the past four years, the state has also partnered with independent schools to offer teachers and curriculum coordinators a two-week institute for thematic instruction that crosses multiple disciplines and capitalizes on students' curiosity and interests. The Arts Integration efforts have also included posters series that were co-developed by HIDOE, the Museum of Arts, and a local private school. A poster entitled "View of Honolulu from Punchbowl" integrates skills and content from English language arts (analysis and comparison of similar themes), fine arts (visualization), science (landscape change over time), and social studies (political and economic influences on a public space). These professional development sessions and partnerships provide strategies and resources to integrate multiple content areas, expanding the emphasis on English language arts and math.

In addition, the Office of Curriculum, Instruction and Student Support has facilitated teacher work groups for English language arts, mathematics, fine arts, health, physical education, science, Science Technology Engineering Math (STEM), and social studies. These work sessions resulted in the creation of standards-aligned curricular and instructional materials. As an example, the social studies work group created Inquiry Design Model units aligned to the College, Career, and Civic Life (C3) Framework for Social Studies and practiced building collaborative civic spaces using the philosophy for children Hawaii (p4cHI) strategy. State program specialists have provided leadership in meeting the needs of our special education students, English learners, and other student subgroups through teaming with English language arts and science specialists. These

partnerships focus on evidence-based strategies that address the academic and language development needs of these students with the goal of ensuring equity and excellence for all students.

Moving forward, integration will continue to be one approach to ensure that a well-rounded education is accessible to all students. In promoting and supporting integrated approaches, the state, complex areas, and schools will ensure that teaching and learning is standards-based and rigorous to promote academic achievement. Leadership at each level will use stakeholder input and data to determine the priority for and appropriateness of integration of different subject areas in professional development and curriculum. Funds will be used to continue and expand on these efforts.

In addition to designing and implementing interdisciplinary units of learning, Title II, Part A funds will also be used to ensure our students are college- and career-ready by providing the means to offer educators professional development focused on programs allowing students to earn college credits while in high school, such as Advanced Placement (AP), International Baccalaureate Programme, and dual credit college courses, as well as programs aimed at building employability skills, such as the career academies and Career and Technical Education. These experiences have shown to increase the number of students that go on to college, especially economically disadvantaged students. HIDOE will ensure every student has an identified next step after high school that is aligned with their future aspirations through a personal transition plan.

HIDOE is currently collaborating with the Chamber of Commerce Hawaii, the Department of Labor and Industrial Relations, the Hawaii Carpenters Apprenticeship and Training Fund, and the University of Hawaii as the “Connect to Career” (C2C) coalition. This initiative prepares students for success in high-skill, in-demand careers, providing students with more opportunities to develop career-readiness in finance and banking, cybersecurity, carpentry, food manufacturing, health occupations, computer science, and construction and engineering. Partnerships with different industry leads provide mentoring, shadowing, and research experiences to both teachers and students to build students’ academic preparation for college and employability skills.

Improve School Conditions for Student Learning

School conditions for student learning extends beyond the “brick and mortar” of the school to its culture and sense of well-being. Goal 1, Objective 2 in the HIDOE/BOE Strategic Plan states:

Students’ physical, social, mental, emotional and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students’ well-being and health increase their readiness to learn. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.

Hawaii’s main strategy is to focus on the whole child through an increased attention to social-emotional learning as well as through family, community and industry partnerships. Focused on academics, health and well-being, and connection to community and place,

these partnerships aim to provide relevant learning experiences for students and remove barriers to learning.

HIDOE's Nā Hopena A'o (HĀ) framework describes culturally-responsive outcomes for all K-12 students. These identified core values and beliefs are embedded in professional development opportunities, as well as curricular and instructional resources, designed to leverage Hawaii's unique culture and geography. For example, the Ethnomathematics Institute is a partnership with the University of Hawaii at Manoa that allows teachers to experience and integrate culturally-responsive pedagogy. In addition, science professional development supports teachers in exploring Hawaii-specific phenomena and social studies resources help students take informed action to address global and local issues.

Initiatives are in place to increase access to these learning experiences. With the premise that health is strongly linked to academic success and that academic success is linked to overall wellness, the Hawaii Keiki partnership with the University of Hawaii's School of Nursing allows complex areas to provide school-based health and wraparound services. Access to immunizations, oral health care, and chronic condition management helps improve student attendance and academic performance.

Students' belonging, learning, character, and well-being are addressed through interconnected networks of coordinated academic, instructional, and social and emotional supports. These networks provide structures and processes aimed at the building of strong, trusting and caring relationships.

Improve the Use of Technology in Order to Improve the Academic Achievement and Digital Literacy of all Students

Hawaii is committed to improving the digital literacy of all students to foster effective and ethical users of technology (an HIDOE [General Learner Outcome](#)) and to empower students by providing learning opportunities that will motivate them to learn and expand their horizons [[HIDOE/BOE Strategic Plan](#), Goal 1, Objective 1]. Teachers will have access to resources, tutorials, and additional supports that could be expanded to improve the digital literacy of our students.

Hawaii will use Title II, Part A funds to increase the use of technology in promoting and extending learning opportunities and data analyses. Efforts are underway to provide ongoing professional development and networking to ensure educators and students are computer and digital literate. As examples, Project Inspire courses help teachers integrate technology in a standards-based curriculum and Google Apps for Education training supports teachers in applying productivity tools that enhance standards-based instructional and assessment strategies. In order to close the achievement gap, teachers will be provided with training to use technology tools such as Google for Education and Blackboard to increase the options for students to learn, making access to standards-based education more equitable for student subgroups.

Using technology as a tool, our teachers are able to prepare our students for the increasingly complex life and work environments in the 21st century and help our students

develop the skills needed to separate them from those who are not prepared. Teachers will be provided with professional development that focus on promoting creativity, critical thinking, communication and collaboration with technology to prepare students for the future.

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Hawaii is a unitary SEA/LEA and is considering transferring Title IV, Part A, Subpart I funds to Title II, Part A. Thus, this is not applicable to Hawaii.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

As a unitary state-funded school system, Hawaii is uniquely positioned to optimally maximize and leverage the impact of its state resources in combination with federal and other dollars to support student success. The 21st Century Community Learning Centers (21st CCLC) program offers public schools the means to foster innovation to meet and exceed our educational goals and provide adequate resources to support school and community-based plans for student success [[HIDOE/BOE Strategic Plan](#), Goal 3, Objectives 1 and 2]. By aligning out-of-school-time activities to national and state educational priorities, the 21st CCLC program provides Hawaii a valuable opportunity to engage partners in leveraging these learning spaces to progress and advance educational priorities and objectives and in fostering innovative ideas that directly translate to student success.

Based on the statewide vision that every school in Hawaii successfully, actively, and sustainably engages their community so every student thrives, the vision for 21st CCLC is to ensure all students have access to and participate in opportunities that span academics, health and well-being, and character and connectedness. The achievement gap trends along markers of race, ethnicity, gender, and socioeconomic status; students' lack of access to learning opportunities during non-school hours because of these factors contributes to this gap. Hawaii believes that access and participation through quality out-of-school-time programs that encompass a coordinated network of strategic partnerships, combined with engaging curriculum, strong leadership, quality teaching, restorative practices, and parent and family engagement,¹⁰ will translate to student success in ways that will contribute to minimizing the achievement gap.

Based on an asset and needs assessment performed by schools, school and complex area academic and financial plans, and the HIDOE/BOE Strategic Plan, HIDOE will align out-of-school programs and services funded by the 21st CCLC program with priorities identified by these guiding documents. Additional 21st CCLC funds provide opportunities for well-rounded and supportive educational experiences and opportunities. These funds will also be used to provide academic enrichment opportunities, such as tutorial services that assist students in meeting the challenging state academic standards, particularly students who attend low-performing schools. The 21st CCLC funds give schools and organizations the ability to offer students a broad array of additional services, programs, and activities. The funds not only assist students, but provide families the opportunity to actively and meaningfully engage in their children's education. 21st CCLC funds currently provide a range of programs and services, including youth development activities; health and social supports; college, career, and citizenship; expanded learning opportunities;

¹⁰ ["Community Schools: Transforming Struggling Schools into Thriving Schools", February 2016.](#)

engaging instruction; and family and community engagement opportunities¹¹. To continue to progress towards eliminating the achievement gap, four main strategies are proposed:

1. Implement statewide program quality standards;
 2. Align opportunities to school, complex area, and state priorities;
 3. Improve data collection and evaluation systems that correlate participation to attendance, behavior and coursemarks; and
 4. Reinvigorate professional learning communities to both deliver and deepen professional development.
2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

HIDOE uses 21st CCLC-funded programs that deliver high-quality services to facilitate student learning and family engagement and development and to support continued efforts of the 21st CCLC program to increase student achievement through a broad array of services and programs that are aligned to the HIDOE/BOE Strategic Plan and statewide initiatives.

Request for Proposals Process

The Community Engagement Office of HIDOE is responsible for all components of the 21st CCLC process, which includes the screening, awarding, and technical assistance of the grant. The Community Engagement Office develops the 21st CCLC Request for Proposal (RFP) and application with input from the Superintendent, other appropriate state officials and agencies administering before- and after-school (or summer recess) programs and activities, the heads of the state health and mental health agencies or their designees, statewide after-school networks, and representatives of teachers, complex areas, and community-based organizations. These include noted strategic partners such as the Hawaii Afterschool Alliance, Department of Parks and Recreation, Lieutenant Governor's office, Department of Human Services, Office of Youth Services as well as other private and non-profit providers and partners.

The Community Engagement Office will release the 21st CCLC RFP to non-HIDOE entities via the State Procurement website (<http://spo.Hawaii.gov/>) and the application to Complex Area Superintendents via a posted memo on the HIDOE email system. The Community Engagement Office will also email the RFP link directly to private schools that indicated their interest in applying for the 21st CCLC grant, as determined by the Annual Private School Survey.

¹¹ Coalition for Community Schools: communityschools.org

The Community Engagement Office will also continue to work with various community organizations (e.g., Hawaii Excellence in Education, Hawaii Association of Nonprofit Organizations, and the Hawaii Afterschool Alliance) to ensure that non-HIDOE entities are provided multiple avenues to be made aware of the release of the RFP and the proceeding Bidders Conferences. The Community Engagement Office will provide information to all potential applicants during the Bidders Conference, which is scheduled during the release window of the RFP and application period. In addition, the Community Engagement Office provides technical assistance on addressing grant specifications during the Bidders Conference and the ongoing RFP/application process. Information discussed may include the application process and review, data collection requirements, schedule of professional development offerings including those that may be applicable for PDE3 credits (HIDOE's professional development system), HIDOE responsibilities and expectations, and overall 21st CCLC programmatic intentions and objectives.

Employing multiple venues to advertise the release of the RFP ensures that the Community Engagement Office is providing opportunities for all eligible entities (local educational agency or community and faith-based organizations) to apply for 21st CCLC grant funds.

Screening/Peer Review

The completed applications undergo a rigorous screening process by a peer review committee of HIDOE personnel familiar with the programs and activities allowable under 21st CCLC to ensure completeness and applicant eligibility. The peer review committee members are selected based on their expertise in providing effective academic, enrichment, youth development, and related services to children. Moreover, members are unbiased; they are not an applicant nor do they represent an applicant who has submitted an application for the current application period. Former peer review committees included representatives from the Lieutenant Governor's office; state agencies such as Department of Human Services; Hawaii Afterschool Alliance; and Hawaii Excellence in Education.

Committee members undergo comprehensive training on policies and procedures for the general scoring process and the quality control procedures throughout the peer review process. This ensures consistency in scoring and, thus, creates opportunities for the selection of the awards to achieve geographic diversity, including both urban and rural communities.

Peer review will focus on an evaluation of the array of school-based/school-linked services; the delivery model and data collection and evaluation procedures; the experience and knowledge of the school communities being supported; the professional development and partnerships presented; and service coordination and integration.

Awards

HIDOE will award funds to eligible entities strictly on a competitive basis, by ranking proposals (scored by the peer review committee) from highest score to lowest score, and ensure that the following overarching point is emphasized and readily evident throughout

the proposal: the likelihood that a proposed community learning center will help participating students meet the challenging state academic standards, complex area standards/initiative, and state standards/initiatives.

The Community Engagement Office personnel are available to provide technical assistance to all non-selected offerors to strengthen proposals for future submissions.

Awards are granted for a period of not less than three years and not more than five years. The amounts of the awards may not be less than \$50,000 and all awards will be of sufficient size and scope to support high quality, evidence-based programs.

Priorities

21st CCLC applications must address the following priorities:

1. Services for students who attend schools identified for comprehensive or targeted support and improvement **or** other schools determined by the complex area to be in need of intervention and support to improve student academic achievement and other outcomes.

OR

Services for students who may be at risk for academic failure, dropping out of school, or involvement in criminal or delinquent activities or who lack strong positive role models and the families of these students.

2. Joint proposal by eligible entities consisting of not less than one complex area receiving funds under Title I, Part A **and** another eligible entity that either demonstrates that the proposed activities are currently not accessible to students or expands accessibility to high-quality services that may be available in the community.
3. Plan for sustainability after funding has ended and the guidance of an Advisory Council.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.
2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Hawaii currently does not participate in the Rural or Low-Income School Program.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Hawaii strives to ensure our homeless students demonstrate they are on a path toward success in college, career, and citizenship by providing these students with a caring, safe, and supportive learning environment through which they are able to transition successfully throughout their educational experiences and feel empowered in their learning to set and achieve high aspirations for their future [[HIDOE/BOE Strategic Plan](#), Goal I].

The McKinney-Vento Act guides the direction of [HIDOE's Education of Homeless Children and Youth Program](#). HIDOE has established protocols and practices to identify homeless students and provide needed services, including transportation, meals and enrollment assistance. Annual training and ongoing technical support are provided to guide the field to facilitate full student participation and success in school across grade levels for children experiencing homelessness.

During the 2016-17 school year, approximately 3,000 students (2%) identified themselves as experiencing unstable living situations, from “couch surfing” (living with family or friends) to living in a homeless shelter to being unsheltered. Most schools have identified at least one student who qualifies as “homeless” under the McKinney-Vento criteria, but schools may have as many as 25 percent of students identified. Many students are “hidden homeless” who have not shared their living situations with school officials and are not receiving supports. Of the homeless students, 74 percent are on Oahu.

Our students who are experiencing homelessness are struggling in our schools with more students chronically absent, suspended, and receiving lower grades and fewer demonstrating academic proficiency. Chronic absenteeism and suspensions contribute to low academic performance. The root cause of these students' challenges is multi-faceted and influenced by being homeless and otherwise unstable with regard to basic human needs.

HIDOE's Education of Homeless Children and Youth Program staff members are currently conducting more rigorous analyses of students' needs. Moving forward, HIDOE plans for more ambitious efforts to support our students experiencing homelessness. This begins with requesting additional state funding to increase our regionally-based homeless service coordinators to full-time status to increase support for identifying students experiencing homelessness and coordinating services; a legislative budget request for full-time social workers across the state has been approved. HIDOE's Education of Homeless Children and Youth Program staff will also strengthen its collaborative alliances with other state agencies and nonprofit community organizations, including coordination with the Governor's Ohana Nui initiative and with the Governor's coordinator on homelessness, to

determine and remove barriers to identifying students as homeless and to providing necessary services so that all students are safe, healthy and supported.

Homeless students are mainly identified during the enrollment process through the annual administration of the McKinney-Vento-1 form, which serves as verification of homeless status for meals, transportation to school of origin, and housing support. HIDEOE posts translated posters and brochures which outline the rights of homeless students in school offices and in the community and collaborates with shelters and other family-serving agencies such as Catholic Charities, Aloha United Way, Waikiki Health/Youth Outreach and Partners in Care to ensure homeless students are identified and are receiving the appropriate services. Moving forward, HIDEOE is increasing focus on identification of children ages 0-5 and unaccompanied youth by working with the Executive Office on Early Learning, Head Start, Hawaii Early Intervention Coordinating Council, and the state's Homeless Management Information System.

HIDEOE is coordinating a multi-level assessment of student needs, from big picture at state level through the district, complex and school levels. Data teams at all levels have access to newly created homeless cohort data. Data-sharing agreements with shelters, Hawaii's Homeless Management Information System, Head Start, and the Hawaii Early Intervention Coordinating Council are being explored to better identify our homeless children and reach children who are not attending school.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

A dispute resolution process is defined, in writing, in the event that a parent/legal guardian disagrees with a principal's enrollment decision. If a student's living situation does not meet the definition of homeless under the McKinney-Vento Act and the student currently lives outside of the school community, the principal may decide to not enroll the student. If a parent initiates a dispute, the child remains at school pending a resolution. The principal consults with the Complex Area Superintendent and, if still unresolved, with the Deputy Superintendent's office. At each level, decisions are communicated within 30 days. Moving forward, the dispute resolution process will be documented in the student information system. In HIDEOE, enrollment disputes are rare.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

HIDEOE's central office for the Education of Homeless Children and Youth Program is housed in Office of Curriculum, Instruction and Student Support within the Student

Services Branch. The office is staffed by a State Coordinator and a Resource Teacher, providing outreach, planning and training. Each of the 15 complex areas employs at least one Homeless Concerns Liaison to assist with identification, enrollment and family outreach. Homeless Concerns Liaisons are under direct supervision of each Complex Area Superintendent.

A McKinney-Vento 101 module is updated annually and posted online, outlining basic requirements of the McKinney-Vento Act, the unique needs of homeless students, and the state's processes for implementation. Additional differentiated support is provided to address current issues and updates, including student data analysis, allowable expenditures, and modification of policies to remove barriers to success for homeless students. Follow-up support is triggered by request from the principal or complex area staff, common questions, and relevant updates. Collaboration with the Title I office ensures effective coordination between the two programs.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Hawaii promotes access to educational and extracurricular programs to ensure our homeless students are able to participate in activities other students across the state are able to participate in.

Public preschool programs

Information on available options will be disseminated via shelters and family-serving agencies in partnership with providers (Hawaii Head Start, the Executive Office on Early Learning, and HDOE-administered preschools), including programs dedicated to students receiving special education services. Barriers to identification of eligible children are being explored with the same partners.

Homeless youth and youth separated from public schools

As Hawaii is a unitary state system, students who transfer from one school to another remain in the system and are able to complete common courses. Options for partial credit earned and online supplemental courses are currently being explored. HIDOE's goal is to provide a menu of approved course alternatives to facilitate student support. While provision of options may prevent some students from separation, HIDOE's Education of Homeless Children and Youth Program is exploring ways to continue providing outreach and educational support for those who ultimately leave the system, in partnership with HIDOE's Community Schools for Adults and shelters that serve homeless youth.

Access to academic and extracurricular activities

Students experiencing homelessness have the same opportunities to participate in academic activities as their housed peers. Any associated fees for participation or equipment required for experiences offered to all students may be covered with McKinney-Vento funds to enable a homeless child to participate.

As of SY 2017-18, Athletic Directors have been included in McKinney-Vento training, specifically as it relates to full participation, to raise awareness of and remove barriers preventing homeless students from participating in athletics. Funds are allocated to provide uniforms, equipment, and associated fees.

As school level data teams look at homeless students individually, efforts will be made to identify interests and help students to access clubs and courses as available.

Transportation

Transportation services accorded to all eligible homeless students will extend to homeless preschoolers attending Hawaii's public preschool programs. Transportation services will also expand to accommodate students eligible for extracurricular activities to remove barriers to participation.

Meals

All students identified as homeless via the McKinney-Vento-1 form or the Department of Human Service's Temporary Assistance for Needy Families program are automatically eligible for free meals at school. The Community Eligibility Provision Program (CEP) captures any unidentified students in high poverty areas as meals are provided to everyone at qualifying schools.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and

youth, including problems resulting from enrollment delays that are caused by—

- i. requirements of immunization and other required health records;
- ii. residency requirements;
- iii. lack of birth certificates, school records, or other documentation;
- iv. guardianship issues; or
- v. uniform or dress code requirements.

HIDOE's immediate enrollment policy for homeless students is intended to prevent enrollment delays and retention. If a student is identified as homeless, immediate enrollment is granted. Aside from a negative tuberculosis (TB) result, no previous records are required for enrollment. If a student tests positive for TB, schoolwork is provided. If a student lacks a TB test, the Homeless Concerns Liaison and school designee work together to obtain the student's records to ensure a smooth transition to the new school. School staff and liaisons are trained to ensure immediate enrollment of students, preventing delays and related problems. In the event that transportation is preventing TB testing or delaying the securing of records, one-way public bus passes are offered.

Hawaii's status as a unitary system expedites the transfer of records due to a single student information system. Enrollment details and other records remain with the students and are updated upon transfer of schools.

6. Policies to Remove Barriers (722(g)(1)(I) of the *McKinney-Vento Act*): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

HIDOE/OCISS is committed to several strategies to make it easy for all stakeholders with homeless students in their charge to provide attention and care and to remove barriers to full participation and success in school. These strategies include:

- Facilitating the removal of barriers to identification, enrollment and retention of homeless students through the HIDOE's Education of Homeless Children and Youth Program's participation on several state committees, including the Hawaii Interagency Council on Homelessness and Hawaii Early Intervention Community Council, and engaging in ongoing communication with stakeholders to facilitate the identification of barriers as well as to support collaborative removal of barriers;
- Providing access to localized data at district and complex area levels, facilitating analysis and identification of need, and collaborating with HIDOE offices such as the School Transformation Branch; Data Governance and Analysis Branch; Policy, Innovation, Planning and Evaluation Branch to support data needs;
- Allocating per-pupil funding to districts/complex areas with guidance on allowable use and working with the School Transformation Branch, Complex Area Business

Managers, and principals to identify barriers and utilize funding to address and remove them [HIDOE/BOE Strategic Plan, Goal 3, Objective 2c];

- Supplementing supports within schools, such as tutoring, 21st Century Community Learning Centers, counseling, athletics and other extracurricular activities, and actively engaging homeless students to encourage participation [HIDOE/BOE Strategic Plan, Goal 1, Objective 2a-b];
 - Supplementing supports outside of school with educational liaisons, tutors, site licenses, equipment, and inter- and intra-agency agreements [HIDOE/BOE Strategic Plan, Goal 1, Objective 2b];
 - Facilitating collaboration through state-level partnerships and agreements to address student identification, enrollment, attendance and success (Hawaii Head Start, Executive Office of Early Learning, homeless shelters, and Partners in Care) [HIDOE/BOE Strategic Plan, Goal 1, Objective 2b-c]; and
 - Expanding the web of support around students to include educational liaisons, counselors, school social workers and school psychologists within the existing student support system and supplementing these supports with McKinney-Vento funding, as indicated by need [HIDOE/BOE Strategic Plan, Goal 1, Objective 2b].
7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

HIDOE recognizes that homeless youth may face barriers accessing and completing postsecondary education and is moving toward increased collaboration between counselors and Homeless Concerns Liaisons to better prepare and improve college-readiness for such students. HIDOE school counselors across the state are currently being engaged as part of the support web around homeless students to ensure individualized counseling regarding progress toward earning a high school diploma, college/post-high school preparation and selection, the application process, financial aid, and the availability of on-campus supports. The Homeless Concerns Liaisons will reach out to school counselors to help identify the homeless students and connect them to family and off-campus resources, such as testing, application fee waiver options, and university-level homeless student supports.

Guidance will also be provided to school counselors regarding unaccompanied homeless youth and their status as independent students. As independent students, parent information on the Free Application for Federal Student Aid (FAFSA) is not required and federal financial aid is calculated without the expectation of parental financial support (Section 722(g)(6)(A)(x)(III)). The Homeless Concerns Liaisons will assist youth in receiving verification of such status for federal student aid purposes. Federal student aid provides much needed financial assistance to homeless students, affording them the opportunity to attend a post-secondary institution.

J. Children in Foster Care

Hawaii strives to ensure our students in foster care demonstrate they are on a path toward success in college, career, and citizenship by providing these students with a caring, safe, and supportive learning environment through which they are able to transition successfully throughout their educational experiences and feel empowered in their learning to set and achieve high aspirations for their future [[HIDOE/BOE Strategic Plan](#), Goal I].

HIDOE's Foster Care program is emerging. HIDOE, in collaboration with Hawaii Department of Human Services (DHS) has worked with its Student Transportation Services Branch; Information Technology Services Branch; Data Governance and Analysis Branch; and Policy, Innovation, Planning and Evaluation Branch to identify and articulate what new requirements under the Foster Care provision in Title 1, Part A shall be emphasized and implemented. HIDOE is currently developing guidelines for state-wide implementation of the "Ensuring Educational Stability for Children in Foster Care" guidance¹² that incorporate key elements of this legislation: Best interest determination process for children in foster care, dispute resolution process, transportation procedures and immediate enrollment and records transfer, as well as identifying key points of contact at each school. HIDOE's goal is that all stakeholders will:

1. Understand the educational needs of children and youth in foster care,
2. Gain knowledge of the process and procedures of the educational stability components, and
3. Establish and maintain positive relationships with those responsible for the care of children and youth in foster care.

HIDOE is committed to the processes and procedures to ensure that collaborative efforts prevail in serving the needs of the foster children. To begin the Educational Stability process, DHS caseworkers notify HIDOE in writing whenever a child enters or re-enters foster care. A child who enters foster care remains in his/her school of origin unless a determination is made that remaining in his/her school of origin is not in his/her best interest. All HIDOE schools are committed to the best interest determination process which includes collaboration with DHS (the child welfare agency) to determine the best interest of the child based on the student's input, proximity to school, length of commute, appropriateness of the current educational setting, appropriateness of educational programs in the current school or another school, expected length of foster care placement, proximity to family, number of school disruptions the child has already experienced, involvement in extracurricular activities, and other factors. The underlying goals are to reduce barriers, provide stability, and increase opportunities for children in foster care.

Given such coordination requirements between HIDOE and DHS, these agencies collaboratively determine the appropriate school placement of children in foster care. If there is disagreement regarding school placement for a child in foster care, an Educational Stability Meeting is held within the required timeframe.

¹² <https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>

DHS is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court, in making these decisions. If the child in foster care is eligible for special education services, the Individual Education Plan team is the decision-making authority in determining the child's school placement.

If HIDOE and DHS cannot agree on a child's school placement at the Educational Stability Meeting, the dispute resolution procedure is triggered. An Educational Stability Meeting is not necessary if all parties are in agreement. Dispute resolution procedures entail a review of the case by a team comprised of representatives from HIDOE and DHS and a guardian ad litem, if one has been appointed. If the review team still cannot reach an agreement, the decision will be at the discretion of the dependency judge. Legislation requires disagreements to be resolved expeditiously and places the burden of proof on the child welfare system to show that its decision is in the child's best interest.

DHS ensures that children in foster care who do change schools are promptly enrolled in their new school. Children in foster care can enroll immediately in a new school even if the normally required enrollment documents and school records cannot be produced.

HIDOE enrolling schools immediately contact the school last attended by the child to obtain relevant records, which are immediately transferred to the receiving school (ESEA section 1111 (g)(1)(E)(iii)). Immediate enrollment ensures entry to new school as soon as possible in order to prevent educational disruption. Enrollment must not be denied or delayed due to unavailability of documents normally required for enrollment (ESEA section 1111 (g)(1)(E)).

Children in foster care are provided with transportation, as necessary, to their schools of origin. HIDOE collaborates with DHS with regard to how transportation will be provided, arranged and funded for the duration of the child's time in foster care. Children in foster care needing transportation promptly receive that transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act. Students in foster care also receive free breakfast and lunch at school.

HIDOE has designated an Educational Specialist to serve as a point-of-contact for child welfare agencies and to oversee implementation of educational stability for foster children in HIDOE. The HIDOE point-of-contact ensures collaboration between DHS and schools to maintain the educational stability and provisions are established in order to improve outcomes for children in foster care. HIDOE maintains separate points-of-contacts for the Education of Homeless Children and Youths of the McKinney-Vento Homeless Assistance Act and Educational Stability for Students in Foster Care Act.

The HIDOE point-of-contact coordinates with DHS to issue joint state guidance for implementation of uniform guidelines with regard to children in foster care. One of the goals of HIDOE's foster care program is to build additional capacity with DHS through data-sharing while complying with federal and local laws pertaining to student privacy. The HIDOE point-of-contact regularly monitors schools to ensure timely and responsible implementation of state guidelines and presents

material on Educational Stability for Children in Foster Care to increase awareness of the needs of our students in foster care.

HIDOE is in the process of implementing an electronic data collection mechanism into its online student information system in effort to accurately capture and report on student achievement, attendance, transfers, meetings, and graduation rates for students in foster care. Such student data is also critical to raise public awareness about the unique educational needs of youth in foster care.

HIDOE and DHS Child Welfare Services have worked collaboratively to implement new educational stability protections for children in foster care. HIDOE school counselors and DHS social workers will be trained jointly on the components of the process to ensure implementation with fidelity. The process includes best interest determination guidance for when a child enters or changes foster care placement. Joint training will maximize interagency camaraderie, quality of working relationships, and delivery of support services to the children our agencies have in common.

The HIDOE/BOE Strategic Plan encourages student engagement in a well-rounded rigorous education which prepares students to be successful in their post high-school goals and aims for all students to be prepared and resilient so they may transition successfully through their educational experiences. This is especially important in ensuring the success of not only our students in foster care, but all students who are educationally disadvantaged. These students must be empowered in their learning to set and achieve their aspirations for their future [HIDOE/BOE Strategic Plan, Goal 1, Objective 1]. Hawaii will provide all children significant opportunity to receive a fair, equitable, and high-quality education to close educational achievement gaps (ESEA Sec. 1001). This will bring us closer to realizing our vision of all students becoming “educated, healthy, and joyful learners who contribute positively to our community and global society.”

‘A‘ohe hana nui ke alu ‘ia.

No task is too large if we all work together.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

	Language Arts SY 2019-20	Mathematics SY 2019-20
All Students	61%	54%
Economically Disadvantaged	53%	46%
Children with disabilities (SPED)	32%	31%
English learners (ELL)	39%	39%
Native Hawaiian	50%	44%
Filipino	64%	56%
White	73%	63%
Asian (excluding Filipino)	77%	72%
Pacific Islander	45%	39%
Hispanic	60%	49%
Black	64%	51%

B. Graduation Rates

	Class of 2020
All Students	86%
Economically Disadvantaged	79%
Children with disabilities (SPED)	73%
English learners (ELL)	78%
Native Hawaiian	84%
Filipino	89%
White	86%
Asian (excluding Filipino)	91%
Pacific Islander	78%
Hispanic	81%
Black	83%

C. Progress in Achieving English Language Proficiency

	SY 2019-20
English learners	63%

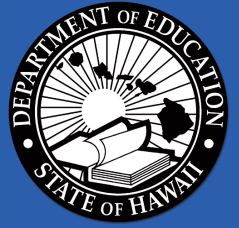
**Appendix B: The Hawaii Department of Education & Board of Education
Strategic Plan 2017-2020**

HAWAI'I STATE DEPARTMENT OF EDUCATION & BOARD OF EDUCATION

Strategic Plan

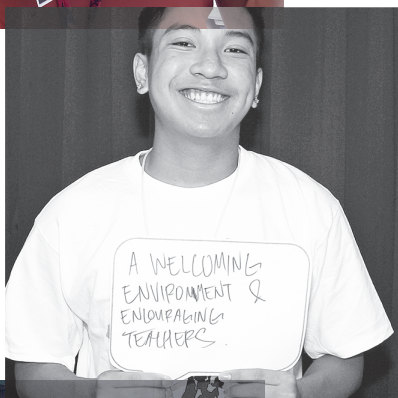
Approved by the BOE on December 6, 2016

2017-2020



Hawai'i's students are educated,
healthy, and joyful lifelong learners
who contribute positively to our
community and global society.

Superintendent's Message



Our Strategic Plan centers on the students who entrust their education and their futures to the State's public schools. When the Department of Education (DOE) and Board of Education (BOE) embarked on their first ever joint Strategic Plan in 2012, we anchored the plan to our primary goal of Student Success. We came together this year to review our progress, reflect on lessons learned, and make necessary changes to achieve our ambitious goals for all of our students. We began with input from our students. How do they define "success," and how can we best support them? We are inspired by the hundreds of students who shared their ideas at focus groups, participated in design thinking workshops, took online surveys and submitted photos and stories. Their aspirations and hopes are the backbone for the significant shifts and ambitious goals in this Strategic Plan.

The DOE and BOE worked with partners to expand our student focus groups into a statewide listening tour with educators, parents, community members, and peer organizations. People gave generously of their time and helped us find common ground for a community-based definition of Student Success that includes:

- ✓ Giving back to the community, environment, and world;
- ✓ Discovering and pursuing their passions so they can reach their full potential;
- ✓ Demonstrating strong academic and life skills (General Learner Outcomes), and showing an ability to think critically, solve problems, and apply knowledge to new situations or contexts;
- ✓ Being prepared for life after high school, including setting clear goals and developing short-term and long-term engagement in learning;
- ✓ Exhibiting strength, confidence, and resilience in their everyday lives, and being generally healthy and happy; and
- ✓ Gaining a strong sense of cultural understanding and appreciation for Hawai'i.

We are heartened by how much these community priorities align with growing initiatives and investments within the DOE and public education in Hawai'i. A new statewide career readiness initiative for strengthened career pathways complements the DOE's college and community readiness partnerships. The establishment of the DOE's Office of Hawaiian Education and BOE's adoption of Nā Hopena A'o in 2015 support all of us in applying the Hawaiian values and knowledge that will make us better leaders, learners, and community contributors. The hard work of our teachers, leaders, and staff in carrying out the 2012 Strategic Plan resulted in an infrastructure to support teaching and learning that did not exist statewide previously. Now we can build on that solid foundation to support community-led pathways in this Strategic Plan toward success for all students in our public schools.

Our students have high hopes for their future, and they deserve every support we can give them. The future of our special island home depends on them—and all of us, together—to go beyond what we believed was possible. Mahalo nui loa for supporting the future of Hawai'i's keiki and our island home.

KATHRYN MATAYOSHI
Superintendent

Strategic Plan session, Hawai'i Education Summit, July 2016. Pictured near left: Supt. Kathryn Matayoshi with her predecessor, Supt. Patricia Hamamoto.



I. About the Strategic Plan

Every student, school, and community is unique with its own strengths, aspirations, assets, and challenges, but the Strategic Plan describes shared objectives for equity and excellence for every child across Hawai'i's nearly 300 public schools, including our public charter schools and Hawaiian language medium schools.

The Strategic Plan provides a common foundation of expectations and supports for *all students* in Hawai'i's public schools and recognizes both of Hawai'i's official languages. Many schools will aspire to achieve all of the Strategic Plan's Student Success objectives while some schools may already meet these objectives and will focus on further advancing success for all of their students and sharing their learning with others.

The Strategic Plan is a compact between the

BOE, DOE and community about the state's goals for public education and the support and investment necessary to achieve the goals. It will inform implementation plans within DOE state offices, Complexes and schools, education budget requests to the legislature, state office initiatives, Complex Area supports, and community partnerships. The plan will also inform the Hawai'i State Public Charter School Commission and public charter schools by providing reports about schools' progress, supporting priorities for federal programs, impacting legislative funding for schools, and providing policy direction from the BOE.

The Strategic Plan will also guide planning to leverage any new flexibility in the federal Every Student Succeeds Act (ESSA), which President Barack Obama signed into law in December 2015. ESSA is the education law

that replaces No Child Left Behind and provides many of the federal requirements for K-12 education.

In April 2016, Governor David Ige convened an "ESSA Team" to create an aspirational Governor's Education Blueprint. The combined efforts of the Governor, BOE, and DOE provided unprecedented opportunities for public conversation about education in 2016.

Multiple rounds of meetings held throughout the state by both the BOE and Governor's ESSA Team engaged thousands of residents in discussions. BOE and DOE meetings focused on developing a near-term Strategic Plan for K-12 education that aligns with the Governor's Education Blueprint, which is long-range and addresses education broadly including early childhood, higher education and workforce development.

II. Our Journey

Our belief in the ability and potential of each and every child in our public schools led the BOE and DOE to set clear statewide standards linked to high expectations for all students. In a rapidly changing world, we cannot know what our entering kindergarteners will one day dream of achieving when they graduate from high school or the opportunities and challenges that they will address as they grow into leadership locally and globally. Our job is to equip these students with the knowledge and capabilities to succeed at their chosen path in life.

The establishment of the first joint DOE/BOE Strategic Plan in 2012 built upon reforms we began 10 years ago in response to critical challenges: Hawai'i's student achievement lagged nationally, and students who struggled to meet proficiency in core subjects were unable to progress successfully through their K-12 journey. Too many of our high school graduates were not meeting the entry requirements for workforce, college, apprenticeship programs, or military service options. We focused our efforts on ensuring students had the skills, values, and supports necessary

for their next steps in life.

To best support students' goals in 2012, we implemented comprehensive statewide supports. We focused on rigorous standards-based instruction and ensuring the quality of the high school diploma. We continued to invest heavily in collecting, reporting and supporting use of transparent, real-time data so we could better understand and mobilize around students' needs and progress. We established statewide teacher induction and mentoring, and focused professional development and feedback on improving teachers' professional

practice. These initiatives provided a common foundation for educators to support students—including a common language and high expectations for teachers’ professional practice and student learning. With this new infrastructure in place, and a great deal of hard work on the part of educators, students, families, and key community partners, Hawai‘i was one of two states that led the nation in overall gains in national math and reading proficiency over 10 years.¹

Building on an improved foundation in math and reading, a statewide “P-20” effort—from early childhood education through life-long learning—has helped us work with early education and higher education partners to increase students’ career, college, and community readiness. Advanced course-taking and

early college programs in which high school students earn college credit have both increased substantially.

Lastly, as we look to the future, we know that part of the legacy of our special island home is to support the community relationships, culture, values, and sense of place that enables students to thrive. Since the launch of the 2012 Strategic Plan, the BOE passed policies establishing the Office of Community Engagement and the Office of Hawaiian Education (OHE). These new offices are a crucial component to support all students becoming career, college, and community ready.

With clear goals, Hawai‘i can be a national leader in education by mobilizing the incredible strengths of our diverse communities behind the high standards our students deserve.

2011-2015

- 42%** Increase in the number of students taking Advanced Placement exams.
- 42%** Increase in the number of students passing Advanced Placement exams.
- 74%** Increase in number of students enrolling in Early College to earn University of Hawai‘i credits.
- 30%** Decrease in number of students remediated in Math who are enrolled in the UH System.
- 35%** Decrease in number of students remediated in English who are enrolled in the UH System.



Students, education leaders and Polynesian Voyaging Society crewmembers aboard the Hikianalia at the Marine Education Training Center, Honolulu.

III. Equity and Excellence: The Next Leg of Our Journey

Over the past 10 years, Hawai‘i has achieved steady progress in students’ educational outcomes—whether measuring academic achievement or college enrollment. We are inspired by the growth to date; however, our students are not succeeding equally, and we see persistent gaps in achievement between students. Supporting positive outcomes for all of our students from this point on will require the DOE, charter schools, state agencies, and family and community stakeholders to come together in new ways, and we have therefore made significant changes in this updated and extended Strategic Plan. Since the

Great Recession, a historic shift has occurred in our state. Despite an improving economy and low state unemployment, many families continue to struggle financially — more than 50 percent of Hawai‘i’s public school students are now economically “high needs.” Other high-needs students include English Learners and students receiving special education services. In total, 57 percent of students were high needs in 2015. We must also consider the needs of students in ethnic groups that are historically underrepresented in career, college, and community success metrics; it is important to recognize the role of multiculturalism

and multilingualism in providing a meaningful and equitable education for student achievement. Hawai‘i, like many states across the country, continues to struggle with an “achievement gap” that separates the engagement and achievement of high-needs students from that of their non-high-needs peers. It is of the highest priority that schools address the needs of our struggling students.

As we reviewed the Strategic Plan during the 2016 update with students, educators, and other key members of our community, we focused on building upon our strengthened foundation to close the achievement gap and attain

[1] The United States Chamber of Commerce Foundation, *Laggards to Leaders: How Three States Found Their Way Forward*, (Washington D.C., 2015)

equity and excellence for all students. Our commitment to transparency in reporting student data and establishment of new data tools and partnerships has helped us understand the scope and scale of our achievement gap, and made us national leaders in moving beyond federal categories of high-needs students to create a candid local picture in the best interest of our students and islands. During the first years of the Strategic Plan, implementation of our strategic priorities helped us increase teachers' and leaders' skills and knowledge to make data-informed decisions in the best interest of students. This work will now continue to be complemented by new real-time data resources, focused professional development for classroom, school, and regional strategies to address every student's needs and close the achievement gap to attain equity and excellence. This also requires partnerships with families and the community for student needs that extend beyond the classroom.

The impact of the Strategic Plan depends on the effectiveness of implementation and the extent to which students benefit from our aligned

IV. Vision

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

V. Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

efforts to provide high-quality education and key supports. Schools are supported by 15 Complex Areas that include their regional K-12 schools and by DOE state offices. The BOE and DOE will focus state office resources on transparent and efficient supports for statewide operations and on key statewide strategic initiatives to close the achievement gap and support equity and excellence in student outcomes. Statewide strategic initiatives will work in con-

cert with the updated objectives for our three main goals of Student Success, Staff Success, and Successful Systems of Support to ensure all students and schools are proficient in critical building blocks of learning. We must be steadfast in our mission to develop our keiki so that each student and each graduate is prepared to succeed in their post-high school pursuits of careers, postsecondary education and training, and contributing to our community.

VI. Nā Hopena A'o

We believe that our special island home prepares us to lead globally. Our unique values, sense of place, and strong community relationships are increasingly important here and around the world.

In 2015, the BOE approved policy E-3, Nā Hopena A'o, or HĀ, to help advance our mission: "HĀ is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawai'i. The DOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total well-being and Hawai'i ("BREATH") in ourselves, students, and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community."

HĀ is being implemented in the DOE through a three-year action plan (2016-2018) developed and led by the Office of Hawaiian Education. Other partner organizations are also adopting HĀ. To learn more about implementing HĀ and OHE, please visit bit.ly/NaHopenaAo.



VII. Student Goals and Aspirations

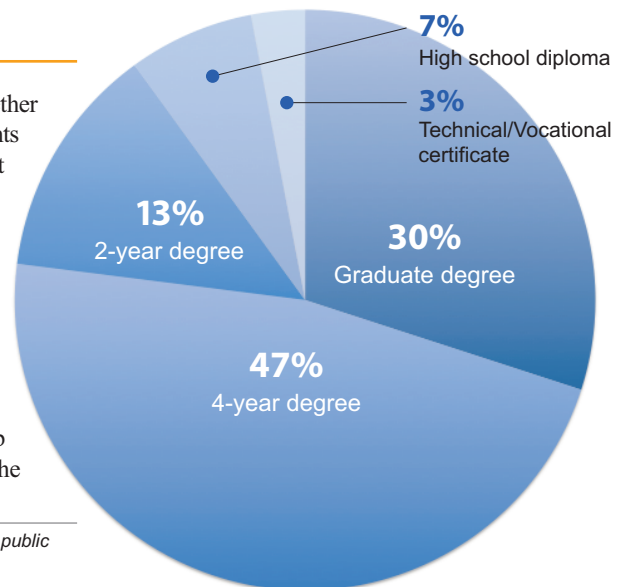
BOE policy 102-15 establishes a Vision of a Hawai'i Public School Graduate that states all graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue postsecondary education and/or careers.

Recent statewide surveys of public school students' aspirations show that 93 percent of all high school juniors hope to pursue additional education or certification sometime

after high school. We must work together with all stakeholders to provide students with the tools and knowledge that allow them to reach their goals and access opportunities. The same rigorous foundation of academic skills, General Learner Outcomes and other "life skills" are needed for a full range of postsecondary aspirations, whether students are pursuing industry certifications, a college degree, military training, on-the-job training, a trade apprenticeship, or the launch of their own enterprise.

SOURCE: ACT Aspirations Survey, Hawai'i public student respondents, 2014-2016



VIII. Goals and Objectives for Achieving Student Aspirations



The three primary goals of the 2012 Strategic Plan continue to serve as an organizing framework: Student Success, Staff Success, and Successful Systems of Support. As we work together to fulfill the community mandate for supporting Student Success, we know that closing our state's achievement gap and achieving equity for all students will require expanded financial and community resources for teachers and lenders. The Strategic Plan objectives under each goal are intended to set a common direction statewide for schools and community partners. These objectives will be implemented in a tailored and customized approach through school- and Complex-level implementation plans, which address existing school and community strengths and challenges.

GOAL 1 STUDENT SUCCESS

All students demonstrate they are on a path toward success in college, career, and citizenship.

OBJECTIVE 1: EMPOWERED. All students are empowered in their learning to set and achieve their aspirations for the future.

K-12 learning opportunities expand students' horizons through a range of topics, solutions, and possibilities for their education and their future. Students' personalized plans, including career, postsecondary, and training goals, are informed by learning opportunities throughout the K-12 continuum. Students are engaged and motivated because learning is relevant and builds on their strengths. Students' voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, their future, and their contributions to family and community.

1a. Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impact our islands and the world.

1b. Ensure that high school graduates demonstrate the General Learner Outcomes (GLOs) and have the abilities, habits, and knowledge to set and achieve their short-term and long-term career, community, and postsecondary education goals. Students can identify the training, certificate, apprenticeship, and/or college degree requirements for their career and community passions, and are equipped with the knowledge and skills to set and achieve their goals.

1c. Throughout their K-12 education experience, students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed. Students have access to high-quality career and college counseling, mentorship opportunities, internships and advanced courses (e.g., Early College) to support their long-term success.

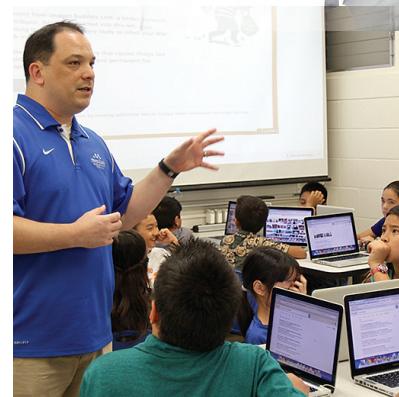
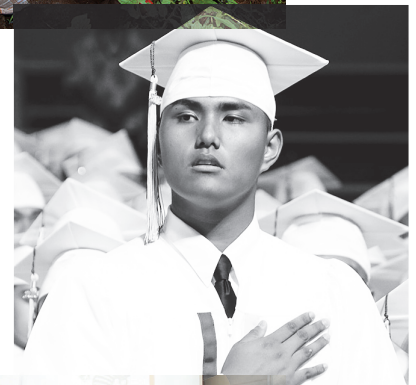
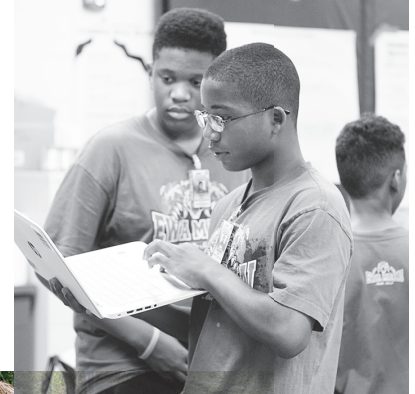
OBJECTIVE 2: WHOLE CHILD. All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

Students' physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students' well-being and health increase their readiness to learn. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.

2a. Provide students with learning environments that are caring, safe, and supportive of high-quality learning.

2b. Address students' physical, mental, and behavioral health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.

2c. Cultivate a community and school culture where attendance is valued, encouraged, and supported. Extend this culture of attendance to the home; encourage families to plan for family vacations, travel, and other events during school breaks, holidays and other non-student days.



OBJECTIVE 3: WELL-ROUNDED. All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.

All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic subject areas. In response to long-standing federal accountability law, our schools' curriculum and instruction too often focused narrowly on reading and mathematics. Students should experience the interdisciplinary nature of education, and develop the abilities and skills necessary to have a "breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry..." (BOE Policy E-105). The federal Every Student Succeeds Act requires standardized testing. In addition to federally required tests, schools may choose to assess students to inform planning for learning by teachers, schools and policymakers, and to validate and report students' academic progress to students, their families, lawmakers and the community. This Strategic Plan does not mandate additional testing, and schools should select additional assessments for their value to learning and school improvement in consultation with stakeholders.

- 3a.** Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.
- 3b.** Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community.

OBJECTIVE 4: PREPARED AND RESILIENT. All students transition successfully throughout their educational experiences.

Students who feel connected to school are more likely to engage and to learn. Students' transitions between schools — whether advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness to school. Intentional planning to support students' transitions can make the critical difference for student success.

- 4a.** Identify and address student strengths and challenges early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future.
- 4b.** Support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance total well-being.
- 4c.** Create innovative learning options to earn a high school diploma.
- 4d.** Support students who are transitioning between grade levels or transferring to a new school.
- 4e.** Ensure that every high school graduate or completer has an identified next step after high school aligned with their future aspirations.

GOAL 2 STAFF SUCCESS

Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT. Develop and grow employees to support student success and continuous improvement.

Education is a "people business." Research, student feedback, and our own experiences confirm that competent and committed teachers have the greatest influence on student achievement beyond students' families. Our greatest investment and primary strategy to retain teachers is supporting teachers' professional and collegial practice including coaching and mentoring so that they are successful in the classroom with their students. When teachers excel, students thrive.

- 1a.** Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, language development, instructional strategies to address all types of learners, quality classroom assessments). Aim for a constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college, and community.
- 1b.** Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.
- 1c.** Strengthen the teacher, principal and educational leader development pipeline to support shared and effective leadership at all levels.
- 1d.** Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders).



OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT. Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.

Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at every school. Some schools and students are disproportionately affected by vacancies, which impacts our ability to ensure equitable resources in education for all students across the state. Recognizing that there are teacher shortages, especially special education teachers, schools must endeavor to ensure that the most vulnerable students are taught by a highly qualified teacher.

2a. Implement targeted efforts to recruit and place educators for specialized assignments and high demand skills and abilities (e.g., special education, secondary science, career-technical education, deaf and hard-of-hearing, Hawaiian language, multilingual).

2b. Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year.

OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE. Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early on in education as a profession, and support from higher education institutions and community organizations to promote the teaching profession. There will be an emphasis on developing partnerships that result in more Hawai'i-connected educators, as locally connected teachers are more likely to be retained.

3a. Partner effectively with local educator preparation programs to develop qualities and competencies that facilitate Goal 1 Student Success objectives. Educator preparation programs include teacher certification programs and middle and high schools' career pathways programs to develop future teachers.

3b. Partner with appropriate organizations to develop programs to fill gaps in preparing a full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors).

3c. Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service.



GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT

The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

OBJECTIVE 1: INNOVATION. Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.

Meeting the challenges of our students, communities, and world for today and the future requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawai'i public schools will foster innovation and the expansion of existing public school "Bright Spots," which includes learning from charter schools that were established as innovation labs. Supporting innovation includes making changes based on lessons learned, and providing opportunities for risk taking that are balanced by awareness of the impacts of failure for our students and boundaries of law and collective bargaining agreements.

- 1a.** Identify and scale local public education "**Bright Spots**" through statewide professional networks to best support Strategic Plan objectives and statewide strategic initiatives.
- 1b.** Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, recognition).

OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES. Secure adequate resources to support school and community-based plans for student success.

Analyses of Hawai'i's school funding repeatedly find that resources are distributed equitably but are inadequate for quality public schools. Public education funding has not maintained pace with inflation and has endured budget cuts and restrictions that have required education leaders to maximize available resources and make difficult choices. Additional funds and partnerships are needed to achieve the goals of this Strategic Plan for all schools and every student.

- 2a.** Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, partnerships with state agencies).
- 2b.** Partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, partnerships, etc.).
- 2c.** Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding in weighted student formula, charter schools' per-pupil funding).

OBJECTIVE 3: EFFICIENT AND TRANSPARENT SUPPORTS. Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Public education's human, social, community, and financial resources must support student learning. State office operational supports will be efficient and transparent to provide a high level of service and accountability.

- 3a.** Enhance support for development, implementation, and reporting of schools' Academic and Financial Plans and expenditures.
- 3b.** Provide timely and user-friendly data to support strategic decision-making and accountability for Student Success.
- 3c.** Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.

BRIGHT SPOTS

A Bright Spot is a best practice within Hawai'i's public schools that is successfully closing the achievement gap and improving student outcomes. School-based and Complex Area leadership teams share Bright Spots and visit each others' schools to learn how to expand these effective practices.



- 3d.** Strengthen culture of continuous improvement to provide efficient transactions and operations.

- 3e.** Continue to improve communication to promote understanding and engagement of stakeholders.

IX. Implementation

The Strategic Plan influences the educational opportunities and outcomes for all public school students. While local and national goals are shared by schools statewide, there is flexibility in how schools and Complex Areas will develop their implementation plans to meet these goals and objectives because each community has different strengths, challenges, priorities and resources.

Successful implementation of the Strategic Plan requires sound decision making and information sharing throughout the entire organization with particular emphasis on the three main levels of decision making and responsibility within the DOE: school, Complex and state office. Implementation within this “tri-level” structure enables schools, Complexes and state offices to better meet the education

needs of unique learners and communities across the state. Leaders at each of these levels make long term (strategic), short term (tactical) and daily (operational) decisions regularly. These decisions should be in overall alignment with BOE and DOE policies, this Strategic Plan, and state and federal laws and regulations.

This updated Strategic Plan strikes a new balance between maintaining shared expectations for all schools and students, and supporting diverse approaches and community-based objectives. Schools, classrooms, Complex Areas and communities have diverse perspectives about how to define, measure and achieve success. As schools and Complex Areas determine how best to align their implementation and Academic and Financial plans

to the updated Strategic Plan, they will be addressing statewide expectations represented in this Strategic Plan while prioritizing actions and strategies that are meaningful to their students, school, and community. This Strategic Plan increases flexibility in the priorities for school-level implementation to address local strengths, aspirations, assets and needs.

The BOE adoption and approval of this plan will require schools, Complex Areas and state offices to immediately begin key discussions, decisions and implementation plans aligned to this Strategic Plan. Parents, caregivers, community organizations and other education stakeholders and partners are encouraged to participate at each level and support implementation efforts in their local school and Complex Area.

SCHOOL LEVEL

The Principal leads the school's effort to develop an Academic and Financial Plan that aligns to the state Strategic Plan based on the strengths and needs of their students and community. Each school's plans are reviewed by its School Community Council and approved by the Complex Area Superintendent. Public charter schools' plans are approved by their local governing board within the context of each school's performance contract, which is approved by the Hawai'i State Public Charter School Commission. School budgets are primarily funded by the state legislature and allocated based on each school's student enrollment. DOE schools' budgets are further allocated on student characteristics of needs, based on a Weighted Student Formula, as legislatively required by Act 51, Reinventing Education Act of Hawai'i (2004).

COMPLEX AREA LEVEL

Complex Area implementation plans ensure that resources are allocated appropriately within the region. The Complex Area Superintendent provides direct support and oversight for school-level implementation. Many Complexes' schools share common objectives and strategies to provide a seamless experience for students and ensure smooth transitions between the grade levels and between schools when students transfer among schools within a Complex.

STATE LEVEL

There will be statewide implementation plans for efficient and transparent operations of our public schools, and for key statewide strategic initiatives to close the achievement gap and to ensure equity and excellence for our students. The state office coordinates statewide professional learning networks, “Bright Spot” best practices sharing, and innovative partnerships to advance statewide strategic initiatives. Examples of these initiatives include:

Well-Rounded Education

Well-rounded, standards-based education should be engaging and relevant to students and build on their strengths. Statewide training, clear standards in all content areas, learning networks, assessments, and resources will focus on helping students develop the rigorous skills and joy for learning that will serve them throughout their lives.

Inclusive Practices

Experience and research show that inclusive practices are best for high-needs students. Students who are most severely impacted by our achievement gap, including those receiving special education services and English Learners, deserve high-quality education in a regular classroom setting. Statewide training and support will be provided for inclusion in classrooms that is balanced with specialized supports.

K-12 Career Readiness Pathways

K-12 career pathway programs can increase student engagement and support long-term student success through real-world learning opportunities and empowering students to achieve their aspirations. The DOE will be launching a career readiness initiative between business, higher education, and state agencies to improve K-12 career pathways statewide and increase the career and college readiness of high school graduates.

Leadership Institute

DOE leadership practices throughout the education system will support Strategic Plan objectives at school, Complex Area, and state office levels. This includes state-led induction and mentoring, ongoing professional development, and administrator certification to iden-

tify and cultivate leaders — teachers and administrators — who support shared responsibility for instruction. Complex Area and school leadership development will include a special focus on isolated, rural locations and designing education career pathways for middle and high school students.

Transitions

Proactive planning to support student transitions between grade levels makes a critical difference in student success. The DOE will provide data and supports to identify and address student strengths and challenges early and implement holistic best practices at key transition points in a student's educational journey (kindergarten, middle school, high school, and graduation). This includes identifying policies and practices that support innovative ways to earn a high school diploma.

X. Statewide Indicators for Equity and Excellence

To measure progress on the Strategic Plan, the BOE and DOE commit to regular reporting on key statewide success indicators and ensure students achieve the BOE's Vision of a Hawai'i Public School Graduate (Policy 102-15). We strive to increase our graduation rate to 90 percent by 2025. We also strive to ensure that the high school diploma is meaningful and represents career, college, and community readiness as embodied by academic standards and General Learner Outcomes, and to con-

tribute to our state's "55 by '25" goal of more working age adults having a 2- or 4-year college degree.

Data on statewide indicators will be reported regularly to the BOE and the public on a "dashboard" to monitor progress toward equity and excellence. Information for each indicator on Status, Progress, and Equity will be reported at least annually. The data will be analyzed and reported for different groups of students and schools to ensure equity in outcomes and so we

can direct our efforts and resources effectively.

Statewide indicators represent the overall health of public education, focusing on those which have greatest impact on student success, as well as state and federal requirements. They do not comprehensively represent diverse measures of success valued by our state's nearly 300 schools. Schools can address their unique approach to indicators through their Academic and Financial Plans and charter school contracts.

STATEWIDE STUDENT SUCCESS INDICATORS

STATEWIDE STUDENT SUCCESS INDICATORS		2016 BASE	2020 TARGET
1. CHRONIC ABSENTEEISM. <i>Percentage of students who are absent for 15 or more days during the school year. Student attendance is a powerful predictor of student success, even accounting for other factors such as prior academic preparation and poverty. Students need to be in school to achieve and grow. The habit of “showing up” is an important life skill.</i>		15%	9%
2. SCHOOL CLIMATE. <i>Percentage of students reporting positive school climate as measured by the safety dimension of the School Quality Survey. Feedback during the Strategic Plan review identified school climate as key for student success.</i>		73%	79%
3. INCLUSION RATE. <i>Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day. Inclusion is a commitment to success for all students. Research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes.</i>		37%	51%
4. THIRD GRADE LITERACY. <i>Percentage of 3rd graders demonstrating reading of “At or Near” or “Above” grade-level expectation on Smarter Balanced Assessment. Reading at grade level by 3rd grade is a critical milestone of student success because literacy is a foundation for future learning.</i>		65%	76%
5. NINTH GRADE ON-TRACK. <i>Percentage of first-time 9th graders promoted to 10th grade on-time. Transitioning successfully into high school is a critical milestone—students who are on-track in 9th grade are more likely to graduate.</i>		90%	94%
6. ACADEMIC ACHIEVEMENT. <i>Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy (ELA), Mathematics, and Science. Our assessments are designed to measure progress toward college and career readiness.</i>	ELA	51%	61%
	MATH	42%	54%
	SCIENCE	43%	64%
7. ACHIEVEMENT GAP. <i>Difference in meeting achievement standard between high-needs students (e.g., economic disadvantage, special needs, English Learners) and non-high-needs students. Statewide assessments measure performance of different student subgroups to reflect whether we have equity in student outcomes.</i>	ELA	32 pts*	TBA*
	MATH	29 pts*	TBA*
8. HIGH SCHOOL GRADUATION. <i>On-time rate based on federal methodology for Adjusted Cohort Graduation Rate of students for earning a diploma within four years. A high school diploma represents rigorous standards of learning and the vision of a Hawai'i public school graduate.</i>		82%	86%
9. CAREER & TECHNICAL EDUCATION CONCENTRATOR. <i>Percentage of 12th graders who complete a CTE Program of Study, which provides opportunities to learn/apply academic and technical skills and knowledge within a career pathway.</i>		38%	50%
10. COLLEGE-GOING GRADUATES. <i>Percentage of high school completers enrolled in postsecondary institutions nationwide (vocational or trade schools, 2- or 4-year colleges) in the fall following graduation. Enrollment in postsecondary education to attain a certification, degree or other career training means a greater likelihood of employment, higher earnings, and health.</i>		56%	62%
11. TEACHER POSITIONS FILLED. <i>Percentage filled as of August 1 each year. Teachers are our greatest investment in the quality of our students’ education. We commit to filling positions with qualified teachers so that each school year begins with classrooms fully staffed, including hard-to-fill positions (e.g., special education, English Learners).</i>		96%	98%
12. TEACHER RETENTION. <i>Percentage of new teachers retained after five years. Continuing employment of qualified and effective teachers results in benefits to students as teachers gain experience, reduces recruitment expenditures.</i>		52%	60%
13. REPAIR & MAINTENANCE BACKLOG. <i>Dollar amount in list of unfunded or deferred major R&M projects. School facilities’ needs in the R&M backlog include infrastructure rehabilitation and structural improvements, among others. Must be accompanied by efforts to build new, state-of-the-art facilities to meet changing demographics and support innovative learning.</i>		\$279M	\$239M
14. FAMILY AND COMMUNITY ENGAGEMENT. <i>Indicator added as an amendment during discussion at the Board of Education Dec. 6, 2016 General Business Meeting (GBM). Metric to be determined with discussion at the Board’s Student Achievement Committee (SAC).</i>		TBA*	TBA*
*indicator added at BOE GBM 12/6/16, metrics to be reviewed at SAC. *2016 base updated 1/24/17			

*indicator added at BOE GBM 12/6/16, metrics to be reviewed at SAC. *2016 base updated 1/24/17

Appendix C: Hawaii's Blueprint for Public Education

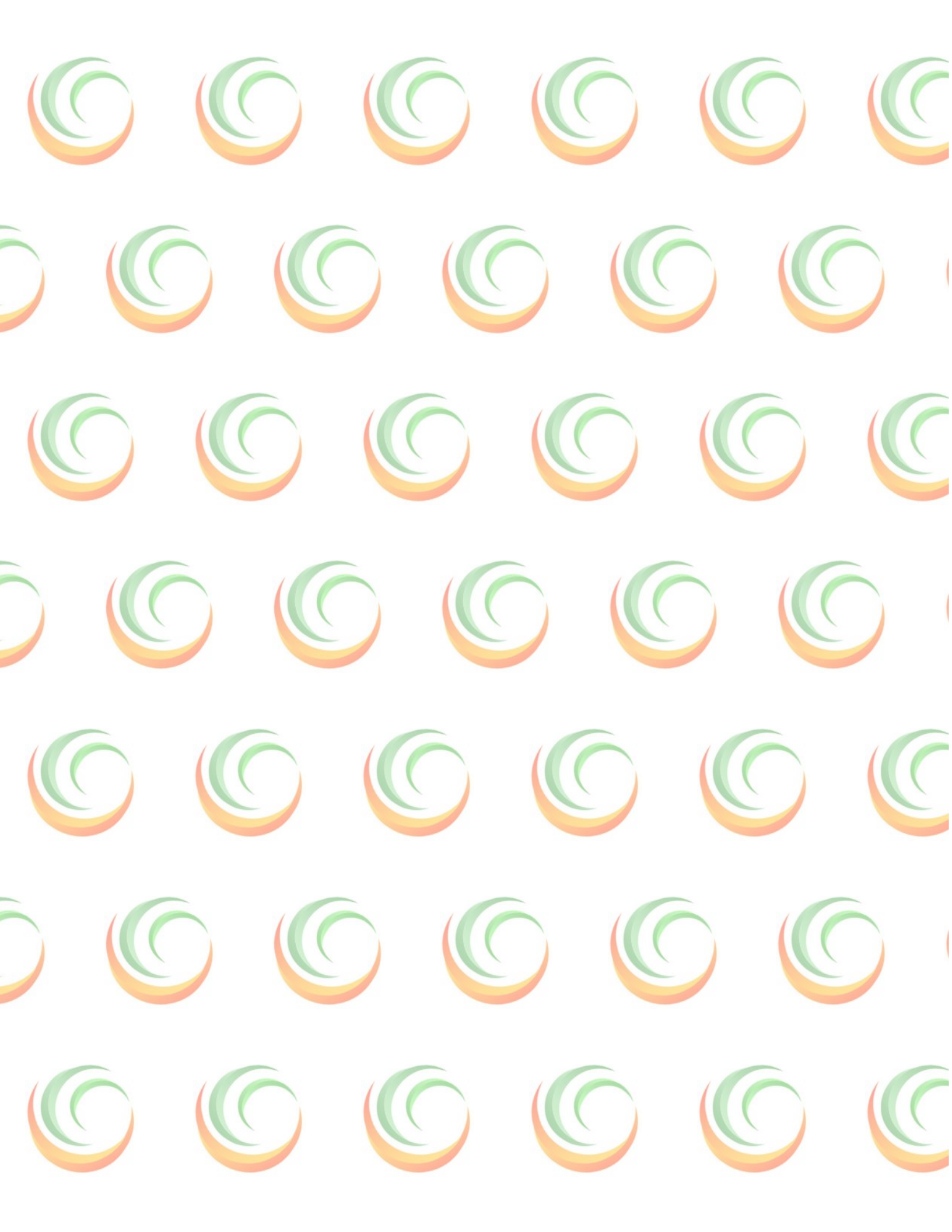
Hawai'i's Blueprint for Public Education



2017



Governor's
ESSA
Team





Special Message from
Governor David Y. Ige
Hawai'i's Blueprint for Public
Education

March 17, 2017



I am pleased to present to the community the first edition of Hawai'i's Blueprint for Public Education. We took the first step over a year ago when I formed a team to take advantage of new federal legislation that gave governors in each state the opportunity to listen to their communities and maximize education opportunities and possibilities.

Today, this Blueprint includes input from over 3,000 people from communities around our state, whether it was at the Education Summit in July 2016 or at the dozens of follow-up meetings. It truly reflects the community's hopes and dreams for a public education system that efficiently delivers results for the people of Hawai'i.

The Blueprint focuses on school empowerment. Specifically, this means allowing those who are closest to the students and understand best how they are motivated to make many of the instructional and programmatic decisions. Additionally, the Blueprint reflects the public's desire for our schools to be places that value innovation and unleash curiosity and creativity in all learners.

The group of highly skilled volunteers who shaped the public input and created this document included award-winning teachers, current and former principals, community and business leaders. I thank them for the hundreds of hours they spent on this endeavor and their willingness to serve the public in this capacity.

Implementation of this Blueprint will be challenging and require an ongoing effort. I encourage residents across the state to remain engaged in the process. Together, we will make progress toward a public education system that includes the basics and adds new skills that prepare all our people to meet the challenges of the 21st century.

With warmest regards,

DAVID Y. IGE
Governor, State of Hawai'i

Table of Contents

Members of the Governor's ESSA Team	ii
Executive Summary	1
Hawai'i's Collaborative Planning Framework.....	3
State Education Framework	4
A Foundation for Excellence	5
Learning from the Past: He Nu'u I Kālia 'Ia - A Summit Strived For	5
Understanding the Present: The Current State of Hawai'i Public Education	6
Designing for the Future: Responding to a Changing World.....	9
Preparing All Students to Succeed Through Culture-Based Excellence in an Innovation Driven Economy	11
Vision Focus Area #1: Student Success	13
Student Success and Nā Hopena A'o.....	13
Rationale.....	13
Design Principles.....	14
Vision to Reality: Aspirational Targets for Student Success	18
Vision Focus Area #2: Educator and Staff Success	18
Educator and Staff Success and Nā Hopena A'o	18
Rationale.....	19
Design Principles.....	20
Vision to Reality: Aspirational Targets for Educator Success	21
Vision Focus Area #3: System Success.....	22
System Success and Nā Hopena A'o.....	22
Rationale.....	22
Design Principles.....	23
Vision to Reality: Aspirational Targets for System Success	25
Appendix A: Sources.....	26
Appendix B: Glossary of Terms.....	28
Appendix C: Stakeholder Engagement Information.....	31

Hawai'i's Blueprint for Public Education reflects the thoughtful, informed, and passionate voice of thousands of stakeholders from communities and islands across our state. It was developed as the result of an inclusive and transparent process to engage students, parents, teachers, principals, education leaders, state leaders, community leaders, and community members to create a blueprint that is organic, bottom up, and truly reflective of the collective wisdom of those who care deeply about our students and our schools.

Members of the Governor's ESSA Team

Phil Bossert, Director of Strategic and International Programs for HAIS

Catherine Caine, Teacher, Waikiki Elementary School

Kamanao'opono Crabbe, CEO of the Office of Hawaiian Affairs

Darrel Galera, Chairperson of Governor's ESSA Team

Keith Hayashi, Principal, Waipahu High School

Michelle Kidani, State Senator, Chairperson of Senate Education Committee

Brennan Lee, Student Member of Hawai'i BOE, Mililani High School

Andrea Lyn Mateo, Student Member of Hawai'i BOE, Waipahu High School

Ann Mahi, Complex Area Superintendent, Nānākuli-Waianae Complex Area

Hubert Minn, Hawai'i BOE

Lauren Moriguchi, State Director of Early Learning

Steve Nakasato, Principal, Pearl Ridge Elementary School

Takashi Ohno, State Representative, Vice Chairperson of House Education Committee

Alan Oshima, CEO of Hawaiian Electric Company

Catherine Payne, Chairperson of Charter School Commission

Amy Perruso, Teacher, Mililani High School

Stacey Roberts, Professor, University of Hawai'i College of Education

Carol Shikada, Educational Specialist, School Transformation Branch, Hawai'i DOE

Linda Chu Takayama, State Director for Labor and Industrial Relations and Workforce Development

Stephen Terstegge, Parent, SCC Chairperson, Castle High School

Executive Summary

On December 10, 2015, President Barack Obama signed into law the Every Student Succeeds Act (ESSA), a national education law that replaced the No Child Left Behind Act and subsequent state waivers for education policy. The passage of ESSA was described by the Wall Street Journal as the “largest devolution of federal control to the states in a quarter century” (Severns, 2015).

U.S. Senator Lamar Alexander, Chairperson of the U.S. Senate Education Committee and recognized by many as the “architect” of ESSA referred to the new law by stating, “What I believe is that when we take the handcuffs off, we’ll unleash a whole flood of innovation and ingenuity, classroom by classroom, state by state, that will benefit children” (Klein, 2016).






On April 14, 2016, Governor David Ige announced how Hawai'i would work toward a new vision and seize the opportunity provided for by the Every Student Succeeds Act. He then announced the formation of the “Governor’s ESSA Team” and stated that “the Governor’s team will work to develop a blueprint for Hawai'i’s public schools that is consistent with ESSA and will maximize opportunities and possibilities for Hawai'i to transform education.” Governor Ige shared his rationale:

“This is a major opportunity to change the face of public education in Hawai'i for the better. Our innovation economy depends on a well-educated workforce to meet the state’s goals in renewable energy, locally grown food production, environmental stewardship and more. It is my hope that the public will participate in this process to help our education system prepare students for high-skill careers in the 21st century. By law, the governor of each state must be involved in and must sign off on the new state education plans that ESSA requires. This is a significant opportunity to change public education in Hawai'i, and we definitely are grasping it.”

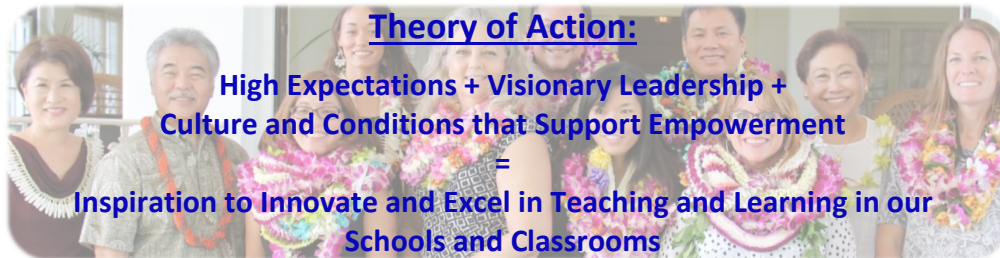
On April 28, 2016, nineteen members of the Governor’s ESSA Team convened for the first of many meetings to develop “Hawai'i’s Blueprint for Public Education”; a coordinated, strategic and transparent design that provides the vision, values, and beliefs for public education in Hawai'i. The blueprint was inspired by Governor David Ige and his passion for education and Hawai'i’s students. He called for the ESSA Team to start with a blank sheet and to be bold and innovative.

The Governor’s ESSA Team was fully committed to taking advantage of the passage of the federal Every Student Succeeds Act. Governor David Ige and the Team understand that Hawai'i has an unprecedented opportunity to establish a vision to create the best public education system in the nation.

The purposes of the Blueprint:

-  Providing an inclusive and transparent process for engaging stakeholders across all islands
-  Articulating a bold and aspirational, vision for public education
-  Projecting a long-range view
-  Reflecting and communicating the essence of Hawai'i, our unique history, culture, values, and beliefs
-  Guiding educational strategic/operational plans, and educational policy for our schools and students

Hawai'i's Blueprint for Public Education is organized around three "Vision Focus Areas" – Student Success, Educator Success, and System Success. Under each Vision Focus Area are the "Design Principles" as recommended by a diverse array of education stakeholders who were engaged in the Blueprint process in town hall meetings and forums held across the state. Each Design Principle is student centered and based on a theory of action that inspires engagement rather than compliance.



The Blueprint sets bold aspirations for the future of Hawai'i public education

Each Vision Focus Area culminates with a section entitled 'From Vision to Reality: Aspirational Targets for Success.' It is in these sections that a new conversation begins for making an inspiring shared vision become real. This conversation begins with setting bold aspirations and challenging everyone to think innovatively as problem solvers creating new structures, processes, relationships, approaches and policies to implement the Hawai'i Blueprint for Public Education.

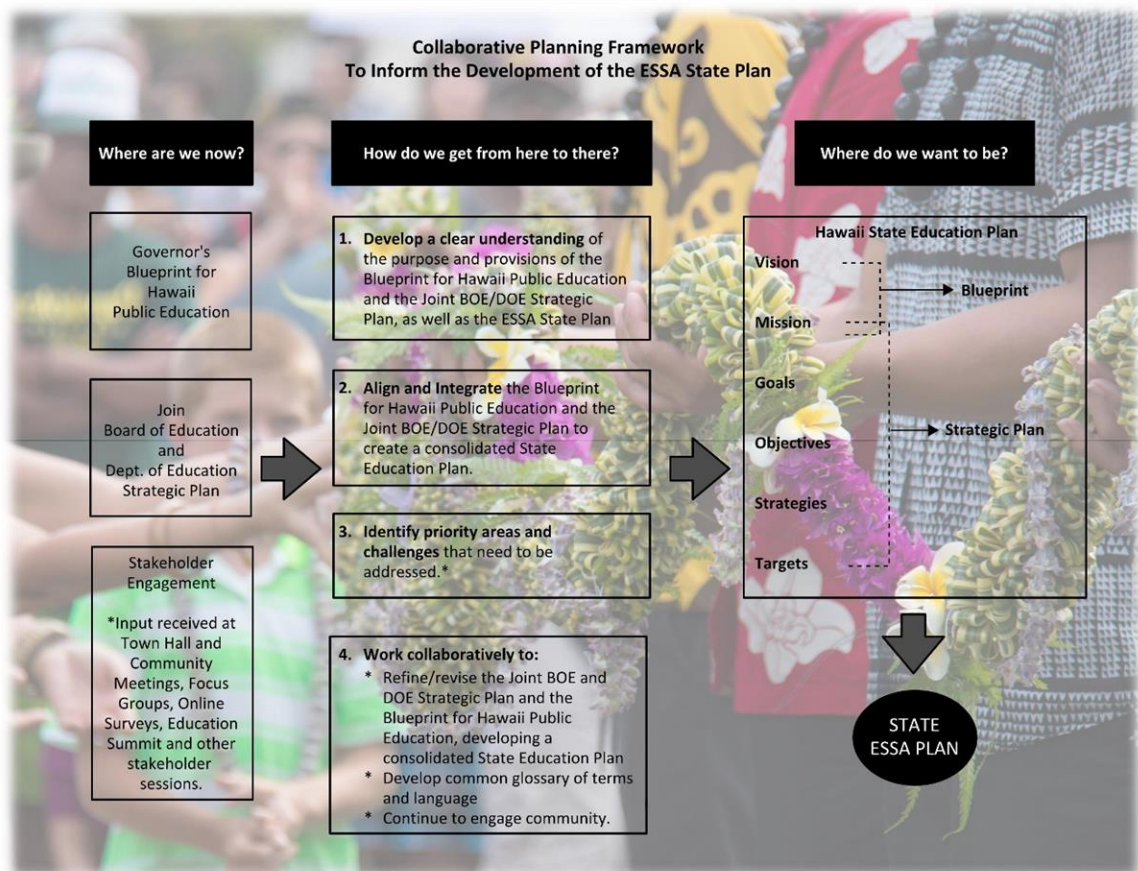


Hawai'i's Collaborative Planning Framework

The passage of ESSA provided opportunities for state education policy leaders to review and align education visions and plans. Hawai'i leaders identified three separate but complementary plans to develop:

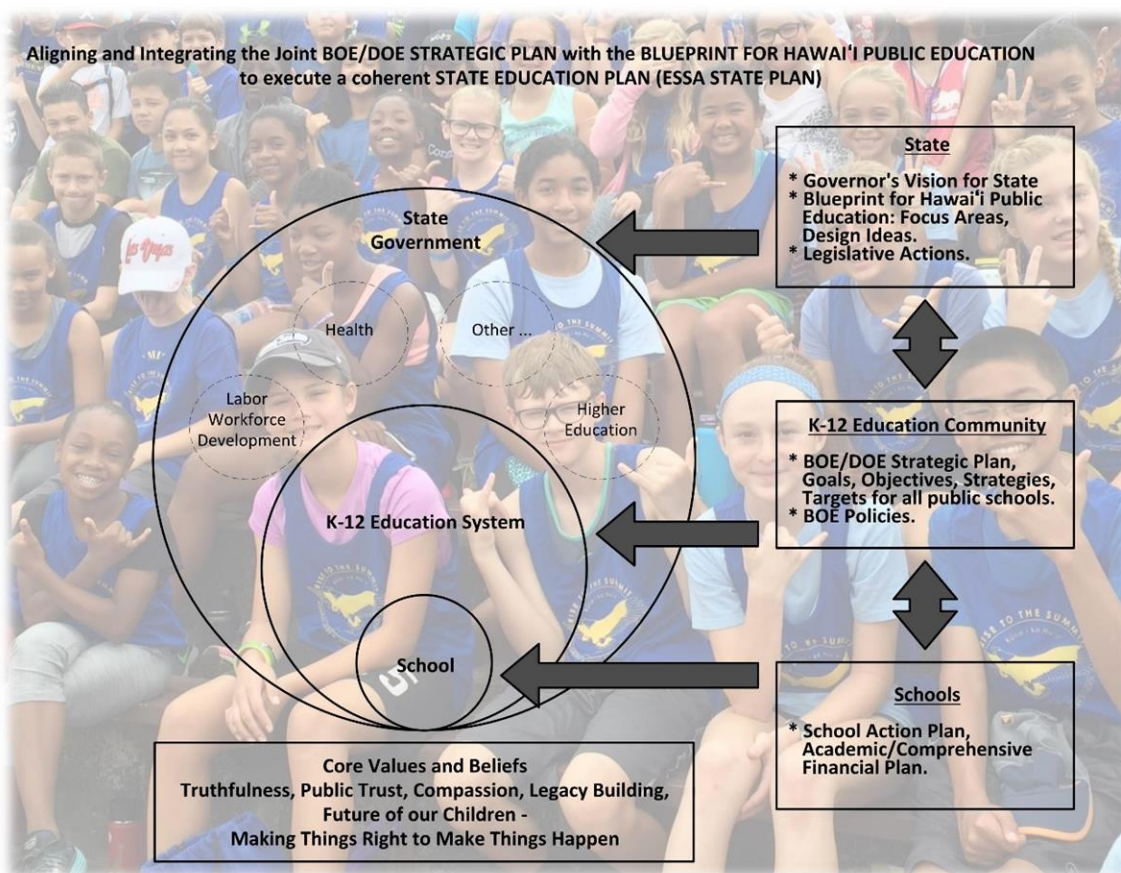
- (1) the Hawai'i Blueprint for Public Education;
- (2) the joint BOE/DOE Strategic Plan; and
- (3) the state ESSA Plan to be sent to the United States Department of Education as required by law.

Governor David Ige convened three meetings for the purpose of bringing leaders of the respective planning efforts together to collaborate and align with one another. These joint meetings involved the Governor, State Board of Education, State Superintendent, members of the DOE leadership team, and members of the Governor's ESSA Team. A collaborative planning framework was developed, agreed to by all participants, and used to facilitate the three meetings. A diagram of the framework used during the joint meetings is provided below.



State Education Framework

Hawai'i's Blueprint for Public Education is the aspirational document that codifies the Governor's vision and sets broad targets for education reform. This document is not necessarily time-bound and encompasses all state stakeholders, most of which are outside Hawai'i Department of Education. The joint BOE/DOE Strategic Plan in its current update (2017 - 2020) seeks to balance resources and provide the best possible education for our keiki under the current system. The state ESSA plan is the responsibility of the state DOE and is a derivative of both the blueprint and strategic plan and articulates our vision while complying with federal reporting requirements to receive continued necessary funding. Meanwhile, the law defines a new role for state governors in public education. During the joint education planning meetings, education leaders used the following graphic to guide discussion on the big picture of education in Hawai'i, the important role of the Department of Education, and the important role of all state departments in supporting public education and the overall well-being of everyone in Hawai'i.



A Foundation for Excellence

The foundation for Hawai'i public education integrates learning from the past, understanding the present, and designing for the future.

Learning from the Past: He Nu'u I Kālia 'Ia - A Summit Strived For

Hawai'i is a special place with a long, complicated and somewhat progressive educational history. The foundation for public education in Hawai'i was laid more than two centuries ago. In 1841, Kamehameha III organized a national department of public education, operated and taught in the Hawaiian language. Education was made compulsory, beginning at age four, in hālau hula-like schools run by communities to teach literacy. Schools were completely integrated, serving all races and genders and included support for multilingualism (Pukui, Haertig, & Lee, 1979; Wilson & Kamana, 2006). No other state has a history of an earlier compulsory education system, much less a racially integrated one, or one in which compulsory education began at the preschool level. In 1867, Hawai'i participated in the World's Fair in Paris, earning a gold medal for its central exhibit on its education system (Wilson & Kamana, 2006). At annexation in 1898, the literacy rate of those who had been educated in Hawai'i exceeded that of the United States with a large percentage literate in Hawaiian and at least one other language (Wilson & Kamana, 2006; Reinecke, 1969).

With the overthrow and annexation, the purposes and structures of public education shifted. In 1896, the Republic of Hawai'i closed all public schools taught through the medium of Hawaiian, only to be reestablished by the state legislature in 1986. The groundwork for much of our current system was laid in the context of an economic system driven first by sugar production and later by tourism and American military presence (Perkins, 2006; Sai, 2011). Under American influence, public schools became an explicit site of assimilation and cultural imperialism. Hawai'i became "Americanized" as a territory, in the first half of the twentieth century, in part through the work of progressive American educators who helped to create two-tiered public school system (English Standard and regular public schools). The regular public schools were institutionalized for working class Native Hawaiians and the children of former plantation workers, who in the latter part of the century began to move from plantation work to the service industry of tourism and into work that was financially supported by increased occupation by the American military. English Standard Schools were developed for white "middle level plantation management and technicians, physicians, teachers, social workers, shop keepers, skilled craftsmen, and members of the American military" (Hughes, 1993; Meller, 1948).

Public education in Hawai'i is also rooted in a historical context of international imperialism, racism and economic disparities (Kame'elehiwa, 1992; Kaomea, 2001; Osario, 2002). The Hawaiian Kingdom was overthrown in 1893 and shortly thereafter the Republic of Hawai'i closed all public schools taught through Hawaiian in preparation for annexation and an increased political control of the sugar plantation owning elite. These changes dramatically affected the public schools as the children of plantation workers grew from a minority of students in the public schools to the core public school population. There was also a major linguistic change from Hawaiian as the normal language of child peer group interaction in the schools to the gradual development of Hawai'i Creole English for that purpose, albeit with much influence from the Hawaiian language and culture.

Hawai'i was annexed to the United States at the same time as Puerto Rico and the Philippines. Those two areas then became the source of additional laborers to join Chinese, Portuguese and Japanese laborers already working in the plantations with a remnant group of Native Hawaiians

there. Japan's imitation of European imperial expansion then resulted in Okinawans and Koreans brought to Hawai'i under national agreements. Public schools where the working-class children came together using Hawai'i Creole English, forged a unified unique local identity that placed high value on honoring ancestral ethnicities while working together under a shared aloha for Hawai'i.

During the long territorial period the ruling elite of Hawai'i, whose children did not attend the public schools, moved back and forth between educational policies that were designed to use the public schools to keep the non-white majority "in their place" and democratic ideals regarding the equity of all. These actions were influenced by a context elsewhere in the United States where, unlike anything in the previous history of Hawai'i, there was strict racial segregation and barriers to Asian immigrants acquiring citizenship. Added to this was American xenophobia emerging first with World War I and then, most harshly for Hawai'i's people, with World War II.

In spite of the historical structural misuse of our public school system, Hawai'i's people as a whole have much to be proud of in what has emanated from the traditional values and ideals that were cultivated by administrators, teachers, and students in our public schools. From the earliest territorial days, strikes and lawsuits against discriminatory practices were based on those ideals. As the shared local identity with Hawai'i grew, so did unified action against injustice. Many of the victories for equality that came to be shared by all the United States were first accomplished in Hawai'i lead by families whose hopes and dreams for the future were nurtured in Hawai'i's public school classrooms. Among such victories were Farrington vs. Tokushige that reaffirmed the right of parents to promote ancestral languages, the election of the first Asians and Pacific Islanders to high government positions, non-white Olympians, and the reversal of federal restrictions on indigenous Americans to use their languages as the medium of education.

Hawai'i's history, including the history of its educational systems, is very different from that of the other states. A clear theme that emerges in considering the history of Hawai'i public education is that the accomplishments which we as an island society are most proud have emerged from values, ideals and practices nurtured in our public-school classrooms and families. At the same time, the very system under which those classrooms operated was not fully aligned with those values, ideals, and practices. Imagine what Hawai'i could be if we could align the system to reflect what has made Hawai'i a beacon in the world that it has long represented.

Understanding the Present: The Current State of Hawai'i Public Education

Voices across our state agree that Hawai'i possesses the potential to be a global leader in public education. Our challenge is to engage in transparent, collaborative analysis of our strengths as well as the barriers that hinder innovative solutions to our challenges.

Our unique diversity, combined with our powerful cultural values, is a foundation for excellence. Our hard-working, committed educators possess creative and innovative ideas waiting to be unleashed. Our single state district provides more financial equity than is possible in states with multiple districts and has the potential for a more responsive and forward-moving approach to 21st century schooling.

Hawai'i is already the national leader in culture-based education that is now developing throughout our local communities. Hawai'i is also widely recognized as being in the top tier of international leaders in indigenous language medium education. Our recognition of two official languages, through either of which a student may pursue a full P-20 education, has been a groundbreaking change for equity since 1986. Education through immersion in Hawaiian must be

better integrated into federally funded education initiatives to assure equity to those participating in this model of education.

Moving forward, we need to build on the strengths that give our state public education system a stable foundation. The ESSA Team engaged in a thorough review of statewide data, gathered feedback from individuals and community groups, studied current research, and heard presentations from local and international experts. We have identified areas of excellence that should be sustained, critical challenges that must be addressed, and barriers to change that will need to be overcome

Understanding the Present: Areas of Excellence

Access to high expectations for learning

- 43% increase in enrollment of Early College while in high school from 607 (2011) to 789 (2014)
- 30% increase in the number of students taking Advanced Placement Exams from 5,813 (2011) to 8,270 (2015)

Decrease of Repair and Maintenance Backlog from \$400 million (2010) to \$279 million (2016)



*Data from Strategic Plan (Hawai'i Department of Education, 2016)

Understanding the Present: Critical Challenges

Here is a typical student moving through Hawai'i's public education system in 2016:

- He or she may be one of the 3,675 students who receive the early learning support of an estimated 35,100 children who need it
- When he or she reaches grade 3, they may be part of the 65% deemed to be proficient in terms of literacy or part of the 35% not proficient
- When he or she reaches grade 11, they may be part of the 53% proficient in reading or part of the 47% that is not proficient
- When he or she reaches grade 11, they may be part of the 30% proficient in math or part of the 70% that is not proficient
- When he or she graduates, they may be part of the 56% going to college, or part of the 44% not going to college





Understanding the Present: Critical Challenges	
For a different student who may have different needs:	
 If he or she receives special education services <ul style="list-style-type: none"> • they may have an achievement gap of 48% in math • they may have an achievement gap of 55% in reading • they may have a least restrictive environment gap of 25% when compared to peers nationally 	
 If he or she receives English Language Learner (ELL) services, the student may part of the 53% of ELL students who graduate or part of the 47% that do not (as compared to 82% of all Hawai'i students who graduate)	
The academic story on average for all public school students in Hawai'i is that 42% are proficient in mathematics, 43% are proficient in science, and 51% are proficient in reading.	
*Data from Strategic Plan (Hawai'i Department of Education, 2016)	

Another issue of highest priority is the shortage of qualified teachers for our public schools. While there are many reasons that have been identified as contributing to this problem, it has not always been the case that teaching positions were difficult to fill and there have even been teacher surpluses in the past. The isolation of the islands, the high cost of housing and other living expenses, and the relatively lower salary in comparison to other states are all significant factors that contribute to our shortage. However, the working environment and diminishing regard for teachers as professionals may be the greatest barriers to a stable workforce. If we do not address how to elevate the teaching profession in Hawai'i, then we will have lost an opportunity and may be negligent in maximizing the learning opportunities for our students.

“How we define a successful student should be the measure of how we see a successful community. Our hope is for our students to sustain our community; we need to have that mirror. The current state is one that is encouraging. There is a lot of work yet to do, and understanding what a successful student is, is a key foundation for any blueprint.”

Art Souza, Complex Area Superintendent, West Hawai'i, ESSA Blueprint Community Meeting, September 21, 2016 at Kealakehe Intermediate School

Public education in Hawai'i mirrors the diverse communities throughout our island state. Where communities are thriving, the schools, and students are thriving. We recognize that there are areas within our state where issues that stem from poverty and homelessness can overwhelm families and schools. Therefore, we know that the educational solutions for some communities must include social and health supports, in addition to exemplary academics. We also know that approaches to curriculum and instruction need to be differentiated according to the needs of the students and that local schools and complexes are best able to make decisions about what is best. Equality of funding does not result in equity when student and community needs are not the same, and this must be more effectively addressed as we strengthen all Department of Education and Public Charter Schools. Diversity and empowerment go together to serve the various communities and schools and students of our state.





Understanding the Present: Barriers to Change	
83% agree that the Hawai'i DOE should stop issuing mandates and focus on empowering schools	
96% agree that Hawai'i needs to encourage innovation and creativity in schools	
Resident Opinions on Public Education Survey – February 2016 N = 720 (Ward Research, Inc., 2016)	
School-level personnel should be able to have input on how statewide standards and policies are achieved:	
 96% of teachers agree	
 93% of principals agree	
Hawai'i Principals Survey by Ward Research – May 2016 N = 125 Governor's ESSA Team Teacher Survey – July to September 2016 N = 834	
72% of teachers disagree that "Hawai'i DOE schools as a whole are currently "empowered" to an appropriate degree"	
69% of teachers disagree that "my school community currently has sufficient control over the curriculum decisions that directly affect our students"	
86% of teachers agree that "the students at my school would benefit if my school community has more control over the educational decisions that affect our students"	
Governor's ESSA Team Teacher Survey – July to September 2016 N = 834	





Harvard professor and former leader of Finland's education system, Pasi Sahlberg offers valuable experience and insights:

"...there is another way to improve education systems ...by improving the teaching force, limiting student testing to a necessary minimum, placing responsibility and trust before accountability, and investing in equity in education ..." (Sahlberg, 2015).

Designing for the Future: Responding to a Changing World

Hawai'i's education system needs to create the conditions and culture for decisions about teaching and learning to be made closest to the student learner. Combining our lessons from the past with our understanding of the present context, we can design our future-focused education system based on the following key principles:

-  The culture of each school, complex area, and the culture of the entire organization must be positive, inspiring, supportive, and trusting
-  There are only two categories of workers in the education system – (1) those who work directly and closely with students, and (2) individuals who support those who work with students
-  Each school and community in Hawai'i is unique and how we engage students in learning will differ in each context
-  Adequate resources must be provided to schools and classrooms with the highest level of transparency about how resources are used; Resources and supports need to be placed in the classrooms and schools or closest to students

-  Highly effective school principals who are expert instructional leaders, collaborative, and innovative are essential for the requisite empowering leadership at each school
-  The system must elevate teaching as a profession, and support and empower teachers to maximize learning for each student
-  All students, in all schools, in all classrooms need to be engaged in highly relevant, rigorous, and inclusive teaching and learning
-  Students must be prepared to be successful in an innovation-driven economy; learning should foster curiosity, creativity, problem solving, and innovation

Our design challenge is threefold: First, we must learn from the past and understand the present. Second, we must engage in open, transparent, and collaborative analysis that involves asking hard questions and seeking innovative solutions. Third, we need to anchor our blueprint on our state's rich strengths and assets. These strengths and assets are exemplified in Board of Education Policy E-3, Nā Hopena A'o, approved in June 2015 (Board - Policies, 2016), and are integrated into the Blueprint's three Vision Focus Areas.

"Our unique values, sense of place, cultural and linguistic, diversity and strong community are all increasingly important here and around the world."

Patricia Halagao, University of Hawai'i College of Education Professor,
Testimony to Hawai'i BOE on November 11, 2016

Nā Hopena A'o (HĀ) is a framework of outcomes that reflects the Hawai'i Department of Education's core values and beliefs in action throughout the public educational system. The education system works together and includes everyone in the broader community to develop the competencies that strengthen a sense of Belonging, Responsibility, Excellence, Aloha, Total-well-being and Hawai'i ("BREATH") in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community. The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social-emotional well-being of all our students to the fullest potential.

The HĀ philosophy is a set of six outcomes that are firmly rooted in Hawai'i. These outcomes contain values that are universal to all cultures. Educating students in an environment of HĀ will add value to and strengthen each person who engages over the course of a learning journey. Education faculty, staff, and stakeholders should also be models of behaviors that direct students to what these outcomes might look like in practice. Those who are moved by the goals and intentions of HĀ are encouraged to use it in their everyday practice.

It is intentional that this education blueprint does the following:

- (1) Set forth a bold vision for the future of public education in Hawai'i;
- (2) Use the inspiring outcomes of Nā Hopena A'o as a framework;
- (3) Provide a compelling rationale for bold targets and innovative solutions.



Figure 1 Nā Hopena A'o (Hawai'i Department of Education, 2016)

Preparing All Students to Succeed Through Culture-Based Excellence in an Innovation Driven Economy

*"Future-focused empowered school communities that inspire learning, innovation, creativity,
and leadership in a healthy and safe learning environment."*

David Ige, Governor of the State of Hawai'i, Hawai'i Education Summit
on July 9, 2016 at the Hawai'i Convention Center

All stakeholders understand the importance of system wide education policy. However, that policy should be crafted to provide schools with the flexibility and autonomy to best meet the needs of the students they serve. Statewide, process-specific mandates in education, like over-regulation in the business world, do not result in the innovation needed to improve education and do not recognize Hawai'i's rich diversity. We believe educators should be held to the highest

standards and given the flexibility to apply their experience, knowledge, and innovative skills to match local needs to best support each individual student.

This document shapes a vision for public education in Hawai'i to guide students, educators, legislators, labor, businesses, parents, and community members as we work together toward the common goal of fulfilling the promise of public education in Hawai'i. To accomplish this, the blueprint is organized around "Vision Focus Areas" and "Design Principles" centered around the theme of empowerment within our cultural context.

Each of the three Vision Focus Areas represents an area of reform to our current system. In turn, the Design Principles set forth theories of action for how major growth or change in an area can be realized. Each Design Principle is student centered and is presented through two important frameworks. First are the six outcomes of the framework of Nā Hopena A'o to provide a cultural context that is unique to Hawai'i. The second is a rationale for the Vision Focus Area to explain the sense of urgency and the educationally sound reasoning for the Design Principles that underpin it.

VISION FOCUS AREAS		
I: STUDENT SUCCESS	II: EDUCATOR AND STAFF SUCCESS	III: SYSTEM SUCCESS
All Students Successfully Empowered and Prepared to be Innovators and Global Citizens	All Educators Successfully Empowered to Teach, Lead, Motivate, Empathize, and Innovate to Achieve Equity and Excellence	Statewide Education System Driven by Innovation, Transparency, Empowering Leadership, and Hawai'i's Unique Values and Beliefs
DESIGN PRINCIPLES		
High Quality Early Learning Global Learner Outcomes Balanced Assessments and Testing in the Service of Student Learning Student Empowerment, Student Voice Student Wellness, Social Emotional Learning, Health/Fitness Needs Opportunities for Student Success Pathways for Career and Technical Education Pathways for Multilingualism Equity and Excellence: Eliminate the Achievement Gap	System Leadership School and Principal Leadership and Support Classroom Teacher Leadership and Support	School Empowerment Empowering Communities Engaging Parents and Families Innovation for Learning Learning Environments Continuous Improvement Transparency for Resources and Funding

Vision Focus Area #1: Student Success

Our vision is for all students to strive for, possess, and apply global learner outcomes to succeed as contributing citizens and productive workers. Our education system will provide students with opportunities to be engaged and inspired by empowering them to make decisions about their learning. We believe that when we establish a context for learning that offers meaningful and relevant learning experiences, students will meet the high expectations for academic and personal development that will foster success in school and in their future.

Student Success and Nā Hopena A'ō

The Design Principles for student success are soundly aligned to the framework of Nā Hopena A'ō. First, universal early learning and a focus on positive relationships that grow and evolve through each year of school will strengthen a **sense of belonging** that is a foundation for sustained success. Next, holding high expectations of personal and academic accomplishment for all students will reinforce our values of **responsibility** and **excellence**. Reinforcing social and emotional development and providing pathways for multilingualism will result in strengthening a **sense of aloha** with respect and honor for Hawai'i throughout our public education system. We want to be deliberate about developing students who embrace diversity, empathy and compassion. They will be civic minded, and caretakers of our unique island environment as well as global citizens who carry the values of Hawai'i throughout the nation and the world. Finally, we recognize that social, emotional, and physical **total well-being** are essential components for personal development and success in life. This understanding will guide our decisions about curriculum, instructional practices, and student assessment as we move forward.

Rationale

When President Obama signed ESSA into law on December 10, 2015, he made a profound declaration about how we need to change existing thinking about student success:

“This law makes long overdue fixes to the last education law replacing the one-size fits all approach to reform with a commitment to provide every student with a well-rounded education. It helps states and districts reduce unnecessary standardized testing we want to get rid of unnecessary standardized tests so that more teachers can spend time engaging in student learning while at the same time making sure parents and teachers have clear information on their children’s academic performance” (Davis, 2015).

Governor Ige saw the potential for this legislation to be the impetus for positive changes in public education in Hawai'i. He began to gather information from both educators and the public about their ideas for this transformation, beginning with redefining student success.

The Executive Office of Early Learning presently provides publicly funded preschool for 420 students in 21 classrooms in 19 schools. This is only 2.4% of state's four-year-old population. Research shows that a child's learning begins long before kindergarten and 92% of brain development occurs before the age of five. Research also shows that students from economically disadvantaged families begin school an average of 12 to 14 months behind their peers in language development and reading skills. To improve public education in Hawai'i, we need to invest smarter and we need to start earlier by expanding early learning. Experts report that states can expect a significant return on investment for early education – a return of seven dollars for every dollar invested in high quality preschool programs when comparing resources required to attain successful outcomes in a school career. Research also supports the cost effectiveness of early

child development in helping to prevent achievement gaps, boost school achievement, promote better health outcomes, improve our workforce, increase productivity, and reduce crime.

In January 2016 Ward Research conducted a statewide survey on education issues in Hawai'i. A surprisingly high percentage (44%) felt that there was too much emphasis on standardized testing in our state. This had not been discussed much in public venues and the researchers did not expect it to be of concern to so many. In July 2016 when Ward Research surveyed principals, 84% felt that the DOE should consider changes in the Smarter Balance Assessment and 85% agreed that the testing time should be reduced. Most principals (74%) recommended that the DOE consider alternatives to the Smarter Balance Assessment, such as portfolios, and demonstrations of competencies. In September 2016, the organizations representing Hawai'i Elementary and Middle School Administrators Association (HEMSA) and Hawai'i Association of Secondary School Administrators (HASSA) identified the need for more support in assessment literacy. In September 2016, the Governor's ESSA Team surveyed teachers across the state and found that the clear majority (91%) felt that the DOE should consider changes in the current state testing program; and, like the principals, most felt the testing time should be reduced and that more authentic assessment models should be considered. In addition, there was a strong interest in the option offered by the new legislation for selected states to pilot new testing options. In 2010 forty-five states agreed to join a consortium that would teach and test Common Core Standards, which led to Hawai'i's commitment to Race-to-the-Top. As of 2016 we are one of only fourteen states still using the Smarter Balance Assessment. We believe it is time to reconsider our commitment, also.

Design Principles

**High Quality Early Childhood Education * Global Learner Outcomes
*Balanced Assessments and Testing in the Service of Student Learning * Student Empowerment,
Student Voice * Student Wellness, Social Emotional Learning, Health/Fitness Needs *
Opportunities for Student Success * Pathways for Career and Technical Education *
Pathways for Multilingualism * Equity and Excellence: Eliminate the Achievement Gap**

High Quality Early Childhood Education for All Learners

Early childhood education is defined in statute as “developmentally appropriate early childhood development and education for children from birth until the time they enter kindergarten” (Relating to Public Early Childhood Education Act 109, 2015). Hawai'i's educational system will expand to include more access to high quality early childhood programs which will target those who are most in need. Children that because of their home and community environment, are subject to language, cultural, economic, and other disadvantages. Hawai'i will continue to implement high quality early childhood programs based on what neuroscience tells us about how children learn best. Hawai'i will also provide programs that increase the knowledge base of families, schools and communities so that they will be empowered and ready to support all children to be successful in school and life. Families are a child's first and lifelong partner in education. Therefore, schools will embrace families by engaging them at the earliest possible stage in their journey to be true partners in their child's development and learning.

In 2014, Act 122 appropriated \$3 million for pre-kindergarten programs to be implemented in fiscal year 2015. Through a partnership with the Department of Education, the Executive Office on Early Learning launched Hawai'i's first Public Pre-Kindergarten Program which currently consists of 21 classrooms in 19 schools across the state and serves 420 four-year old students in the year before they attend kindergarten. In 2015, the program received a 9 out of 10 rating on the research-based National Institute for Early Education Research Quality Standards

Benchmarks. To sustain a high level of quality in the Public Pre-Kindergarten Program, Hawai'i will implement an Early Learning Academy for principals and school teams to support and ensure the use of developmentally appropriate early childhood education practices such as aligning curriculum with Hawai'i Early Learning and Development Standards (HELDS), use of formative child assessments, and classrooms that promote positive student-teacher relationships beginning with pre-kindergarten and continuing through the early elementary grades.

Hawai'i's high quality early learning system will be strengthened through cross-systems partnerships and "whole child" supports focused on the well-being of families, based on the concept of 'Ohana Nui. 'Ohana Nui is the State's multigenerational approach that invests early and concurrently in children and families to improve health, education, employment, and other outcomes. 'Ohana Nui is integrated into State programs, policies, and philosophies to ensure we address the root causes, or social determinants of health. These include healthcare, education, safety, living/work environments, and housing. A more targeted emphasis on healthy starts for all children, including access to health insurance, mental and dental services, and early intervention supports that include vision, hearing, developmental and mental health screenings early on will lay the critical foundation for success. This approach will empower Hawai'i to more efficiently align programs and funding to make a bigger impact on Hawai'i's children and families.

Global Learner Outcomes

Our schools will prepare students for the unknown future world by assuring that they have the skills and dispositions of a global learner: Complex Thinker; Effective Communicator; Self-Directed learner; Community Contributor; Quality Producer; Effective and Ethical User of Technology; and Creative Innovator.

Balanced Assessments and Testing in the Service of Student Learning

Our Hawai'i Public Schools will be guided by the core belief that education assessment will be conducted in the service of student learning and that all educators possess the skills for reflection and refinement of this professional practice. Schools will use a variety of assessments that measure student learning and allow students to show what they have learned in different ways. Standardized testing will be minimized as schools and teachers develop assessments that measure and support student growth.

There will be a clear distinction among assessments that are used to measure progress within the statewide system, progress within the school, and individual student growth. The priority will be assessment for individual student learning.

All educators will possess assessment literacy skills and will engage in reflection and decisions about refining this important professional practice. Professional educators will develop and determine appropriate assessments from a repertoire that includes measures that are formative, culturally relevant and performance-based.

System-wide performance can be measured by valid and reliable testing practices that involve sampling rather than requiring the testing of every student. Additionally, it should be determined whether testing needs to occur in grades 3-8 as is currently done.

Informed use of assessment must include differentiating assessments and their purposes as follows:

- (a) large scale assessments used to inform the entire system performance,
- (b) assessments used to inform school performance,
- (c) assessments used to inform classroom performance, and
- (d) assessments used to inform student performance.

Students should be assessed on the attainment of Global Learner Outcomes through performance tasks, senior projects, or other similar forms of authentic assessment.

Assessment policies and practices will be aligned to the areas we have identified as important for student learning. Testing results will be shared in a timely manner with students, teachers, and parents so that changes can be made in the teaching and learning process that will impact student progress.

Education assessments will be designed and prepared with integrity, and delivered with respect and caring for students. There will be recognition and appreciation of each student's cultural history, language, and values.

Educational assessments will be designed to efficiently assess student learning and minimize testing time.

Student Empowerment, Student Voice





Students will be empowered to take more responsibility for their own learning. We will listen to their voices through a variety of meaningful venues, including the student member on the Board of Education, state and school student councils, student publications, and from feedback collected and used by teachers in the classrooms. When learning is more personalized and students are assessed authentically on self-directed projects we believe both rigor and engagement will be increased. It will be important to recognize that some students may not feel empowered as a result of language difference and so we must value their multilingual abilities as assets and resources for sharing their voice.

Student Wellness, Social Emotional Learning, Health/Fitness Needs

All Hawai'i students need explicit social emotional learning supports to access curriculum and programs in physically and emotionally safe environments. Students learn empathy in a diverse cultural environment where collaboration with and compassion for others is emphasized. We will continue to create school communities where aloha, well-being and belonging are valued and evident. We will include these considerations in teacher-recruitment efforts and expanded support for school counseling.

Opportunities for Student Success

Implementation of a new comprehensive system of pathways will be provided for all students beginning in elementary school. Pathways will guide all students who aspire either to traditional colleges or post-secondary career and technical education.

-  There will be increased support for professional development for educators seeking effective strategies for student engagement. Educators with innovative ideas for implementing new and creative practices will be encouraged and supported.
-  It will be important to have focused professional development based on the needs of students and communities. We will align professional development resources to support student success objectives and be responsive to the identities and needs of individuals, schools, community, complexes, and state offices (e.g. interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners, special education inclusion, language development, and quality classroom assessments).
-  There will be an early identification of student passions, aspirations, and curiosities that will be fostered through a strength-based approach. We will promote student voice and leadership throughout the school and the larger education system and encourage their engagement in addressing school problems and participating in decisions.
-  There will be a focus on implementing the middle school philosophy for all middle schools, as well as differentiating support for elementary and high schools.

Pathways for Career and Technical Education

The students in our public schools will have opportunities to choose career pathways that lead to a range of professional and technical careers. We will expand partnerships with higher education and industry to assure that our students are well-informed and prepared for success beyond high school. Early college admissions, internships, and industry certifications will be available in a wide variety of pathways for all students to explore and develop specific skills.

Pathways for Multilingualism

Hawai'i's educational system will continue to offer the choice of education through either of its two official languages. Both its Hawaiian and English medium schools will provide increased opportunities and support for multilingualism to include proficiency in Hawai'i's immigrant languages as well as the two official languages.

Considering the new ESSA accountability system, which requires more English Language Learner (ELL) oversight, all levels will work together to increase resources to improve ELL services and develop new innovative initiatives focused on multilingualism. Resources will be provided to increase ELL staffing at the central office to provide stronger systemic support to schools and students. Resources will be provided at the school level for more professional development, curricula, translators and interpreters, and outreach support for families (i.e. bilingual/bicultural school-home assistants, newcomer centers). Resources will be provided toward dual language programs for its largest immigrant languages at the early-childhood and elementary levels, which are proven to show the most impact on academic achievement and English development. Hawai'i will develop a professional pipeline to recruit, train, and support multilingual community members who are para-professionals or part-time teaching assistants to gain teacher certification

to increase the pool of qualified ELL and/or multilingual teachers. Hawai'i will also develop a monitoring system to ensure that there are qualified teachers to serve our students.



Equity and Excellence - Eliminate the Achievement Gap

The Hawai'i Public Schools will foster equity and excellence for all students through high expectations for learning the skills needed for success in the 21st century. Student success will be redefined to include more than test scores as schools are empowered to identify and address the strengths and needs of their own students. Quality early learning programs for all students, culturally and contextually relevant learning experiences in all schools, and licensed, certified, and effective teachers in every classroom will lead to the elimination of the achievement gap.


Vision to Reality: Aspirational Targets for Student Success

As we move forward we envision a renewed public education system that embraces a culture of empowerment, innovation, equity and visionary leadership. We believe that there are aspects of this blueprint that can begin immediately:


High Quality Early Learning will be expanded and implemented in 2017

-  The State Early Learning Plan will be completed in 2017 and the Hawai'i Early Learning Academy will be implemented in school year 2017-2018.
-  ESSA Title I funding can be used to expand public preschools.

The learning achievement gaps will begin closing in 2017 and will close by 2020

-  The larger system will empower schools to identify what they need to close the gaps in achievement that are experienced by special needs students, English language learners, and students from families who live in poverty. High quality professional development and resources, including Title I funding, to support the educators and schools where these students learn will be made available. As students gain proficiency and progress through a supportive system, the learning gaps will close.

Hawai'i will elect to pursue a new assessment model through the ESSA Pilot Program for Authentic Assessment.

-  All assessments we implement will recognize that the student is the center of all our professional practices and the accomplishments that we monitor should reflect our whole-child vision and values.

Vision Focus Area #2: Educator and Staff Success

Our vision is for all educators and staff to model the Global Learner Outcomes needed to succeed as innovative, contributing citizens of society as well as members of our workforce, community, family, and school. Educators and staff will be held to high expectations for modeling and fostering curiosity, creativity, collaboration, critical thinking, and risk-taking. Educators and staff will seek engaging, empowering, and inspiring opportunities to make decisions about and deliver meaningful and relevant teaching and learning experiences.

Educator and Staff Success and Nā Hopena A'o

The design principles in this focus area are naturally aligned to the framework of Nā Hopena A'o. Strengthening a **sense of belonging** begins with empowering educators and staff to build relationships that will sustain their communities and allow them to flourish. Enhancing





responsibility and **excellence** begins with high expectations that all educators and staff will embrace global learning outcomes and strive to achieve personal levels of excellence and equity. Strengthening a **sense of aloha** is embodied through our focus on developing schools where all educators and staff are empathetic, compassionate, civic-minded, caretakers of our natural environment, and protectors of the most vulnerable among us. Strengthening the **sense of total well-being** prioritizes support for the social-emotional, wellness, and health needs of educators, staff, and students. We will recognize the connections between mental, physical and spiritual well-being. We will sustain educators and staff who show deep understanding and appreciation in the values, principles, and beliefs of our history and culture. Our **sense of Hawai'i** will reflect a commitment to treating others with compassion, tolerance, understanding and humility.

Rationale




Teachers, principals, and school support staff are the heart of our instructional system. Our keiki in Hawai'i deserve the best school leaders and educators we can provide. School leaders are challenged to work with school communities, parents, teachers and students in meaningful ways to create relationships and a shared vision for the school. This challenge is made more difficult by the amount of time that must be dedicated to complying with system-wide directives and mandates. Principals and teachers have told us through surveys and at forums that they are spending less time on instruction and other student and professional peer interactions, and more time completing requirements that seem only marginally connected to student learning.

We have difficulty retaining new teachers with nearly 50% leaving before they complete five years of teaching. Experienced teachers are often choosing to leave the profession sooner than they had planned, or leave the public-school system for work in private schools. The recruitment of the next generation of qualified teachers has reached a crisis. Issues relating to teacher compensation, working conditions, and the loss of teacher autonomy are all contributing to the acceleration of this dramatic attrition rate. We must address this crisis through systemic and visionary policy shifts that will elevate the profession of teaching and create a pipeline of experienced and pedagogically grounded educators to deliver engaging and effective instruction in the classroom. Transformation of school culture to one of collaborative empowerment will occur when educators and administrators are empowered to engage their communities in creating a vision and acting to bring their unique visions for student learning into reality.

A recent report of the findings from principal forums of the HEMSA and the HASSA in October 2016, identified the following recommendations to address seven issues determined to be of highest priority:

-  Create/support in every school, a system for formative assessment and instruction where teachers meet regularly under the guidance of a coach to deconstruct standards, review assessment data and determine appropriate instructional strategies.
-  Create/support in every school, an accountability system that provides choices and options in measuring student progress that meets the needs of the school community in raising student achievement.
-  Create/support in every school, administrator and teacher competencies in using differentiated practices for pre, formative and post assessment to raise student achievement for all students.
-  At state, district, complex and school levels, use an adequate system of support for school leadership involving the voice of principals in making decisions regarding what is needed

by the administrators and the teachers.

-  Create/support in every school an adequate system for struggling students that engages all students in the learning process through unique interventions that meet each student's learning targets.
-  Create a culture that all work at the state, district and complex levels are focused on supporting schools in meeting their unique needs in unique ways and that one size does not fit all schools. The mission at state, district, complex, and school levels must promote and create opportunities for school innovations that meet all dimensions of students.
-  Create an adequate system to support a creative (not rule bound) and growth mindset that aligns resources through involvement of principals in decision making, empowerment of all school/community level users and true team work among the various levels to support what's best for schools.

Design Principles

** System Leadership * School and Principal Leadership and Support
* Classroom Teacher Leadership and Support **

System Leadership

System leadership, at its core, will be reconceived to include the Governor and key decision-makers from the BOE, DOE, and the State Legislature. Effective and empowering system leadership will create an environment of trust and empowerment. Our system will move from traditional accountability to collaborative, trust-based responsibility. Effective and empowering system leadership requires transparency in all processes. Effective and empowering system leadership finds innovative, collaborative, and effective ways to address these issues.

System structures will be thoughtfully designed using “futures thinking” that begins with the end goal in mind. Accountability and evaluation processes will provide clear, coherent, and inspiring expectations and visionary goals that drive desired best practices in classrooms, schools, and communities.

School and Principal Leadership and Support

Hawai'i public schools will each have a highly effective instructional leader who is committed to students, staff, and the community. School principals will demonstrate the dispositions that foster innovation and creativity in learning. They are expert instructional leaders whose collaborative and innovative skills are essential for the requisite empowering leadership at each school. They will take risks and allow others to take risks throughout the processes of growth and innovation. They will understand that there is learning through failure, and that our positive response to failure, is essential to the learning process. School leaders will model and demonstrate empowering leadership. They will have a deep commitment to collaboration and shared decision-making.

To accomplish this transformation, we will need to reform the recruitment, selection, and professional development programs that develop and support school leaders. We will move from models of training for compliance to new models that identify emerging leaders who are committed to building and enhancing the qualities they will need to lead their schools in this new era. School leaders will be evaluated on their ability to establish or expand a culture of empowerment throughout their schools. An evaluation system that rewards empowerment,

innovation, collaboration and community-building will be implemented and will guide professional support for school leaders.

Classroom Teacher Leadership and Support

Individuals choose the profession of teaching because they want to help children, young people and adults explore their talents and learn the skills they need to live quality lives. For most in this profession, teaching is a passion that emerges from the joy they experience in learning. Our system must support and sustain teachers who come to our classrooms and schools committed to the mission of promoting the joy of learning in others.

The Hawai'i public school system will attract, recruit, select, train, and retain the very best educators at all levels. All educators will be empowered to be empathetic, innovative, and courageous advocates for students, their schools and public education. These educators will be able to build strong relationships, make learning relevant, and foster success through rigorous student learning opportunities that promote sustainability, democratic principles, and shared values that are grounded in Hawai'i's history, culture and diverse society.




Students will be engaged in learning by teachers who are provided opportunities to teach to their passions, inspire innovative learning for curious and creative learners, and deliver relevant and rigorous instruction and assessment for attainment of global learning outcomes. Enthusiastic and passionate teaching leads to enthusiastic and engaged student learning.


Teachers will have more influence over their working conditions and their capacity, within positive learning environments, to contribute to student learning and engagement. Teachers will be empowered to make decisions on content and pedagogy through powerful professional learning communities in collaboration with their school community. This will contribute to a greater sense of efficacy and will increase teacher job satisfaction.

Teachers play a critical role in building student confidence and creating an environment in which students can begin to exercise democratic principles and empowerment. Empowered teachers are in the best position to empower students because they can effect change in their classrooms, and as part of the school's professional learning community. There will be an understanding that empowerment is a process by which people make decisions closest to the place of implementation.

Vision to Reality: Aspirational Targets for Educator Success

As we move forward to implement a renewed culture of empowerment, innovation and leadership in our public school system, we will begin immediately to move toward the following targets:

-  Hawai'i will begin the redevelopment of leadership selection and training in 2017 and will have an exemplary leadership development program by 2020. Title II funds may be used to enhance this program.
-  Our most qualified college students and graduates will regard the profession of teaching as a desirable aspiration and dedicated, qualified teachers will teach all public school students by 2020.
-  Federal funds identified in ESSA can be used to support practices and policies designed to retain public school teachers and elevate their professional status.

-  Teacher evaluation will be designed in the service of student learning to support learning through promoting innovation, student engagement, student empowerment, and the recognition of teacher professionalism.

Vision Focus Area #3: System Success

Our vision for Hawai'i's public education system is for a department that recognizes that its primary mission is to help schools address what principals and teachers have identified as priority needs in support of student success. The leaders in our statewide system of support will manage human, community and financial resources in a way that reflects a clear understanding that all efforts are focused on improving the experience of students in our classrooms. As with our visions for student and staff success, we believe that the Nā Hopena A'o framework will be the guide that supports the conditions for a new culture of empowerment, innovation, and leadership at every level within the Department of Education. Systems for accountability and evaluation will include high expectations for performance of students and staff, along with compassionate support for self-correction and continuous improvement.

System Success and Nā Hopena A'o

We are fortunate to share a history and culture in Hawai'i that values our diversity while embracing the value of **aloha** that is reflected in the framework of Nā Hopena A'o. We look to success as our public education system transforms for the 21st century and school communities are empowered by strengthened senses of **belonging** and **responsibility** as they develop ownership for improving educational programs for their students. Systems of support for the schools will build greater capacity for **excellence** and a renewed sense of **well-being** among those who work directly with students and among those who support them.

Rationale

There has been strong support from students, parents, teachers and school leaders for a renewed public education system that places authority and responsibility for decisions affecting students with those who work in the schools. The surrounding system should be one of support for teachers, principals and support staff who work directly with students. We have studied exemplary school systems both outside of the United States and within our country. They share qualities to which we aspire, including collaborative decision-making, financial transparency, authentic learning and assessment, and innovation that emerges from the unique needs of individual schools. They also have a high regard for and trust in the professionalism of educators. We can see the need to redefine success and develop a broader definition of student and school success. In Hawai'i there are models of excellence in both the charter and regular Department of Education schools. We can look to these schools and their leaders to show the way as we work to establish a statewide system where all schools can be models of excellence.

Over the last two years there has been considerable feedback from teachers and school leaders through surveys and forums in support of a system that is turned "right side up" so that reform is driven from the school and community with a surrounding system of support from state and complex staff. We believe that there is the needed leadership, expertise and commitment within Hawai'i to accomplish this.

Design Principles

- * School Empowerment * Empowering Communities * Engaging Parents and Families *
- Innovation for Learning * Learning Environments * Continuous Improvement
- * Transparency for Resources and Funding *

School Empowerment

Decisions about students, teaching and learning will be made as close as possible to the classroom. Our public schools and communities will design a system that recognizes and trusts the wisdom and judgment of educators in the schools and reverses the current model that operates through “top-down” mandates. State and Complex Area Leadership along with principals and school staff will receive support and professional development as we move into this new era.

Our new system will reflect our core values and beliefs and include clearly defined responsibilities at all levels within the Department of Education. There will be significantly more autonomy in decisions that concern schools, students and those who work with them. The statewide system will be transparent about resources and expenditures to provide support to schools in alignment with identified needs. We will see collaboration among leaders across all levels and between principals and school staff. Our new system will have accountability systems that promote empowerment, innovation, student engagement, and total well-being of learners.

Empowering Communities

The communities that surround and support our public schools will be encouraged to engage with their local schools to design the new system where decisions are made close to the classrooms. School-community empowerment will include partnerships with state agencies, organizations, colleges, public libraries, and businesses that will join with us to foster learning throughout the state.

Engaging Parents and Families

Supporting parent and family engagement will be a priority for school leaders, teachers, and support staff. Principals will be encouraged to develop engagement strategies that consider the culture and recognize the individual and collective needs within the community. Schools that no longer include resources for Parent and Community Networking Centers (PCNC) may want to revisit that option and training support should be made available. Schools will build partnerships with families, honor their contributions, and provide share decision-making opportunities to sustain connections that are aimed at improving student learning.

Innovation for Learning

The Hawai'i public schools will create and sustain a culture that values innovation and unleashes curiosity and creativity in all learners. Innovations by charter schools will be embraced and supported. Leadership development will focus on engagement, empowerment, and innovative practices and approaches in leading, teaching, and learning.

Our public charter schools will be recognized system-wide as models of innovation and will be recognized through Board of Education policy for their role as incubators for diverse approaches

to learning. There will be visionary leadership, implementation, and support for the sharing of ideas, knowledge, and experiences among charter and regular Department of Education schools.

System leadership will establish a culture that encourages innovations, and safe environments for taking risks. Leadership will provide opportunities and support for teachers, schools, and complexes to pursue innovations that they identify as promising strategies for their communities.

Learning Environments

We recognize that as we move further into this new education century, our public school learning environments will need to adapt. We will identify innovative, cost-effective strategies that will provide the best possible environments for students and teachers in both early learning and K-12 programs. We will transform traditional schools and classrooms into flexible, well-resourced learning areas that are clean, safe, ecological, and conducive to creative, engaging teaching and learning. We have models to learn from in both our charter and regular public schools and we can leverage existing laws, such as Act 155, and work with the legislature and Board of Education leadership to identify where new laws or policies are needed.

Our schools will find ways to incorporate learning environments that take full advantage of local community resources with existing or renewed environments within school facilities.

Continuous Improvement

Continuous system-wide renewal depends upon ongoing education research and learning. We will establish a world-class research and design (R&D) center that supports all levels of education within Hawai'i. The center will inform policy makers and stakeholders about current research in educational innovation, learning gaps, cognitive and emotional learning, assessment practices, instructional leadership, and practices for assuring qualified, effective teachers in every classroom.

We will also pursue disciplined inquiry to develop, test, and refine interventions that support needs that have been identified by schools and complexes and identify strategies for sharing and implementing best practices beyond individual schools. We will engage in research practice partnerships to meet accountability expectations and partner with the research community to develop and improve site-based programs and practices. We will address technical and adaptive problems of practice by leveraging the expertise and experiences of educators and researchers through mutual partnerships.

Transparency for Resources and Funding

A core goal of ESSA is to enable parents and other stakeholders to engage meaningfully with their education systems. This is only possible when everyone has access to clear, complete and timely information about how students and schools are doing. To accomplish this goal, the proposed regulations seek to ensure that states and districts work with parents and other stakeholders to develop report cards and make them publicly available no later than December 31st of each year. These report cards shall include accountability information (including student assessment outcomes and graduation rates) in an easily accessible manner, so that stakeholders can fully understand school performance. The information will also enable them to participate more effectively in developing solutions for challenges facing the schools and students in their communities.

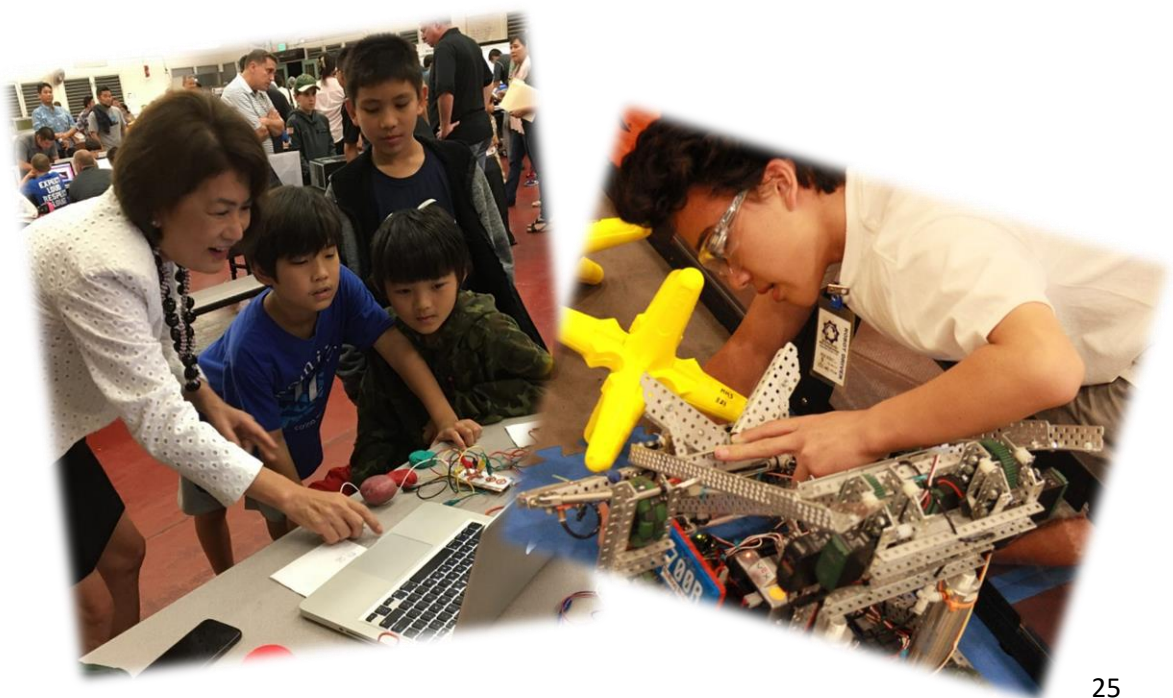
The new law ensures more transparency for parents, educators and community members around resource equity measures, such as access to preschool, access to rigorous coursework, and school

discipline. It also clarifies that state and local report cards must include specific information about district and school-level per-pupil expenditures that are calculated on uniform, state-developed procedures. This is to ensure that parents and educators can see with transparency into all school funding. There is also an expectation that we will improve the quality of postsecondary enrollment data so that stakeholders have greater insight into student preparation for programs in postsecondary education.

Vision to Reality: Aspirational Targets for System Success

As we begin the process of turning public education “right-side up” we will start by moving to a system culture that expresses and practices empowerment of others through policy and action. Visionary leadership at all levels within the system will embrace and support innovation. We believe the following are possible by the time indicated:

-  Innovation for Learning initiatives will be implemented in 2017.
-  Systemic School Empowerment will begin implementation in 2017.
 - New ESSA Report Cards that provide transparency for school expenditures and school funding by 2018.
 - New BOE Policy on School Empowerment based on ESSA in 2017.
-  High Quality Early Education will begin implementation in 2017 and expand statewide each year.
-  Hawai'i will begin the redevelopment of leadership training in 2017 and will have an exemplary leadership development program by 2020.
-  Our most qualified college students and graduates will regard the profession of teaching as a desirable aspiration and dedicated, qualified teachers will teach all public school students by 2020.
-  The achievement gaps in learning will begin closing in 2017 and will close by 2020.
-  Hawai'i will be acknowledged as having the nation's top public education system in 2025.



Appendix A: Sources

- Board - Policies*. (2016). From State of Hawaii Board of Education:
[http://boe.hawaii.gov/policies/Board%20Policies/N%C4%81%20Hopena%20A'o%20\(H%C4%80\).pdf](http://boe.hawaii.gov/policies/Board%20Policies/N%C4%81%20Hopena%20A'o%20(H%C4%80).pdf)
- Davis, J. H. (2015, December 10). President Obama Signs into Law a Rewrite of No Child Left Behind. *The New York Times*. From
https://www.nytimes.com/2015/12/11/us/politics/president-obama-signs-into-law-a-rewrite-of-no-child-left-behind.html?_r=0
- Hawai'i Department of Education. (2016). *Strategic Plan 2017-2020, Approved by Board of Education 12/6/16*. Department of Education. Honolulu: State of Hawaii. From
<http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/SP2017-20.pdf>
- Hughes, J. R. (1993). The Demise of the English Standard School System in Hawai'i. *The Hawaiian Journal of History*, 65-89.
- Kame'elehiwa, L. (1992). *Native Land and Foreign Desires*. Honolulu: Bishop Museum Press.
- Kaomea, J. (2001). Dilemmas of an Indigenous Academic: A Native Hawaiian Story. *Contemporary Issues in Early Childhood*, 2(1), 67-82.
- Klein, A. (2016, January 6). *Under ESSA, States, Districts to Share More Power*. From Education Week: <http://www.edweek.org/ew/articles/2016/01/06/under-essa-states-districts-to-share-more.html?qs=essa+states+districts>
- Meller, N. (1948). *Hawaii's English Standard Schools*. University of Hawaii, Legislative Reference Bureau. Territory of Hawaii: University of Hawaii. From
<http://lrhawaii.info/lrbrpts/48/engstan.pdf>
- Osario, J. (2002). *Dismembering Lahui: A History of the Hawaiian Nation to 1887*. Honolulu: University of Hawai'i Press.
- Perkins, U. (2006). Teaching Land and Sovereignty - A Revised View. *Hawaiian Journal of Law and Politics* 2, 97-111.
- Pukui, M. K., Haertig, E. W., & Lee, C. A. (1979). *Nana I ke Kumu: Look to the Source Volume II*. Honolulu: Hui Hanai.
- Reinecke, J. E. (1969). *Language and Dialect in Hawaii: A Sociolinguistic View to 1935*. Honolulu: University of Hawaii Press.
- Sahlberg, P. (2015). *Finnish Lessons 2.0*. New York: Teachers College Press.
- Sai, D. K. (2011). *Ua Mau Ke Ea - Sovereignty Endures: An overview of the Political and Legal History of the Hawaiian Islands*. Honolulu: Pua'a Foundation.

Severns, M. (2015, December 2). *House Passes No Child Left Behind rewrite*. From Politico:
<http://www.politico.com/story/2015/12/no-child-left-behind-congress-216371>

State of Hawaii. (2015). From Hawaii State Legislature:
http://www.capitol.hawaii.gov/session2015/bills/HB820_CD1_.pdf

Ward Research, Inc. (2016). *Resident Opinions on Public Education*. Retrieved 2016 from
<http://governor.hawaii.gov/wp-content/uploads/2016/06/Hawaii-Resident-Opinions-on-Public-Education-February-2016.pdf>

Wilson, W. H., & Kamana, K. (2006). "For the Interest of the Hawaiians Themseleves": Reclaiming the Benefits of Hawaiian-Medium Education. In *Hulili* (Vol. 3, pp. 153-181). Honolulu: Kamehameha Schools. From
http://www.ahapunanaleo.org/images/files/HuliliVol3_Wilson.pdf



Appendix B: Glossary of Terms

Accountability/School Accountability - the process of evaluating school performance on the basis of student performance measures.

Achievement Gap - The term achievement gap is used to refer to the observed, persistent disparity of educational measures between the performance of groups of students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender.

Assessment FOR Learning - (Formative Assessment) a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' learning and achievement of content and skills.

Assessment OF Learning – assessment strategies where teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a point in time.

Authentic Assessment - the measurement of intellectual accomplishments that are worthwhile, significant, and meaningful, as contrasted to multiple choice standardized tests. Authentic assessment can be devised by the teacher, or in collaboration with the student by engaging student voice.

Career Technical Education (CTE) – an approach to provide students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

Continuous Improvement - an ongoing effort to improve products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

Early Learning – a program or approach to improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school college- and career-ready. To enhance the quality of programs and services and improve outcomes for young children, including children with disabilities and those who are English Learners, the department administers programs and promotes initiatives that increase access to high-quality programs, improve the early learning workforce, and build state capacity to support high-quality programs and ensure program effectiveness.

Empowerment/School Empowerment - School empowerment recognizes the uniqueness of each school community and that one size rarely fits all. An empowered-school system requires a philosophical shift in which DOE employees fall into either of only two categories: those who work directly with students, and those who support the efforts of those who work directly with students. Teachers in an empowered school determine how to satisfy statewide standards and policies. They also have ready access to information about their school's budget and have a voice in all important matters affecting their respective school. And they play a meaningful role in holding their principal and other administrators accountable. Principals have significantly greater control over financial and staffing decisions in empowered schools, but they must constantly engage the entire school community —teachers, parents, librarians, cafeteria workers, custodians, and anyone else who sees the students daily — in meaningful discussions about spending, staffing, and curricular and instructional decisions. Students in empowered schools

have a voice that increases from elementary through high school, and student aspirations beyond high school determine student-centered learning programs in which learner empowerment and learner accountability are aligned and emphasized. Statewide standards, policies and learning goals continue to play major roles in an empowered-schools system, and non-school staff continues to provide services to the schools. However, those who set standards and promulgate policy never control the means by which school-level personnel achieve desired results, and services providers cannot take for granted their “customers.” School-level personnel unhappy with services provided by the DOE have the option of seeking those services elsewhere. The adults in an empowered-school system model shared values such as collaboration, transparency, integrity, equity and life-long learning. They also embrace clarity of responsibility, especially those that focus on student achievement, and maintain a system-wide commitment to capacity-building for instructional and other forms of leadership. School empowerment includes decentralized decision-making and school-level accountability: accountability without empowerment is unfair and ineffective, and empowerment without accountability would lead to chaos.

Equity or Educational Equity- a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity. Educational equity is dependent on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and are dependent on each other for true academic success of an educational system

Global Learning Outcomes/General Learner Outcomes (GLOs) - The Department's General Learner Outcomes are the overarching goals of standards-based learning for all students in all grade levels. For many years, through changes in leadership, assessments and curricula, the General Learner Outcomes have remained consistent. They are: Self-directed Learner (The ability to be responsible for one's own learning); Community Contributor (The understanding that it is essential for human beings to work together); Complex Thinker (The ability to demonstrate critical thinking and problem solving); Quality Producer (The ability to recognize and produce quality performance and quality products); Effective Communicator (The ability to communicate effectively); Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically). The addition of the outcome, “Creative Innovator” defines the change from **General** Learner Outcomes to **Global** Learner Outcomes.

Improvement Science – an approach and framework developed by the Carnegie Foundation to accelerate how a field learns to improve. Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships. Improvement science is explicitly designed to accelerate learning-by-doing. It's a more user-centered and problem-centered approach to improving teaching and learning. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The objective here is quite different from the traditional pilot program that seeks to offer a proof of concept. Improvement research, in contrast, is a focused learning journey. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. Since improvement research is an iterative process often extending over considerable periods of time, it is also referred to as continuous improvement.

Innovation – a significant positive change; a new idea, method, or product; the action or process of innovating. This is a high bar, and it should be. To call every change you make in your work an

innovation belittles the possible scale of progress. The act of creating something, even if it solves a problem, should perhaps still not be considered an innovation until it is adopted by other people, it's just an invention with the potential to be an innovation.

Nā Hopena A'o (HĀ) - a framework of outcomes that reflects Hawai'i Department of Education's (HIDOE) core values and beliefs in action throughout the public educational system of Hawai'i. HIDOE works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawai'i ("BREATH") in ourselves, students and others

Network Improvement Community - a scientific learning community distinguished by four essential characteristics: (1) focused on a well specified aim, (2) guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relevant to it, (3) disciplined by the rigor of improvement science, and (4) coordinated to accelerate the development, testing, and refinement of interventions and their effective integration into practice across varied educational contexts.













Social Emotional Learning - a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Appendix C: Stakeholder Engagement Information




Governor's ESSA Team Community Town Hall Meetings

The following are examples of stakeholder engagement and community meetings held to collect input and feedback for co-creating an education blueprint:

-  Hawai'i Education Summit at Hawai'i Convention Center, July 9, 2016 (1000)
-  ESSA Town Hall Meeting at Kapolei High School, July 27, 2016 (130)
-  ESSA Town Hall Meeting at Kalani High School, August 10, 2016 (130)
-  ESSA Town Hall Meeting at Kealakehe High School, August 17, 2016 (110)
-  ESSA Town Hall Meeting at Waimea High School, August 22, 2016 (30)
-  ESSA Town Hall Meeting at Chiefess Kamakahelei Middle School, Aug 24, 2016 (120)
-  ESSA Town Hall Meeting at Waiākea High School, August 24, 2016 (150)
-  ESSA Town Hall Meeting at Kaunakakai Elementary School, August 27, 2016 (20)
-  ESSA Town Hall Meeting at Castle High School, Sept 7, 2016 (205)
-  ESSA Town Hall Meeting at Maui High School, Sept 7, 2016 (75)
-  ESSA Town Hall Meeting at Lanai High and Elementary School, Sept 8, 2016 (25)
-  ESSA Town Hall Meeting at Moanalua High School, Sept 14, 2016 (130)

Governor's ESSA Team Education Blueprint Community Forums

The following are examples of stakeholder engagement and community meetings held to collect additional input on progressive drafts of the education blueprint:

-  ESSA Hawai'i Education Blueprint Forum at Kealakehe Intermediate School, September 21, 2016 (91% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Kamakahelei Middle School, September 28, 2016 (83% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Hilo High School, October 5, 2016 (80% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Campbell High School, October 6, 2016 (88% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Baldwin High School, October 19, 2016 (90% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Mililani High, October 20, 2016 (100% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Kahuku High School, October 26, 2016 (100% support blueprint vision focus areas)
-  ESSA Hawai'i Education Blueprint Forum at Moanalua High School, November 2, 2016 (94% support blueprint vision focus areas)
-  Hawai'i's Blueprint for Public Education – Version 1.0, January 23, 2017

The following people deserve special acknowledgement for volunteering their time, energy, and expertise for the creation of Hawai'i's Blueprint for Public Education.

Governor's ESSA Support Team Members

Karen Aka

Evangeline Casinas

Melissa Goo

Ken Kang

Valerie Kardash

Carmelita Minami

Audrey Ragragola

Michael Tokioka

Penelope Tom

Julia Toyama

Louise Wolcott



Governor's **ESSA** Team

The tightly furled frond of the Hāpu'u fern; evokes the opportunity and potential for positive change that the Every Student Succeeds Act brings to Hawai'i's public education system. The fern frond receives support, nutrition and water through a strong single stem (system). In return the frond (students) will supply the plant with energy and renewed strength collected from the surrounding environment.

Green represents growth, life and potential. Reds and oranges represent the pulu (protective silky wool-like fiber) that is found on the exterior of a young frond, reminding us of our responsibility to the youth of Hawai'i. The color also symbolizes the energy and passion of the team members.

The crescents in the form of a circle represent the shape of the fiddle head stage of the fern frond before it unfurls. They bring to mind the continuous and cyclical nature of education. While our system will continue to improve, there is a never-ending need for learning and refinement.

Appendix D: Stakeholder Feedback Groups

	Governor*	Legislators*	Board of Education (BOE)*	Education Leaders*	Principals*	Vice Principals	Teachers*	Charter Schools*	Specialized instructional support personnel*	Paraprofessionals*	Other staff*	Parents*	Business Leaders*	Civil Rights Community*	Disabilities Community	ELL	Students	Community Organizations*	Military	Higher Education*	Foundations	Representatives of private school students*	Early Childhood educators and leaders*	General Public*
Arts Hui								X					X					X		X	X	X		
BOE Community Meetings		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BOE Meetings			X																					
Center for Tomorrow's Leaders																	X							
Charter School Commission								X																
Charter School Summit								X																
Education Leadership Institute				X	X	X																		
Executive Office on Early Learning							X																X	
Governors ESSA Summit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Governors ESSA task force	X	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	X	X	
Harold K. L. Castle Foundation																					X			
Hawaii Association of Independent Schools																						X		
Hawaii Association of Secondary School Administrators					X	X																		
Hawaii Community Foundation																					X			
Hawaii Elementary & Middle School Administrators Association					X	X																		
Hawaii Government Employees Association				X	X	X				X	X													
Hawaii P-20	X	X	X										X											
Hawaii State Student Council																	X							

	Governor*	Legislators*	Board of Education (BOE)*	Education Leaders*	Principals*	Vice Principals	Teachers*	Charter Schools*	Specialized instructional support personnel*	Paraprofessionals*	Other staff*	Parents*	Business Leaders*	Civil Rights Community*	Disabilities Community	ELL	Students	Community Organizations*	Military	Higher Education*	Foundations	Representatives of private school students*	Early Childhood educators and leaders*	General Public*
Hawaii State Teachers Association							X		X															
HIDOE Community Stakeholder Workgroup													X	X	X	X		X	X		X			
HIDOE Complex Area Support Team				X			X		X		X													
HIDOE Complex Principals Meetings				X	X																			
HIDOE Deputy's Principals Roundtable				X	X																			
HIDOE Executive Leadership Team				X																				
HIDOE Leadership Team				X																				
HIDOE Priority School Meeting				X	X	X	X		X	X														
HIDOE School Groups					X	X	X		X	X	X						X							
HIDOE Secondary Principals Forum				X	X																			
HIDOE Teacher Leader Workgroup							X		X															
HIDOE Vice Principal Meetings				X		X																		
Hope Street Group							X		X															
Hui for Educational Excellence (HE'E)				X	X		X	X	X			X						X						
Kamehameha Schools																				X	X			
Legislative Briefing		X																						
Native Hawaiian Education Council														X				X						
Pastors Roundtable																		X						
Performing Arts Teachers Work Group				X			X		X															

	Governor*	Legislators*	Board of Education (BOE)*	Education Leaders*	Principals*	Vice Principals	Teachers*	Charter Schools*	Specialized instructional support personnel*	Paraprofessionals*	Other staff*	Parents*	Business Leaders*	Civil Rights Community*	Disabilities Community	ELL	Students	Community Organizations*	Military	Higher Education*	Foundations	Representatives of private school students*	Early Childhood educators and leaders*	General Public*
Public Posting-HIDOE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Special Education Advisory Council				X	X	X	X		X		X	X			X				X	X		X	X	
The Learning Coalition																					X			
Visual Arts Teachers Work Group				X			X		X															
World Languages Teachers Work Group				X			X		X															

*As Required by ESSA

Appendix E: Stakeholder Outreach

Hawaii Department of Education Every Student Succeeds Act Summary of Statewide Engagement

In January 2016, the Hawaii Department of Education began to solicit input that would impact development of the Every Student Succeeds Act (ESSA) Consolidated State Plan. Public engagement occurred statewide through a variety of forums, culminating in a final plan presented to the Board of Education on June 20, 2017.

Statewide Meetings

The Hawaii Department of Education convened or participated in over **230 meetings** to share information and gather feedback on ESSA, including meetings with:

Governor | Legislative Leaders | HSTA
School Leaders | Teacher Leader Work Group
Native Hawaiian Education Advocates
Charter Schools & Commission | Community Partners
Teacher Education Coordinating Committee
Hawaii State Student Council | HE'E Coalition

Board of Education

Between January 19, 2016 and June 6, 2017, the Board of Education heard **35 presentations** on topics impacting ESSA and acted as a public forum, collecting **450 pieces testimony** on these topics.

From January 2016 to June 2017, there were:

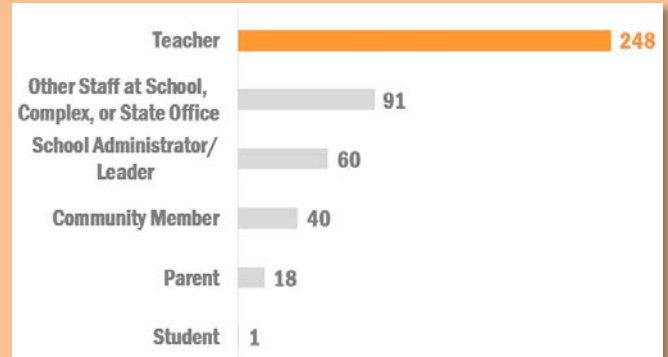
- 273** pieces of written testimony.
- 176** pieces of oral testimony.
- 22** general board meeting presentations.
- 13** committee presentations.

Visit bit.ly/HIDOEESSA to learn more or connect with us at HawaiiPublicSchools.org



Public Comment

458 people participated in a public comment period to provide feedback on Hawaii's ESSA Consolidated State Plan through an **online survey** between April 18 and May 18, 2017.

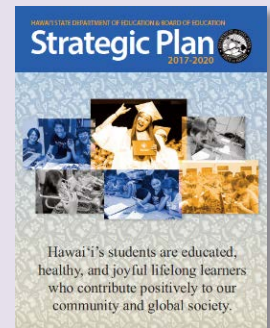


During the public comment period, there were:

- 7,989** views of the draft consolidated plan.
- 4,149** views of the executive summary of the plan.
- 1,350** views of the feedback page on the website.
- 186** plays of the ESSA video.
- 105** views of the public comment press release.

Plan Alignment

The Consolidated State Plan draft is aligned with **Hawaii's Blueprint for Public Education** and the **2017-2020 Strategic Plan**, both created through unprecedented stakeholder engagement.



- 2,125** meeting attendees
- 1,019** summit attendees
- 20** meetings/forums
- 2,573** survey responses
- 108** focus groups
- 9** community meetings

Meeting/Outreach	Members	Date	Topic
JUNE 2017			
BOE - General Business Meeting		6/20/2017	Approval for Submission of the ESSA plan
CAS/HIDOE Leadership	CAS/Deputy Supt.	6/14/2017	ESSA plan progress
Dr. C. Kishimoto	Incoming HIDOE Superintendent	6/8/2017	ESSA plan
Charter School Commission Board Meeting	Charter school board members	6/8/2017	ESSA plan
BOE - General Business Meeting		6/6/2017	ESSA plan public comment results
Senator Jill Tokuda & Representative Roy Takumi	Legislators	6/6/2017	ESSA plan progress
Principal Meeting - Farrington-Kaiser-Kalani	Principals	6/6/2017	ESSA plan
Principal Meeting - Kauai District	Principals	6/5/2017	ESSA plan
Principal Meeting - Castle-Kahuku	Principals	6/2/2017	Fiscal Transparency
Principal Meeting - West Hawaii	Principals	6/1/2017	Fiscal Transparency
Principal Meeting - West Hawaii	Principals	6/1/2017	ESSA plan
MAY 2017			
Charter school commission	CSC leadership OSIP	5/30/2017	ESSA plan
Senator Michelle Kidani	Legislator	5/26/2017	ESSA plan progress
CAS/HIDOE Leadership	CAS/Deputy Supt.	5/24/2017	ESSA plan progress
Principal Meeting - Pearl City-Waipahu	Principals	5/23/2017	ESSA plan
BOE - General Business Meeting		5/23/2017	StriveHI 3.0
Governor David Ige		5/19/2017	ESSA plan progress
Webinar - Charter Schools	Charter School staff	5/19/2017	Multi-level school classification
ESSA public comment period response (not included in survey)	Special Education Advisory Council	5/18/2017	various
ESSA public comment period response (not included in survey)	National Indian Education Association	5/18/2017	various
ESSA public comment period response (not included in survey)	Office of Hawaiian Affairs	5/18/2017	various
Principal Meeting - Hana-Lahainaluna-Lanai-Molokai	Principals	5/18/2017	ESSA plan
Hawaii Congressional Delegation Staff	Staff from delegation - DC office	5/17/2017	ESSA plan
Principal Meeting - Kau-Keaau-Pahoa	Principals	5/16/2017	ESSA plan
Principal Meeting - Honolulu District	Principals	5/16/2017	Fiscal Transparency
Principal Meeting - Hilo-Waiakea	Principals	5/12/2017	ESSA plan
Joint Complex Area Support Team (CAST)	Complex Area Support personnel	5/12/2017	ESSA plan
Teacher Education Coordinating Council (TECC)	IHE	5/11/2017	Fiscal Transparency
Principal Meeting - Kaimuki-McKinley-Roosevelt	Principals	5/9/2017	ESSA plan

Meeting/Outreach	Members	Date	Topic
Webinar - DOE Schools		5/9/2017	Multi-level school classification
HSTA	HSTA	5/9/2017	ESSA accountability
Principal Meeting - Kailua-Kalaheo	Principals	5/9/2017	ESSA plan
Principal Meeting-Baldwin-Kekaulike-Maui	Principals	5/9/2017	ESSA plan
Native Hawaiian Education Advocacy	Council for Native Hawaiian Advancement Kamehameha Schools Office of Hawaiian Affairs Native Hawaiian Education Council OSIP	5/8/2017	Post 2017 State Legislature debrief on ESSA accountability
Deputy's Roundtable	Principals	5/8/2017	ESSA plan
Hawaii State Student Council	Student Council Members	5/6/2017	ESSA plan
Principal Meeting - Central District	Principals	5/5/2017	ESSA plan
HE'E	Community Stakeholders	5/2/2017	ESSA plan
Community Partners Meeting	various	5/1/2017	ESSA plan feedback
APRIL 2017			
E-Blast (email to HIDOE staff)	HIDOE	4/28/2017	Reminder about ESSA/StriveHI feedback
Teacher Leader Work Group 2016-17	Classroom teachers Non-classroom teachers	4/27/2017	ESSA plan
CAS/HIDOE Leadership	CAS/Deputy Supt.	4/26/2017	ESSA plan public comment period
Principal Meeting - Hana-Lahainaluna-Lanai-Molokai	Principals	4/20/2017	Fiscal Transparency
Secondary Principal Forum	Secondary principals	4/20/2017	ESSA plan public comment period
Principal Meeting - Kau-Keaau-Pahoa	Principals	4/18/2017	Fiscal Transparency
Principal Meeting - Central District	Principals	4/18/2017	Fiscal Transparency
Public Comment Period Posting survey	All stakeholder groups	4/18/2017-5/18/2017	ESSA plan public comment period
BOE General Business Meeting		4/18/2017	Board action on public comment process for Every Student Succeeds Act ("ESSA") consolidated state plan draft
Principal Meeting - Campbell-Kapolei	Principals	4/17/2017	StriveHI
CAS/HIDOE Leadership	CAS/Deputy Supt.	4/12/2017	English Language Proficiency
Charter School Commission	CSC leadership OSIP	4/5/2017	Accountability

Meeting/Outreach	Members	Date	Topic
BOE Student Achievement Committee meeting		4/4/2017	Accountability Framework Committee Action on Every Student Succeeds Act ("ESSA") impacts on school accountability
BOE General Business Meeting		4/4/2017	Accountability Framework Board Action on Student Achievement Committee recommendation concerning Every Student Succeeds Act ("ESSA") impacts on school accountability
Executive Team	HIDOE leadership	4/3/2017	Subgroups
Charter Schools	charter school leaders governing board chairs OSIP/Accountability	4/3/2017	ESSA updates
Charter School Commission Board Meeting	Charter school board members	4/2/2017	ESSA plan
Complex Area Superintendents conference call	CAS Assessment and Accountability Branch	4/1/2017	Multi-level school classification
MARCH 2017			
Accountability Webinar - StriveHI	Principals/CA	3/30/2017	StriveHI
CAS/HIDOE Leadership	CAS/Deputy Supt.	3/29/2017	Teacher certification
Accountability Webinar - StriveHI	Principals/CA	3/22/2017	StriveHI
Senator Mazie K. Hirono	Sen. Hirono	3/21/2017	
Senator Brian Schatz	Sen. Schatz	3/21/2017	
Congresswoman Tulsi Gabbard	Rep. Gabbard	3/21/2017	
Congresswoman Colleen Hanabusa	Rep. Hanabusa	3/21/2017	
Joint Complex Area Support Team (CAST) Academic Review Team meeting	Complex Area Support personnel Academic Review Team (ART) leads	3/17/2017	StriveHI
Hawaii Congressional Delegation Staff	Staff from all four delegation Honolulu offices	3/17/2017	ESSA updates
Charter Schools	Charter school commission	3/16/2017	Charter school fiscal reporting requirements
CAS/HIDOE Leadership	CAS/Deputy Supt.	3/15/2017	Comprehensive School Supports
Deputy's Roundtable	Principals	3/13/2017	High School Assessments School Accountability System Indicators - F&C Engagement/Achievement Gap
Private schools	HAIS/Catholic school leadership OSIP/STB/Accountability/OHR	3/10/2017	Private School requirements

Meeting/Outreach	Members	Date	Topic
Teacher Education Coordinating Council (TECC)	IHE	3/9/2017	ESSA updates
Charter school commission meeting	Charter school commission	3/8/2017	ESSA updates
Principal Meeting - Kailua/Kalaheo	Principals	3/7/2017	Fiscal Transparency
FEBRUARY 2017			
Principal Meeting - Kauai District	Principals	2/28/2017	Fiscal Transparency
Joint Complex Area Support Team Academic Review Team meeting	Complex Area Support personnel Academic Review Team (ART) leads	2/24/2017	StriveHI
High School Assessment workgroup	High school principals	2/23/2017	Grade 11 math and ELA assessments
Committee on Weights (COW)	various educational stakeholders	2/23/2017	Fiscal Transparency
BOE Finance and Infrastructure Committee		2/21/2017	HIDOE Presentation on Every Student Succeeds Act ("ESSA") Impacts on fiscal reporting requirements
BOE Human Resources Committee Teacher Qualification Input Survey		2/21/2017	Teacher qualifications
BOE Human Resources Committee		2/21/2017	HIDOE Presentation on Every Student Succeeds Act ("ESSA") impacts on teacher content qualifications
BOE General Business Meeting		2/21/2017	ESSA updates
High School Assessment workgroup	High school principals	2/17/2017	Grade 11 math and ELA assessments
Charter School Commission meeting	Charter School Commission	2/17/2017	ESSA updates
HE'E	Community Stakeholders	2/14/2017	Fiscal Transparency
COMPLEX AREA SUPERINTENDENTS/HIDOE Leadership	Complex Area Superintendents/Deputy Supt.	2/8/2017	Fiscal Transparency
BOE Student Achievement Committee meeting		2/7/2017	HIDOE presentation on special education inclusion HIDOE presentation of ESSA impacts on school accountability
BOE General Business Meeting		2/7/2017	Accountability
Teacher Leader Work Group 2016-17	Classroom teachers Non-classroom teachers	2/6/2017	Teacher effectiveness
Deputy's Roundtable	Principals	2/6/2017	Fiscal Transparency StriveHI 3.0 HS Assessment Update AP Target Setting
JANUARY 2017			
BOE (Darrel Galera)		1/31/2017	Accountability
HSTA		1/30/2017	Innovative Assessments Accountability
Charter School Commission meeting	Charter School Commission	1/27/2017	ESSA updates

Meeting/Outreach	Members	Date	Topic
Teacher Leader Work Group 2016-17	Classroom teachers Non-classroom teachers	1/19/2017	Accountability
Complex Area Superintendents/HIDOE Leadership	Complex Area Superintendents/Deputy Supt.	1/11/2017	Timeline StriveHI 3.0
BOE Human Resources Committee		1/10/2017	HIDOE presentation on initiatives to improve teacher retention and recruitment
BOE General Business Meeting		1/10/2017	Community Stakeholder Presentation: HSTA - working with the Board of Education and Department of Education to improve school funding and the recruitment and retention of teachers
Secondary Principals Forum	Secondary principals	1/6/2017	Strive HI High school assessment workgroup SBA family reports Priorities for ESSA planning
DECEMBER 2016			
BOE General Business Meeting		12/20/2016	Update on the Governor's ESSA team draft of the HI Education Blueprint
ESSA Coordination Meeting	HIDOE - various	12/19/2016	ESSA updates
All Complex Area Support Team (CAST) meeting	Complex Area Support personnel	12/16/2016	ESSA updates
Deputy's Roundtable	Principals	12/12/2016	Assessments - ACT Proposed Accountability System Academic Plans
Community Partners Meeting	various educational stakeholders	12/8/2016	ESSA updates
BOE General Business Meeting		12/6/2016	Board Action on review and extension of 2011-2018 Department and Board Joint Strategic Plan: Final version Governor's ESSA team draft of the HI Education Blueprint
NOVEMBER 2016			
Academic Staff Mtg.	HIDOE - various	11/28/2016	ESSA updates
ESSA Coordination Meeting	HIDOE - various	11/22/2016	ESSA updates
Joint Complex Area Support Team (CAST)	Complex Area Support personnel	11/18/2016	ESSA updates

Meeting/Outreach	Members	Date	Topic
Math leaders feedback survey	Elementary math teachers Elementary math coaches Secondary math teachers Complex area math leads	11/17/2016	Curriculum
ELA leaders feedback survey	Middle School ELA teachers	11/17/2016	Curriculum
Priority School Meeting	Priority school principals Coaches/Coordinators OHR DOE Directors	11/17/2016	CSI Supports
Hawaii P-20 Council Adhoc Meeting	IHE/community members	11/15/2016	Strategic Plan goals and metrics
BOE General Business Meeting		11/15/2016	HIDOE presentation - Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan Update on the Governor's Every Student Succeeds Act ("ESSA") Team
BOE Human Resources Committee		11/15/2016	HIDOE presentation on overview of teacher recruitment data for 2016-2017 School Year
Deputy's Roundtable	Principals	11/14/2016	HEMSA ESSA input
Complex Area Superintendents/DOE Leadership	Complex Area Superintendents/Deputy Supt.	11/9/2016	Supports for schools
Visual Arts Teacher workgroup	Teachers	11/4/2016	Standards
World Language Teacher workgroup	Teachers	11/4/2016	Standards
Performing Arts Teachers workgroup	Teachers	11/4/2016	Standards
The Arts Hui	Arts Education/UH/Private SchoolsCommunity	11/4/2016	Strategic Plan Standards
ESSA Coordination Meeting	HIDOE - various	11/2/2016	ESSA updates
BOE Student Achievement Committee		11/1/2016	ESSA updates
BOE General Business Meeting		11/1/2016	ESSA updates
OCTOBER 2016			
Secondary Principal Forum	Secondary principals	10/27/2016	ESSA state plan sharing and feedback
Complex Area Superintendents/HIDOE Leadership	Complex Area Superintendents/Deputy Supt.	10/26/2016	Draft plan
Joint Complex Area Support Team (CAST)	Complex Area Support personnel	10/21/2016	ESSA updates
Exit pass from all principals' meetings	Principals	10/20/2016	ESSA presentation by Dept. Supt. & OSIP
Complex Area Superintendents/Principals - Hana-Lahainaluna-Lanai	Complex Area Superintendents/Principals	10/20/2016	ESSA presentation by Dept. Supt. & OSIP

Meeting/Outreach	Members	Date	Topic
BOE General Business Meeting		10/18/2016	Strategic Plan
BOE Human Resources Committee		10/18/2016	Strategic Plan
Complex Area Superintendents/Principals - Pearl City-Waipahu	Complex Area Superintendents/Principals	10/17/2016	ESSA presentation by Dept. Supt. & OSIP
Hawaii Elementary & Middle School Administrators Association (HEMSAA) /Hawaii Association of Secondary School Administrators(HASAA) Principal Forums	voluntary representation of principals, vps, and other educators	10/14/2016	Accountability system Student engagement Teacher collaboration 21st Century skills
Complex Area Superintendents/Principals - Balwin-Kekaulike-Maui	Complex Area Superintendents/Principals	10/11/2016	ESSA presentation by Dept. Supt. & OSIP
Deputy's Roundtable	Principals	10/10/2016	Curriculum Assessments Teacher certification
ESSA Community Workgroup Boot Camp debrief	Various Community stakeholders	10/7/2016	ESSA updates
Hawaii Elementary & Middle School Administrators Association (HEMSAA) /Hawaii Association of Secondary School Administrators(HASAA) Principal Forums	voluntary representation of principals, vps, and other educators	10/6/2016	Principal Feedback
Teacher Leader Work Group 2016-17	Classroom teachers Non-classroom teachers	10/5/2016	ESSA Introduction Teacher qualifications Accountability STB
BOE General Business Meeting	BOE members	10/4/2016	EES
ESSA Coordination Meeting	HIDOE - various	10/4/2016	Office plans Next steps
Governor's ESSA Team meeting BOE Meeting	Governor's ESSA team BOE Members	10/1/2016	ESSA presentation
SEPTEMBER 2016			
All interested principals (live/webex) accountability	Principals	9/30/2016	Accountability update
Complex Area Superintendents/Principals - Castle-Kahuku	Complex Area Superintendents/Principals	9/29/2016	ESSA presentation by Dept. Supt. & OSIP
Complex Area Superintendents/DOE Leadership	Complex Area Superintendents/Deputy Supt.	9/28/2016	Teacher certification
HEMSAA/HASSA Principal Forums	voluntary representation of principals, vps, and other educators	9/28/2016	Accountability system Student engagement Teacher collaboration 21st Century skills
principals - Ho'olako Like Charter Schools	Ho'olako Like Charter Schools	9/26/2016	Working concept of the accountability framework
ESSA coordination meeting	HIDOE - various	9/23/2016	Clarification of roles/responsibilities; guidelines for ESSA template

Meeting/Outreach	Members	Date	Topic
principals by complex area - Windward District	High school Principals - Windward District	9/23/2016	Working concept of the accountability framework
Native Hawaiian Legislative Summit		9/22/2016	
principals - Charter Schools	Principals - Charter Schools	9/22/2016	Working concept of the accountability framework
BOE Human Resources Committee		9/20/2016	HIDOE Presentation on status of Goal 2, Staff Success in relation to the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan
BOE Finance and Infrastructure Committee		9/20/2016	HIDOE Presentation on status of Goal 3, Successful Systems of Support in relation to the review and extension of the 2017-2018 Joint Department of Education and Board of Education Strategic Plan
BOE General Business Meeting		9/20/2016	HIDOE presentation - Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan
Principal Meeting - Central District	Principals	9/20/2016	Working concept of the accountability framework
principals by complex area - Middle school Principals - Leeward/Kauai/Big Island Districts	MS Principals - Leeward/Kauai/Big Island Districts	9/19/2016	Working concept of the accountability framework
principals by complex area - Middle school Principals - Windward District	MS Principals - Windward District	9/19/2016	Working concept of the accountability framework
Complex Area Superintendents/Principals - Molokai	Complex Area Superintendents/Principals	9/19/2016	ESSA presentation by Dept. Supt. & OSIP
ESSA principal meetings	Principals/OSIP	9/19/2016	
Complex Area Superintendents/Principals - Hilo-Waiakea	Complex Area Superintendents/Principals	9/16/2016	ESSA presentation by Dept. Supt. & OSIP
Accountability Design Workgroup	various HIDOE/non-HIDOE stakeholders	9/15/2016	Draft of the Accountability Framework to be proposed
BOE Community Meeting	BOE/Principals/OSIP	9/15/2016	
Complex Area Superintendents/Principals	Complex Area Superintendents/Principals	9/15/2016	ESSA presentation by Dept. Supt. & OSIP
Complex Area Superintendents/DOE Leadership	Complex Area Superintendents/Deputy Supt.	9/14/2016	Indicators
Complex Area Superintendents/Principals - Kailua-Kalaheo	Complex Area Superintendents/Principals	9/13/2016	ESSA presentation by Dept. Supt. & OSIP

Meeting/Outreach	Members	Date	Topic
Complex Area Superintendents/Principals - Farrington-Kaiser-Kalani	Complex Area Superintendents/Principals	9/13/2016	ESSA presentation by Dept. Supt. & OSIP
Principals - Leeward (Accountability)	Middle and high school Principals	9/9/2016	Accountability update
principals by complex area	High school Principals - Leeward/Kauai Districts	9/9/2016	Working concept of the accountability framework
Complex Area Superintendents/Principals - Honokaa-Kealahou-Kohala-Konawaena	Complex Area Superintendents/Principals	9/8/2016	ESSA presentation by Dept. Supt. & OSIP
Complex Area Superintendents/Principals - Kaimuki-McKinley-Roosevelt	Complex Area Superintendents/Principals	9/8/2016	ESSA presentation by Dept. Supt. & OSIP
Principal Meeting - Central District	Complex Area Superintendents/Principals	9/7/2016	Working concept of the accountability framework
BOE Student Achievement Committee meeting		9/6/2016	HIDOE presentation - Presentation on standards-based education, including statewide assessment
BOE General Business Meeting		9/6/2016	Governor's ESSA task force EES Assessment
ESSA principal meetings	Principals/OSIP	9/1/2016	ESSA updates
High School ELA survey	High school ELA teachers	9/1/2016	Curriculum
AUGUST 2016			
Hawaii Elementary & Middle School Administrators Association (HEMSAA) /Hawaii Association of Secondary School Administrators(HASAA) Principal Forums	voluntary representation of principals, vps, and other educators	8/27/2016	Accountability system Student engagement Teacher collaboration 21st Century skills
Accountability Design Workgroup	various HIDOE/non-HIDOE stakeholders	8/26/2016	Comprehensive Support and Improvement reporting; Targeted Support and Improvement reporting
Secondary Principal Forum	Secondary principals	8/25/2016	Accountability system
Complex Area Superintendents/DOE Leadership	Complex Area Superintendents/Deputy Supt.	8/24/2016	Accountability system
Complex Area Superintendents/Principals - Kauai	Complex Area Superintendents/Principals	8/23/2016	ESSA presentation by Dept. Supt. & OSIP
Governor's ESSA Team meeting	Governor's ESSA team	8/20/2016	
Accountability Design Workgroup	various HIDOE/non-HIDOE stakeholders	8/18/2016	Weights (Indicators and Measures); Rating (Performance levels, summative rating, reporting)
BOE General Business Meeting		8/16/2016	HIDOE presentation - Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan
Complex Area Superintendents/Principals - Central	Complex Area Superintendents/Principals	8/16/2016	ESSA presentation by Dept. Supt. & OSIP

Meeting/Outreach	Members	Date	Topic
Complex Area Superintendents/Principals - Kau-Keaau-Pahoa	Complex Area Superintendents/Principals	8/12/2016	ESSA presentation by Dept. Supt. & OSIP
Complex Area Superintendents/Principals - Leeward	Complex Area Superintendents/Principals	8/12/2016	ESSA presentation by Dept. Supt. & OSIP
Complex Area Superintendents/DOE Leadership	Complex Area Superintendents/Deputy Supt.	8/10/2016	Accountability Assessments
Deputy's Roundtable	Principals	8/8/2016	Accountability
All Complex Area Support Team (CAST) meeting	Complex Area Support personnel	8/5/2016	ESSA updates
Accountability Design Workgroup	various HIDOE/non-HIDOE stakeholders	8/3/2016	Subgroups; School Quality/Student Success Indicator
BOE Student Achievement Committee meeting		8/2/2016	Accountability
JULY 2016			
Complex Area Superintendents/HIDOE Leadership	Complex Area Superintendents/Deputy Supt.	7/25/2016	ESSA update
Accountability Design Workgroup	various HIDOE/non-HIDOE stakeholders	7/20/2016	ESSA Accountability Indicators: Academic Achievement, Other Academic Indicator, Graduation Rate, ELP
High School Assessment Webinar	High school Principals	7/20/2016	ACT and SBA
BOE General Business Meeting		7/19/2016	<p>Accountability Regulations</p> <p>HIDOE presentation - Update on the review and extension of the 2011-2018 Joint Department of Education and Board of education Strategic Plan</p> <p>Board Action on formal comment on Federal Notice of Proposed Rulemaking to amend Federal regulations to implement changes contained in ESSA – accountability and state plans</p>
Governor's ESSA team teacher survey	HIDOE teachers	7/18/2016	Various
Complex Area Superintendents/DOE Leadership	Complex Area Superintendents/Deputy Supt.	7/18/2016	HS assessments
Education Leadership Institute (ELI) Conference	All HIDOE Education Officers	7/15/2016	Accountability School Supports
ESSA principal meetings	Principals/OSIP	7/12/2016	ESSA updates

Meeting/Outreach	Members	Date	Topic
Education Institute of Hawaii (EIH) Education Summit	All stakeholder groups	7/9/2016	Overall ESSA
Complex Area Superintendents/DOE Leadership	Complex Area Superintendents/Deputy Supt.	7/6/2016	Accountability Framework
JUNE 2016			
Accountability Design Workgroup	various HIDOE/non-HIDOE stakeholders	6/29/2016	Overview of the Accountability Framework
High School Principal Survey	High school Principals	6/21/2016	ACT and SBA
BOE General Business Meeting		6/21/2016	HIDOE presentation - Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan Update on Governor's Every Student Succeeds Act ("ESSA") Team
ESSA principal meetings - Hana-Lanai	Principals/OSIP	6/1/2016	ESSA updates
MAY			
Complex Area Superintendents/HIDOE Leadership	Complex Area Superintendents/Deputy Supt.	5/25/2016	ESSA updates
BOE General Business Meeting		5/17/2016	HIDOE presentation - Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan Update on Governor's Every Student Succeeds Act ("ESSA")
ESSA principal meetings - Kau-Keaa-Pahoa	Principals/OSIP	5/17/2016	ESSA updates
ESSA principal meetings - Central District	Principals/OSIP	5/17/2016	ESSA updates
ESSA principal meetings - Honolulu District	Principals/OSIP	5/17/2016	ESSA updates
Joint Complex Area Support Team (CAST)	Complex Area Support personnel	5/13/2016	ESSA updates
ESSA principal meetings - Molokai	Principals/OSIP	5/12/2016	ESSA updates
ESSA principal meetings - West Hawaii	Principals/OSIP	5/12/2016	ESSA updates
Complex Area Superintendents/HIDOE Leadership	Complex Area Superintendents/Deputy Supt.	5/11/2016	EES
ESSA principal meetings - Kailua-Kalaheo	Principals/OSIP	5/10/2016	ESSA updates
Deputy's Roundtable	Principals	5/9/2016	EES
ESSA principal meetings - Hilo-Waiakea	Principals/OSIP	5/6/2016	ESSA updates
ESSA principal meetings - Kahuku	Principals/OSIP	5/5/2016	ESSA updates
ESSA principal meetings - Castle	Principals/OSIP	5/5/2016	ESSA updates
Governor's ESSA Team meeting	Governor's ESSA team	5/4/2016	

Meeting/Outreach	Members	Date	Topic
APRIL 2016			
All Complex Area Support Team (CAST) meeting	Complex Area Support personnel	4/29/2016	ESSA updates
ESSA vice-principal meetings - Leeward Vice Principals	Vice Principals/OSIP	4/26/2016	ESSA updates
ESSA vice-principal meetings - Central Vice Principals	Vice Principals/OSIP	4/26/2016	ESSA updates
CAS/DOE Leadership	CAS/Deputy Supt.	4/20/2016	EES
ESSA principal meetings - Leeward	Principals/OSIP	4/12/2016	ESSA updates
CAS/DOE Leadership	CAS/Deputy Supt.	4/6/2016	ESSA updates
Senator Mazie Hirono	Senator Hirono's staff DC Office	4/5/2016	ESSA progress
ESSA principal meetings - Kauai	Principals	4/5/2016	ESSA updates
Secondary Principal Forum	Secondary principals	4/4/2016	ESSA updates
MARCH 2016			
Deputy's Roundtable	Principals	3/14/2016	ESSA updates
Joint Complex Area Support Team (CAST)	Complex Area Support personnel	3/11/2016	ESSA updates
BOE Student Achievement Committee meeting		3/1/2016	StriveHI transition to ESSA (subgroups, n size, accountability)
BOE General Business Meeting		3/1/2016	StriveHI transition to ESSA
FEBRUARY 2016			
Department of Public Safety	Department of Public Safety School Transformation Branch	2/16/2016	Title I, Part D
BOE General Business Meeting		2/2/2016	Update on Every Student Succeeds Act ("ESSA"): Impact on the Department of Education and Board joint strategic plan
JANUARY 2016			
Legislators - EDN/EDU (Budget) Briefing	Senate and House Committees on Education	1/27/2016	ESSA presentation
CAS/HIDOE Leadership	CAS/Deputy Supt.	1/27/2016	Accountability framework
All Complex Area Support Team (CAST) meeting	Complex Area Support personnel	1/22/2016	ESSA presentation
BOE General Business Meeting		1/19/2016	Presentation on Every Student Succeeds Act ("ESSA")
Deputy's Roundtable	Principals	1/11/2016	ESSA presentation
Secondary Principal Forum	Secondary principals	1/5/2016	ESSA presentation

Appendix F: Public Comments

Hawaii Department of Education ESSA Public Comment Summary of Online Survey Feedback

The Every Students Succeeds Act

The Every Student Succeeds Act (ESSA) is the reauthorization of the Elementary and Secondary Education Act, which governs most of the federal funding for K-12 education. ESSA replaces the No Child Left Behind Act. The law requires states and school districts receiving federal assistance to help schools better serve educationally disadvantaged students. ESSA includes significant mandates, particularly on academic standards, student testing, school accountability, and teacher qualifications.

ESSA Public Comment

In order to apply for funding for ESSA programs, the Hawaii Department of Education (HIDOE) will be submitting a consolidated state plan to the U.S. Department of Education in September 2017. ESSA requires that the draft state plan be available for public comment for 30 days; HIDOE's draft was available from April 18, 2017 to May 18, 2017 and solicited 458 response. HIDOE's aim was to collect meaningful feedback on the goals, targets, and supports for all students and for student subgroups. The survey results and other feedback from stakeholders will inform the final draft that HIDOE will submit to the federal government.

Report Contents

This report contains:

- | | |
|---|--------|
| ➤ One-Page Summary of Public Comment | Page 2 |
| ➤ Question List from Public Comment Survey | Page 3 |
| ➤ Extended Summary of Each Question Including Qualitative Input | Page 4 |

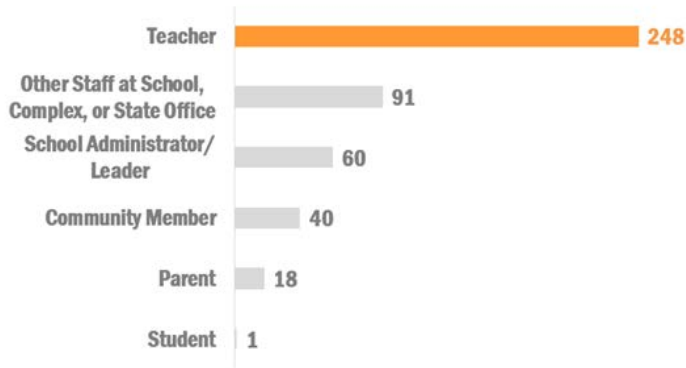
Next Steps

The public comment period closed on May 18, 2017. A summary of the public comments will be presented to the Board of Education (BOE) on June 6, 2017. On June 20th, HIDOE will present a revised consolidated state plan to the BOE for authorization to submit the plan to the U.S. Department of Education. The Governor will have 30 days to review the plan. The final consolidated state plan is due to the federal government on September 18, 2017.

Hawaii Department of Education ESSA Public Comment Summary of Online Survey Feedback

The public comment period opened for the ESSA Consolidated State Plan on April 18, 2017 and closed on May 18, 2017. After revisions are made, the final plan will be proposed to the Board of Education on June 20, 2017.

Of the 458 respondents, 54% were **teachers**.



- Respondents were asked to answer 17 questions through an online survey.
- The questions focused on topics that have generated a great deal of discussion, including:
 - Subgroups
 - Long-Term Goals
 - Identifying Schools for Supports
 - Indicators and Measures
 - Teacher Certification and Recruitment
 - English Language Learners
 - Use of Federal Funding

Areas of Agreement

Ethnic Subgroups

76% of respondents agree that the major racial/ethnic subgroups identified by HIDOE are appropriate for monitoring performance.

Median Student Growth Percentile (MGP)

64% agree that growth as a measure is valuable for elementary and middle schools.

Timeline for Identification of Schools

76% agree that schools should be identified for comprehensive and targeted support and improvement every 3 years.

Teacher Certification Options

78% believe that the teacher certification routes are sufficient for the needs of our state.

Timeline for Achieving English Language Proficiency

59% believe that 5 years is an appropriate timeframe for English Learners to achieve English language proficiency.

Areas of Disagreement

Chronic Absenteeism

54% disagreed with the proposal of using chronic absenteeism as the “State-Selected Measure of School Quality or Student Success.”

Long-Term Goals

57% believed that our proposed long-term goals for *ALL students* were too ambitious.

79% believed that our proposed long-term goals for the *student subgroups* were too ambitious.

Proposed N-size of 20

A slim majority of respondents (**52%**) disagreed with the proposed n-size of 20. However, there is a divide among this majority on whether the appropriate n-size should be higher or lower than 20.

**Hawaii Department of Education
ESSA Public Comment
Summary of Online Survey Feedback**

Survey Questions

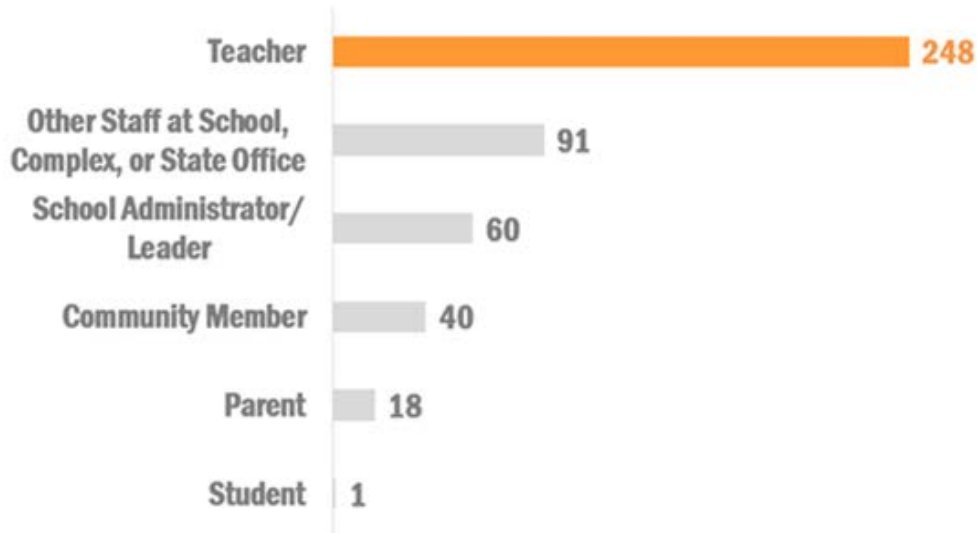
1. What is your primary role in education?
2. If you are a public school system employee, please select one.
3. Are the subgroups that HDOE proposes to include as the major racial and ethnic student subgroups appropriate subgroups for monitoring performance?
4. As a minimum n-size for accountability and reporting, Hawaii proposes a minimum number of 20 students. Thus, a subgroup of students would be included in the school accountability system as a subgroup if it has at least 20 students. For example, if the English learner subgroup in a school has 15 students and the children with disabilities subgroup has 22 students, the English learner subgroup would not be included in the school accountability system and the children with disabilities subgroup would be included. Is 20 the appropriate minimum number of students in a subgroup to include that subgroup in the school accountability system?
5. Are the proposed goals (long-term goal and interim) ambitious and attainable for our schools?
6. Do you have a suggestion for an alternative method for determining long-term goals for all students and/or for student subgroups?
7. Is growth, as measured by the median growth percentile (MGP), an appropriate measure for the "Indicator of Student Growth or Other Academic Indicator: Academic Progress" for elementary and middle schools?
8. Is the percentage of students who are chronically absent an appropriate measure for the "State-Selected Measure of School Quality or Student Success"?
9. Is three years the appropriate amount of time for schools with struggling students to improve their school performance to no longer meet the identification requirements (three years is the maximum amount of time ESSA allows)?
10. If an identified school continues to struggle without making measurable improvement after three years, what types of rigorous interventions would better support student achievement?
11. Are the available routes to teacher certification sufficient to meet the needs of our state?
12. What strategies would you recommend for increasing recruitment of teachers at geographically-remote or rural schools?
13. What strategies would you recommend for increasing recruitment of teachers at schools with the most struggling students (schools identified for comprehensive or targeted supports and improvement)?
14. In consultation with the World-class Instructional and Design Assessment (WIDA) Consortium Research Department, Hawaii has proposed to use a timeframe of up to five years - dependent on the level in which the student enters the language instruction education program - with our English learners generally advancing one proficiency level each year as determined by the English language assessment composite scale score. Do you agree that this timeframe is appropriate for English learners to achieve English language proficiency?
15. How would you prioritize the use of federal funds for these state-level efforts and activities?
16. Please explain your ranking above, as appropriate.
17. Do you have additional feedback on any other portion of the drafted plan? Please provide specific references to the sections of the plan, as appropriate.

Hawaii Department of Education
ESSA Public Comment
Summary of Online Survey Feedback

Survey Responses

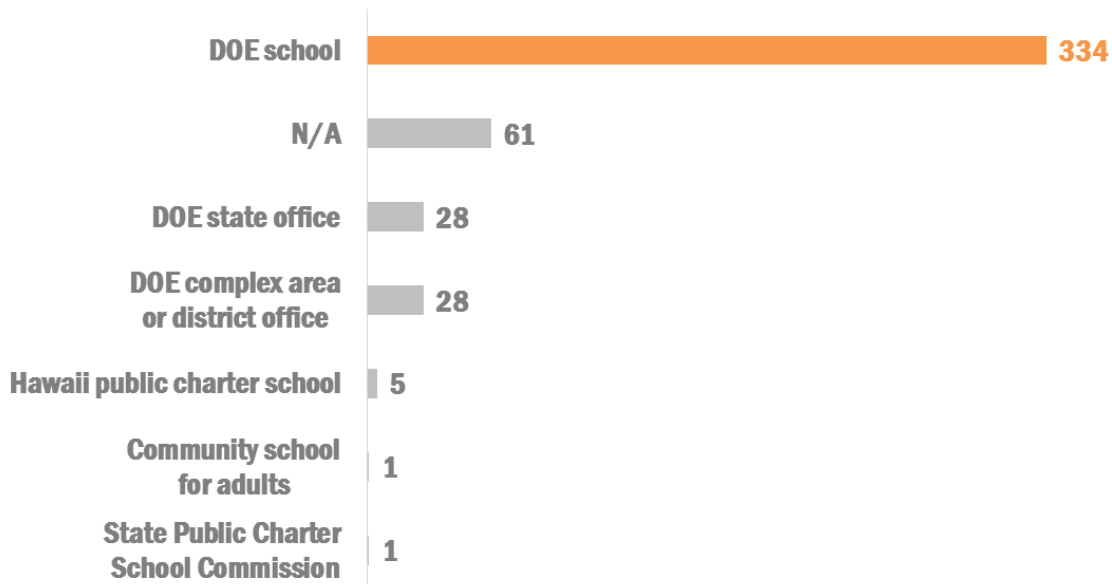
Question 1 What is your primary role in education?

Of the 458 respondents, 54% were **teachers**.



Question 2 If you are a public school system employee, please select one.

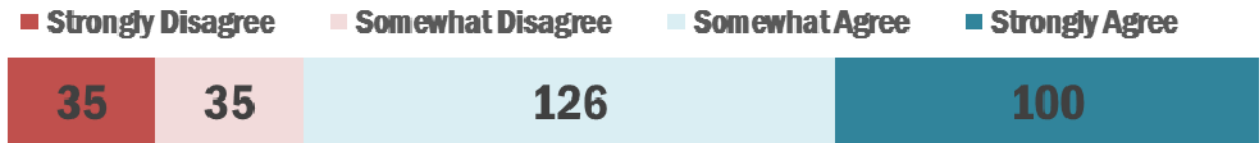
Most respondents work at **DOE schools**.



Question 3

Are the subgroups that HDOE proposes to include as the major racial and ethnic student subgroups appropriate subgroups for monitoring performance?

Proposed subgroups are **appropriate**.



Prevailing themes from the 75 respondents who commented include:

Respondents proposed further disaggregation of the Pacific Islander student subgroup.

21 References

"I hope they also choose to address Micronesians separately from Pacific Islander because they are a large group with diverse needs separate from other Pacific Islands."

"Pacific Islander group is too vague even with Native Hawaiian taken out."

Respondents requested a category of "Other" for students with mixed races.

10 References

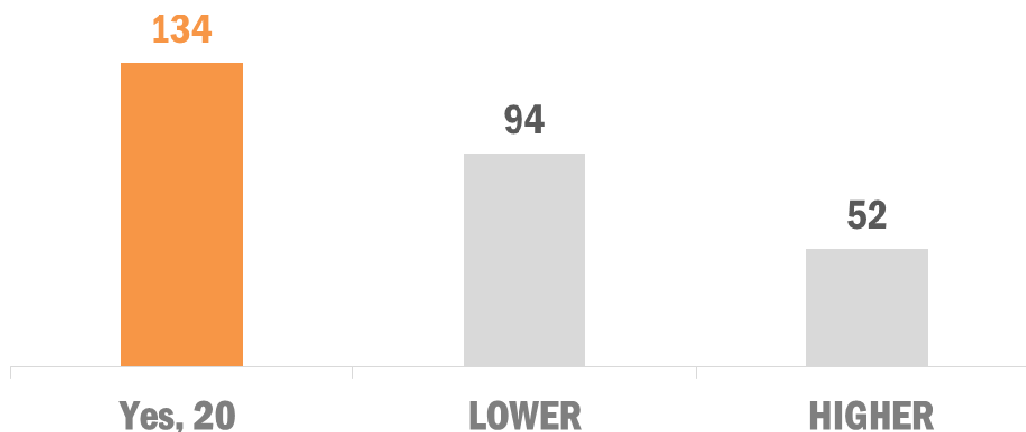
"Most students now are mixed. Will mixed be an option or will students be able to select more than one?"

"We have many mixed people, and I wonder if it is appropriate to somehow identify oneself as mixed. It is often difficult to identify with just one racial or ethnic group."

Question 4

Is 20 the appropriate minimum number of students in a subgroup to include that subgroup in the school accountability system?

***n*-size should be 20.**



Prevailing themes from the 104 respondents who commented include:

Some respondents indicated a preference for a lower n-size.

50 References

“Reduce the “n” size for reporting from the “n” size of 20 outlined in the ESSA State Plan to an “n” size of 10 in order to ensure that schools are held accountable for the academic improvement of high needs subgroups. There are national studies recommending 10 or lower as a minimum subgroup size. Higher numbers undermine disability subgroup accountability.”

“Several small schools (both charter and DOE) have populations of subgroups well below 20. That high of a number risks large swaths of subgroup students not being counted.”

Other respondents felt a higher n-size was more appropriate.

20 References

“For schools with a higher school population, 20 seems like a very small number of students.”

“30 is the quantifiable number for effective research.”

Others felt that a percentage of the schools population was appropriate for n-size.

20 References

“Perhaps to be fair, it should be a percentage of the school population rather than a number.”

“I think the number shouldn't be a number, it should be a percentage of the school's population. This makes it more equitable for schools with large/small populations.”

Question 5

Are the proposed goals (long-term goal and interim) ambitious and attainable for our schools?

Respondents think proposed goals are too ambitious.

■ Not ambitious enough ■ Slightly ambitious ■ Appropriate ■ Slightly too ambitious ■ Far too ambitious



For student subgroups



For all students

Question 6

Do you have a suggestion for an alternative method for determining long-term goals for all students and/or for student subgroups?

Prevailing themes from the 162 respondents who commented include:

Respondents felt the goals set forth in the ESSA plan were unrealistic.

54 References

"Using the DOE's own historical trend data, the department should determine more realistic targets relative to available resources. Raising achievement benchmarks without also increasing resources and student supports places an unfair burden on schools and teachers."

"Relook at our educational system and how it is underfunded. We cannot set ambitious goals without providing adequate funding to support schools and students."

Respondents also commented on the example of an alternative method as an acceptable option for determining long-term goals.

31 References

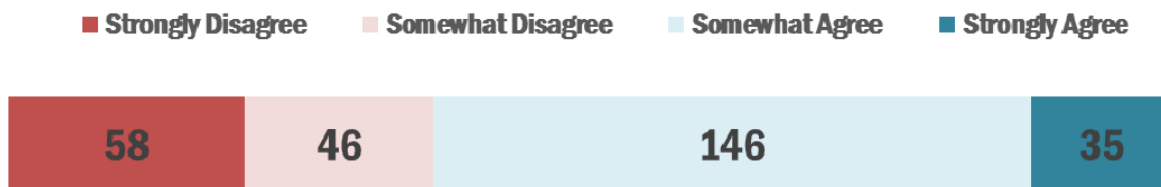
"I like the alternative method. You MUST take the baseline into consideration, otherwise this is poor measurement practice (think NCLB) to assume you can set the same bar regardless of baseline."

"The alternate goals seem a lot easier to get to and seem more fair for the subgroups."

Question 7

Is growth, as measured by the median growth percentile (MGP), an appropriate measure for the "Indicator of Student Growth or Other Academic Indicator: Academic Progress" for elementary and middle schools?

Most respondents **agree** that growth is an appropriate measure.



Prevailing themes from the 73 respondents who commented include:

Respondents commented on assessment options as indicators for academic progress, with a preference for the inclusion of authentic assessments.

30 References

"Teachers have repeatedly asked for authentic assessment for our students. These include project-based learning and student portfolios."

"Measurement should be by a portfolio of all accomplishments."

Other respondents included comments on growth as a measure overall.

19 References

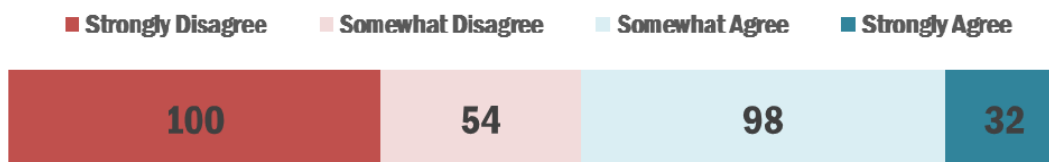
"Growth should be personalized to the school and subgroups, using the current data points used by the schools."

"I like a growth measure, it just puts pressure on teachers in particular grade levels when it really needs to be a schoolwide effort. Perception matters."

Question 8

Is the percentage of students who are chronically absent an appropriate measure for the "State-Selected Measure of School Quality or Student Success"?

Most respondents **disagree** that chronic absenteeism is an appropriate measure.



Prevailing themes from the 105 respondents who commented include:

Respondents indicated that families had a large role in student chronic absenteeism.

36 References

"I don't know an alternative, but attendance is completely up to the parents and families. There is only so much the school can do to improve absenteeism."

"There has to be a program or services that places some ownership/responsibility on the parents. Everything in place for a student in school means absolutely nothing if there isn't an accountable plan for parents."

Other respondents felt that more state-level support is needed to help address chronic absenteeism.

14 References

"The state may need to provide more support to families and determine reasons for chronic absence. We need to solve underlying reasons before we can demand student attendance. Homelessness and other socioeconomic issues that impact attendance can't easily be fixed by attendance mandates."

"Need funding to support reduction of chronic absenteeism. Dedicated counselors to fighting this issue? More PD for counselors and teachers on successful strategies for reducing chronic absenteeism."

Question 9

Is three years the appropriate amount of time for schools with struggling students to improve their school performance to no longer meet the identification requirements?

Schools should have **3 years** to meet identification requirements.



Question 10

If an identified school continues to struggle without making measurable improvement after three years, what types of rigorous interventions would better support student achievement?

Prevailing themes from the 187 respondents who commented include:

Respondents pointed at leadership as a rigorous intervention.

48 References

“Evaluation of school systems which include but are not limited to administrative effectiveness and ability to help teachers and staff deal with issues. This evaluation should include all administrative positions from the principal, CAS, and above and should include evaluations of those positions by teachers and other faculty who work at the school.”

“Allow the CAS [Complex Area Superintendent] and complex support staff identify where the shortfalls occur and what can be done to make improvements. I feel a lot depends on the leader(s) of the school to set the pace as to the direction is headed.”

Respondents also identified the role community plays in assisting struggling schools.

46 References

“The described interventions are rigorous in and of themselves. However, there is immense potential to be intentional in integration of community expertise, resources, and supports to strengthen rigorous interventions that are grounded in place and more likely to be implemented with fidelity. Integrating community resources and expertise into turnaround efforts also provides an opportunity to better allocate resources and minimize redundancies.”

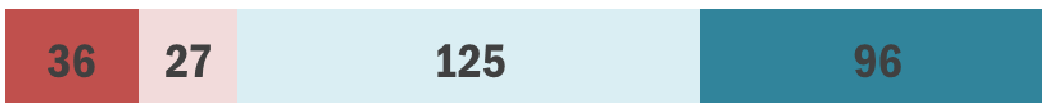
“The rigorous intervention should be about the school (teacher quality, principal quality, curricular resources, high expectations and rigor), but there also has to be a coming together with the community.”

Question 11

Are the available routes to teacher certification sufficient to meet the needs of our state?

Most respondents **agree** that routes to teacher certification are sufficient.

■ Strongly Disagree ■ Somewhat Disagree ■ Somewhat Agree ■ Strongly Agree



Question 12

What strategies would you recommend for increasing recruitment of teachers at geographically-remote or rural schools?

Prevailing themes from the 225 respondents who commented include:

The majority of respondents proposed a variety of benefits and incentives, with monetary benefits as the primary focus.

152 References

"Partially/Fully funded housing for teachers willing to move to geographically isolated areas."

"Offer higher, more competitive salaries."

"Differentiated pay to attract teachers to hard to fill schools."

"Incentivize enrollment in teacher education programs through scholarships and student loan forgiveness for teachers willing to work in remote areas."

"Offer traveling expense such as gas allowance if traveling distance is more than 10 miles from residence to school."

Many respondents proposed ways to improve the teacher pipeline, including the use of local talent to fill vacancies, ensuring awareness of the culture in the communities teachers will serve, and easing the process to attain or transfer teaching licenses.

68 References
(*"Grow Your Own"* – 28 References)

"Make education enticing to kids at an early stage to encourage them to come back years later to their communities to teach."

"Hire locally first. Groom potential teachers from students of remote or rural areas. (Get creative!)"

"Allow teachers who come from out of state with teaching degrees in their state to transfer easily and efficiently with the status and credibility that they bring."

"Also, more support from the school for the first year, helping the teacher learn about the community and culture, different strategies that work well there."

Question 12, continued

Some respondents referenced lowering class size.

21 References

"Class size should be limited."

"Reduce class size."

Other respondents advocated for professional development and quality mentoring supports to recruit and retain teachers in these areas.

20 References

"Irrespective of upfront qualifications, teachers must be equipped to meet the administrative demands set forth. Ongoing, free training should be provided to all teachers if the professional development courses are in line with the teacher's area(s) of specialty or will enhance teacher capabilities to meet Common Core, Next Generation Science Standards, and STEM certifications."

"Effective on site mentoring. Need people on campus daily to specifically target new teachers. Right now this responsibility is placed on people as an added role rather than a primary role."

Question 13

What strategies would you recommend for increasing recruitment of teachers at schools with the most struggling students (schools identified for comprehensive or targets supports and improvement)?

Prevailing themes from the 224 respondents who commented include:

The majority of respondents proposed a variety of benefits and incentives, with monetary benefits as the primary focus.

146 References

"Increase teacher salaries, lower class size, establish wraparound services for teachers and students, provide teacher housing, and incentivize enrollment in teacher education programs through scholarships and student loan forgiveness for teachers willing to work in struggling schools."

"Offering stipends and bonuses for teachers who work at difficult to fill schools based on student gains."

"Salary increase but they need to be trained and effective."

"Incentives to attract the most qualified teachers (have your best teachers teaching the students with the most need)."

"More funding and time allotted for teachers who teach students who are struggling academically."

Many respondents advocated for lowering class size.

47 References

"Student-teacher ratios need to be smaller in low-performing schools so teachers can devote more time to remediation and additional supports needed."

"Commitment to lower class size."

"Definitely, reduce class size."

Question 13, continued

Some respondents proposed ways to improve the teacher pipeline, including the use of local talent to fill vacancies, ensuring awareness of the culture in the communities teachers will serve, and easing the process to attain or transfer teaching licenses.

28 References

“Work with UH to build their program and keep “local” teachers in Hawaii. Pay increase to attract “locals” to stay in Hawaii and go into teaching.”

“You must understand or learn the culture of Hawaii. Respect the community values and have strong classroom management environment.”

“We need to grow our own teachers, recruiting from the very own communities that we serve and providing pathways and financial support for IA and PTT to pursue teaching degrees.”

“The ability to get all certifications and licensing to become a highly qualified teacher at the school.”

Other respondents advocated for professional development and quality mentoring supports for teachers who work with struggling students.

24 References

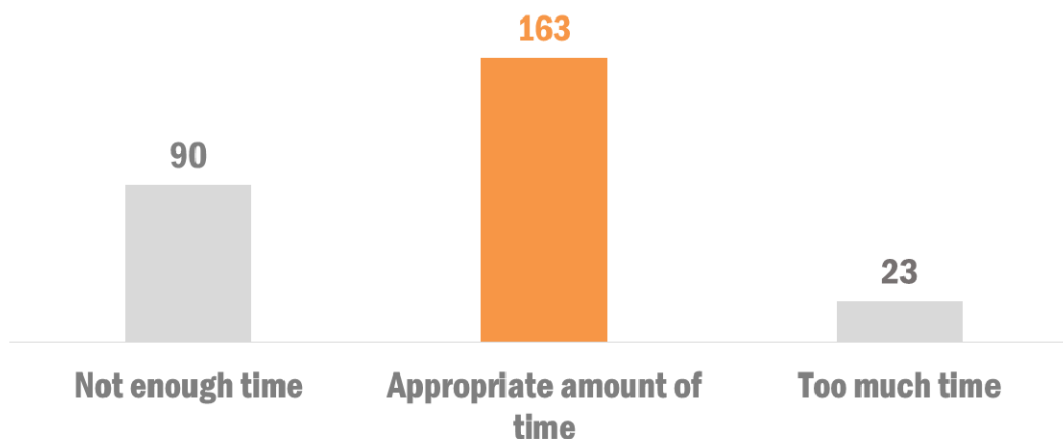
“Provide PD/mentoring for teacher who deal with struggling students so they are able to teach using best practices approved by HIDOE.”

“You have to provide support. Especially for new teachers. They need mentors, good mentors, and people they can trust to help them through the difficult times.”

Question 14

Do you agree that [a 5 year] timeframe is appropriate for English learners to achieve English language proficiency?

5 years is **appropriate** for ELs to achieve proficiency.



Prevailing themes from the 105 respondents who commented include:

There are different schools of thought about the length of time it will take an English Learner to Achieve Proficiency.

32 References

"Research shows it takes approximately 7 years to acquire the "academic" language to proficient within the classroom."

"English language learners need to learn English faster, and are capable of learning English in 2-3 years to a level of proficiency."

Our English Learner population requires additional funding, resources, and qualified staff to attain proficiency in 5 years.

24 References

"I do believe that five years is an appropriate expectation IF the student has multiple opportunities to be instructed by teachers who are "qualified" and "informed" about the EL learning strategies/practices that are critical for these language learners. Many schools do not place a value currently on pairing EL students with qualified teachers as well as placing an emphasis on EL language strategies being used in the core classroom."

"Hawai'i's English Language Learner population has not received adequate support or effective staffing to meet the DOE's proposed proficiency benchmarks within five years. To do so, ELL programming would require a substantial boost in resources and funding equity."

The length of time for language acquisition varies based on conditions or characteristics of the individual student.

23 References

"Language acquisition and learning take between 2-7 years. Many factors affect the process including linguistic distance between the native and the learned, socioeconomic status, literacy level in the first language, motivation, age, and social status of the language in the community. This is not a one size fits all situation."

"Varied. Length of time each student spends at a particular stage of language acquisition may vary greatly."

"Everyone has their own learning curve and the older the student who enters the school system, the harder it is to learn a new language."

Question 15

How would you prioritize the use of federal funds for these state-level efforts and activities?

Priority 1

Improving School Conditions for Student Learning

Priority 2

Providing Access to a Well-Rounded Education

Priority 3

Providing Supports for Successful Transitions Between Grade Levels and/or Schools

Priority 4

Improving the Use of Technology in Order to Improve Academic Achievement and Digital Literacy of all Students

Prevailing themes from the 175 respondents who commented include:

Improving Hawaii's school conditions (updating facilities, cooling, space, furniture, etc.) is critical to student success.

73 References

"Our students and teachers seem so much happier this year in air conditioned classrooms; more learning can take place when school conditions are safe and comfortable"

"Improving the conditions for student learning which includes air conditioning and updated furniture and classrooms will definitely improve achievement. Schools with limited space are working out of storage rooms."

"When students have a great school with great conditions they will have higher interest in learning. We should be able to provide a Well Rounded Education in a school in great shape."

"Schools need to be an appropriate environment for learning - cool, have necessary equipment, and small class sizes for effective teaching of all students."

There is disagreement on the value of spending funds on additional technology.

63 References

"Technology is on the forefront of life skills to be successful in the work place, so this is a high priority."

"Technology is already embedded into our culture and daily academic requirements. I do not believe more money should be invested into that as a top priority."

"Technology is everywhere in education now and in order for our public school students to keep up with the technology around us, students need easy access to it."

"Although technology constitutes a helpful teaching tool, too many teachers rely on technology as their curriculum instead of challenging students to learn how to think."

A well-rounded education is important and should include access to a diverse selection of course offerings.

55 References

"A well-rounded education (including social-emotional learning, the arts and humanities, and a diverse set of electives) is essential."

"Well-rounded education should include both academic instruction, as well as social emotional instruction and ample opportunities for physical activity."

There is disagreement on whether transitions are a top priority.

29 References

"Transitional support is key to student success. If students feel supported then they are more likely to invest in their academics and become self-directed."

"Schools are already focusing on successful transitions and it is something already being done."

Question 17

Do you have additional feedback on any other portion of the drafted plan? Please provide specific references to the sections of the plan, as appropriate.

Prevailing themes from the 108 respondents who commented include:

Accountability, Measures, Goals

22 References

"Absenteeism should not be included in the plan; teachers have no control over that aspect."

"I would like the state to ensure that any needs assessment tools selected by Complex Areas for use in school improvement will include an assessment of student access to and involvement in extra-curricular and afterschool activities."

"In its final plan, the department should maintain this balance by weighting academic measurements at no more than 51 percent of a school's rating, which will allow more attention to be paid to the school quality and student support indicators of student success."

General Positive Feedback

11 References

"I am pleased with some of the changes. It is always difficult to provide all supports with our budget constraints, but I believe that positive school leadership is at the core of success. We must train our upcoming teachers and give them support. This is not happening across the board now."

"Thank you for all the work you have done! Overall, I like the draft."

"For the most part it looks good - hoping it comes to fruition and not just a pipe dream!"

"This is a good, solid plan."

Needs of Subgroups and Equity Issues

10 References

"I would have liked to have seen more specific information on how disadvantaged populations would close the achievement gap. There are many schools with under the n group that are not reported."

"Did we learn from NCLB or are we doomed to repeat those errors? When high poverty schools struggle, we obviously have failed to provide those communities with the schools and social services they need. Why not study what they need and figure out how to provide it?"

"[T]he DOE needs to support principals to learn how to appropriately educate ELLs and require them to hire fully qualified teachers who have expertise in working with ELLs, including specialists who know about language development. It is unacceptable to rely on untrained Ed Assistants to work with this highly vulnerable population. All teachers need some knowledge of how to work with ELLs, and all schools with even a few ELLs need at least one teacher whose primary expertise is in teaching ELLs."

Other Topics Referenced in Question 17: Assessment; Authority; Teacher Benefits, Pay, Supports; Evaluations; Consultation; and Partnerships

Appendix G

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and

efforts to reach out to and involve the families of
LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

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

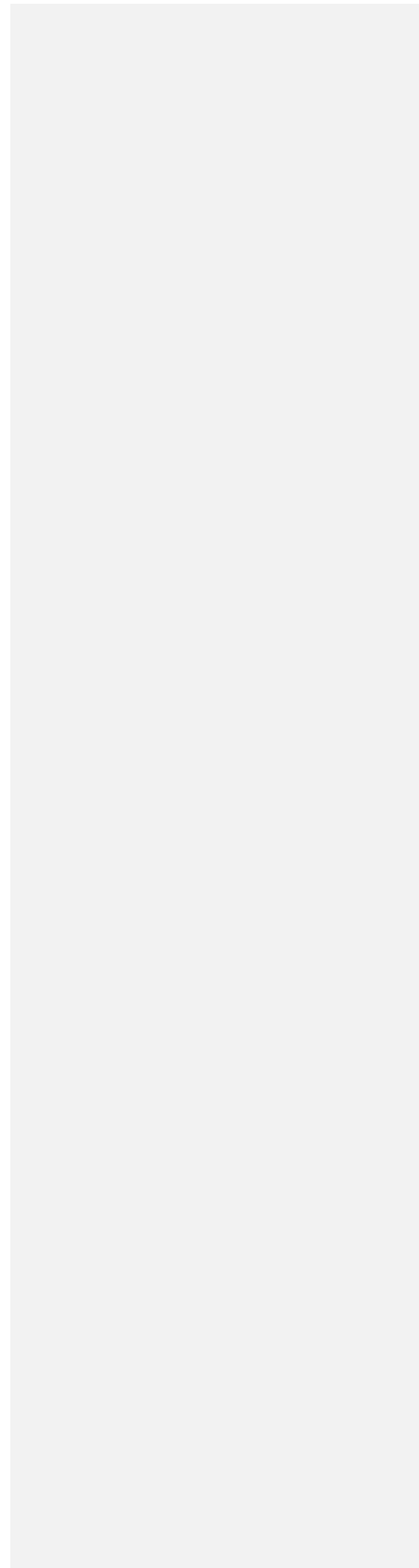
Authorized for submission by the Hawaii Board of Education on June 20, 2017



U.S. Department of Education
Issued: March 2017

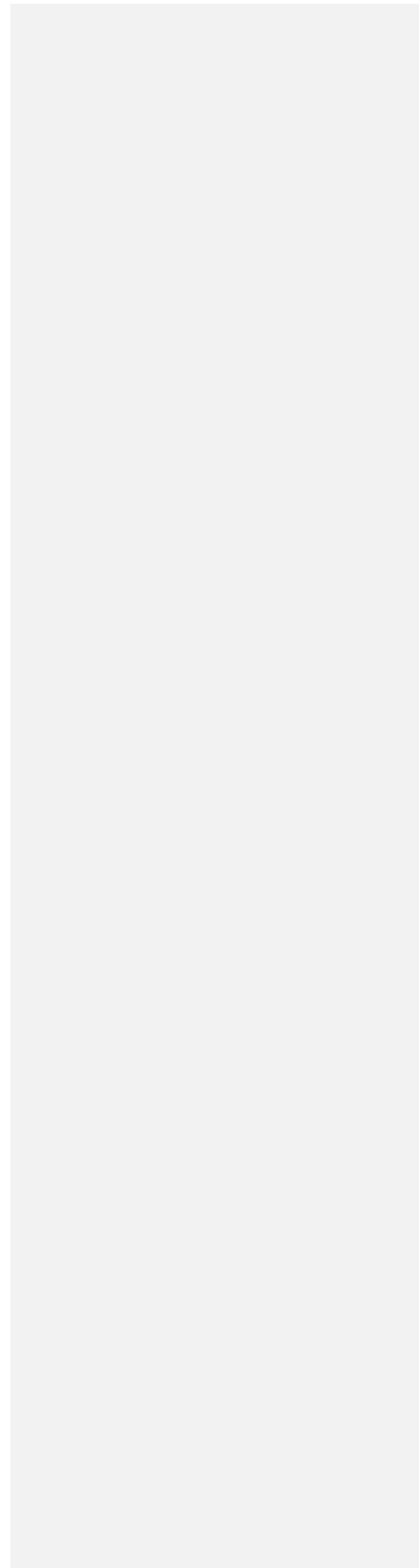
OMB Number: 1810-0576
Expiration Date: September 30, 2017

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.



Contents

Introduction	5
Completing and Submitting a Consolidated State Plan	5
Alternative Template	5
Individual Program State Plan	5
Consultation	6
Assurances	6
Cover Page	7
Programs Included in the Consolidated State Plan	9
Instructions	9
Public Education in Hawaii	11
A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	<u>2120</u>
B. Title I, Part C: Education of Migratory Children	<u>7568</u>
C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	<u>8376</u>
D. Title II, Part A: Supporting Effective Instruction	<u>8679</u>
E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement	<u>10295</u>
F. Title IV, Part A: Student Support and Academic Enrichment Grants	<u>110403</u>
G. Title IV, Part B: 21 st Century Community Learning Centers	<u>115408</u>
H. Title V, Part B, Subpart 2: Rural and Low-Income School Program	<u>119412</u>
I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B	<u>120413</u>
J. Children in Foster Care	<u>126419</u>
Appendix A: Measurements of interim progress	<u>130423</u>
Appendix B: The Hawaii Department of Education & Board of Education Strategic Plan 2017-2020	<u>132425</u>
Appendix C: Hawaii's Blueprint for Public Education	<u>146439</u>
Appendix D: Stakeholder Feedback Groups	<u>184477</u>
Appendix E: Stakeholder Outreach	<u>188481</u>
Appendix F: Public Comments	<u>202495</u>
Appendix G	<u>220213</u>



Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Kendra Oishi, Director <u>Phyllis Unebasami, Acting Assistant Superintendent</u> Policy, Innovation, Planning and Evaluation Branch <u>Office of Strategy, Innovation, and Performance</u>	Telephone: (808) 586- 3800 <u>3400</u>
Mailing Address: P.O. Box 2360 Honolulu, HI 96804	Email Address: Kendra_Oishi <u>Phyllis_Unebasami</u> @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>	
Authorized SEA Representative (Printed Name) Kathryn S. Matayoshi <u>Dr. Christina M. Kishimoto</u> , Superintendent Hawaii Department of Education	Telephone: (808) 586-3313
Signature of Authorized SEA Representative	Date: <div>June 26, 2017</div>
Governor (Printed Name) Governor David Y. Ige	Date SEA provided plan to the Governor under ESEA section 8540: <div>June 26, 2017</div>

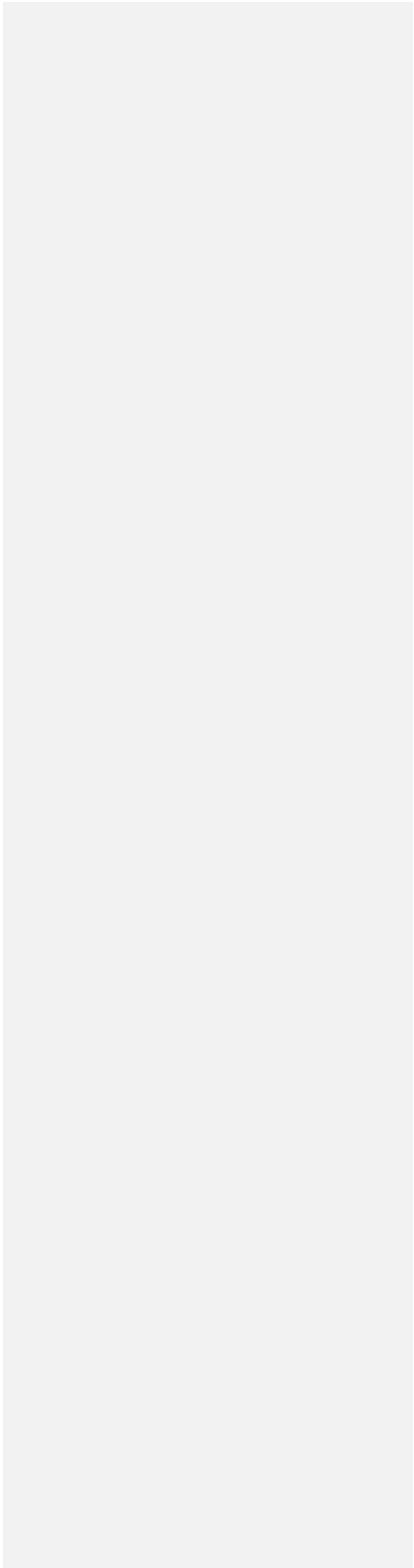
Formatted Table

Formatted Table

Comment [01]: Need to insert date

Comment [02]: Need to insert date

Signature of Governor	Date:
------------------------------	--------------



Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

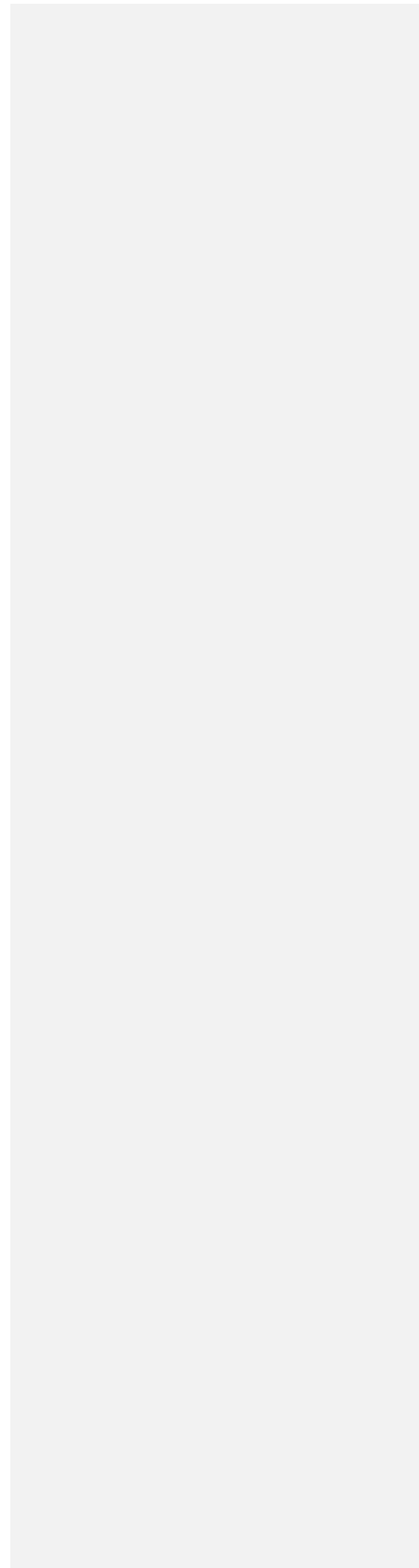
or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.



Hawaii Consolidated State Plan: A Commitment to Equity and Excellence

“Together, we will make progress toward a public education system that includes the basics and adds new skills that prepare all our people to meet the challenges of the 21st century.”

– Governor David Y. Ige

“When we unite with the success of our students in mind, great things are possible.”

– Kathryn Matayoshi, former Superintendent of Education

Public Education in Hawaii

Hawaii envisions an education system in which *“Hawaii’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.”* This has been the vision of the [Hawaii Department of Education](#) (HIDOE) since the onset of the *Hawaii Department of Education & Board of Education Strategic Plan 2011-2018*. In December 2016, the Hawaii Board of Education (BOE) approved the [Hawaii Department of Education & Board of Education Strategic Plan 2017-2020](#) (HIDOE/BOE Strategic Plan), which continues our commitment to the above-stated vision and the HIDOE mission:

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

To help advance our mission, HIDOE established a framework of outcomes that reflects HIDOE’s core values and beliefs in action throughout our public education system. In June 2015, the BOE approved the Hawaii Board of Education policy E-3 ([Ends Policy 3](#)): Nā Hopena A’o – *hopena* meaning “end goals” and *a’o* meaning “learning and teaching”. Nā Hopena A’o, or HĀ (“breath” in the Hawaiian language), which was developed through a widespread community process of dialogue, feedback, and co-creation, includes competencies designed to develop a strengthened sense of Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawaii (“BREATH”) in all students and staff at all levels within the HIDOE community. HĀ has grounded the development of the HIDOE/BOE Strategic Plan in the values and traditions that are unique to Hawaii. With implementation being led by HIDOE’s Office of Hawaiian Education, the HĀ philosophy is being infused into every aspect of work and learning in HIDOE and also in partner agencies.

The Nā Hopena A’o competencies, or statements, represent a starting point – a lens that can be used to guide behavior in everyday practice, both in the schools and in the state offices, for students as well as staff. Nā Hopena A’o describes the learning environment that we strive to have for our students. It encompasses academic achievement in the competency of “excellence” but expands to include broader perspective on academic mindsets needed to succeed in college, careers and in our local and global communities. HĀ is a philosophy through which we educate our students in a holistic learning process that is place-based and

grounded in the values and traditions of our state's host culture and that also represents the working environment we aspire to for our employees and stakeholders.

Stakeholders' familiarity with the Nā Hopena A'o competencies organized and described as HĀ is developing. However, a commitment to Nā Hopena A'o is shared among key documents guiding the future of public education in Hawaii – the HIDOE/BOE Strategic Plan; *Hawaii's Blueprint for Public Education*, an aspirational document that conveys the Governor's vision for education reform; and this consolidated state plan.

For the HIDOE, it is our vision, our mission, and our core values of HĀ that guide our work for our students and the future of the state.

Hawaii's Unique Educational Structure

Hawaii has a unique educational structure as the only state with a P-20 continuum supported by a single governing body for K-12 public education and higher education: The State of Hawaii Board of Education and the University of Hawaii Board of Regents, respectively. HIDOE serves as both the State Education Agency (SEA) and the Local Education Agency (LEA), and the University of Hawaii System encompasses the state's ten colleges and universities from our community college campuses to our Carnegie R1 flagship university. Ensuring articulation across the P-20 continuum is the [Hawaii P-20 Partnerships for Education](#), a statewide collaboration between the Executive Office of Early Learning (established in 2012), HIDOE, and the University of Hawaii System with the goal of improving educational outcomes throughout the state. Hawaii's P-20 collaboration has endured more than a decade and is organized around the statewide goal of "55 by '25", a statewide workforce development goal to have 55 percent of working age adults hold a 2- or 4-year degree by the year 2025.

HIDOE's 256 K-12 public schools and 34 public charter schools, which are located on seven of Hawaii's eight main islands, collectively make up the 10th largest school system in the nation, serving approximately 180,000 students. The HIDOE-operated schools are organized into 42 complexes, made up of a high school and its feeder middle/intermediate and elementary schools. Complexes, in turn, are grouped on a geographic basis into 15 complex areas.

Article X of the Hawaii State Constitution authorizes the [Hawaii State Board of Education](#) (BOE) as the policy-making body of the Hawaii K-12 public education system. The BOE consists of nine voting



members appointed by the Governor with the advice and consent of the Senate; a public high school student who is selected by the Hawaii State Student Council and serves as a non-voting member; and a military representative who is appointed by the senior military commander in Hawaii and also serves as a non-voting member. As set forth in [Hawaii Revised Statutes 302A-1101](#), the BOE is the governing board for public education and has statutory responsibility for adopting standards and assessment models, monitoring school success, appointing the superintendent of education who serves as chief executive officer, and appointing members of the Hawaii State Public Charter School Commission who are responsible for authorizing public charter schools.

The BOE appoints the superintendent of education (Superintendent), who serves as both the Chief State School Officer and organizational head of HIDOE.² The Superintendent has direct line authority over all employees in both administrative units and schools, more than 20,000 including approximately 11,000 teachers. Together with the Governor and the Board of Education, the Superintendent negotiates with the collective bargaining units representing teachers (Bargaining Unit 5, Hawaii State Teachers Association) and educational officers, including school principals (Bargaining Unit 6, Hawaii Government Employees Association). The Superintendent also oversees the state offices of Hawaiian Education, Monitoring and Compliance, Civil Rights Compliance, Community Engagement and Strategy, Innovation and Performance and appoints the Deputy Superintendent, who serves as the chief academic officer, and the Senior Assistant Superintendent, who has oversight over four offices within HIDOE: the Office of Fiscal Services, the Office of School Facilities and Support Services, the Office of Human Resources, and the Office of Information Technology.

The Deputy Superintendent oversees the Office of Curriculum, Instruction and Student Support and the School Transformation Branch. In addition to the state offices, the Deputy Superintendent supervises the fifteen Complex Area Superintendents who are appointed to lead each complex area and maintain direct supervisory connection to HIDOE's fifteen school complex areas. Specifically, the Complex Area Superintendents oversee personnel, fiscal and facilities support; monitor compliance with applicable state and federal laws; and oversee curriculum development, student assessment, and staff development services – all with the goal of increasing student achievement.

The BOE oversees the [State Public Charter School Commission](#) (the Commission). Currently, the Commission is the only public charter school authorizer in Hawaii. However, the BOE has recently approved a policy to allow for multiple public charter school authorizers who would have the authority to approve, deny, reauthorize, and revoke charter contracts. The charter authorizers are also responsible for ensuring the public charter schools' compliance with the Elementary and Secondary Education Act (ESEA) and applicable federal laws as cited in Act 130, Session Laws of Hawaii 2012. Consequently, the BOE, by way of its authority over all charter authorizers, is also responsible for ensuring the public charter schools' compliance with applicable federal laws.

Hawaii's Educational Reform Efforts – Recent Leg of Our Journey

Our belief in the ability and potential of each and every child in our public schools led the BOE and HIDOE to set clear statewide standards linked to high expectations for all students. In a rapidly changing world, we

² For more information about the HIDOE organizational structure, see <http://www.hawaiipublicschools.org/ConnectWithUs/Organization/Pages/home.aspx>

cannot know what our entering kindergarteners will one day dream of achieving when they graduate from high school or the opportunities and challenges that they will face as they grow into leaders locally and globally. Our job is to equip these students with the knowledge and capabilities to succeed at their chosen path in life.

The establishment of the first joint HIDOE/BOE Strategic Plan in 2012 built upon reforms we began ten years ago in response to critical challenges: Hawaii's student achievement lagged nationally and students who struggled to meet proficiency in core subjects were unable to progress successfully through their K-12 journey. Too many of our high school graduates were not meeting the entry requirements for workforce, college, apprenticeship programs, or military service options. We focused our efforts on ensuring students had the skills, values, and supports necessary for their next steps in life.

To best support students' goals in 2012, we implemented comprehensive statewide supports. We focused on rigorous standards-based instruction and ensuring the quality of the high school diploma. We continued to invest heavily in collecting, reporting and supporting the use of transparent, real-time data so we could better understand and mobilize around students' needs and progress. We established teacher induction and mentoring programs statewide and focused professional development and feedback on improving teachers' professional foundation for educators to support students, including a common language and high expectations for teachers' professional practice and student learning. We used our federal waiver from No Child Left Behind to implement the Strive HI Performance System, a school accountability system focused on college- and career-readiness and based on multiple measures, in School Year (SY) 2012-13. We adopted and implemented Hawaii Common Core Standards, which define the knowledge and skills students need to succeed in college and in their careers, and the Smarter Balanced Assessment (SBA) in mathematics and English Language Arts/Literacy (ELA), which are aligned to the Hawaii Common Core Standards. The Hawaii Common Core Standards were fully implemented in SY 2013-14 and the SBA was first administered statewide in SY 2014-15.

In 2015, HIDOE's Office of Hawaiian Education was established under the Superintendent following a policy audit and revised Board policies on Hawaiian Education ([BOE Policy 105-7](#)) and Ka Papahana Kaiapuni ([BOE Policy 105-8](#)). This is part of a commitment to strengthening our Hawaiian education, language and culture. By Article XV of the State Constitution, Hawaii recognizes two official state languages: English and Hawaiian. HIDOE provides opportunities for K-12 education delivered through the medium of the Hawaiian language through (1) full Hawaiian language immersion schools in which all students are enrolled in Ka Papahana Kaiapuni, the Hawaiian language immersion program; (2) Hawaiian language immersion schools in which majority of the students are enrolled in Ka Papahana Kaiapuni and the students not enrolled in Ka Papahana Kaiapuni receive instruction in English; and (3) Kaiapuni Educational Programs in English medium schools. Ka Papahana Kaiapuni is currently offered at 17 of the 256 HIDOE schools and 6 of the 34 public charter schools. Of the 17 HIDOE Kaiapuni schools, two are Hawaiian language immersion schools and 15 are English-medium schools with Hawaiian language immersion programs on campus. Hawaii is innovating in addressing education in indigenous languages. Hawaii has adopted Hawaiian Language Arts Standards (aligned to Common Core Standards in English Language Arts/Literacy) and is pioneering standards-based assessments in the Hawaiian language.

The Kaiapuni Assessment for Educational Outcomes (KAEO), a Hawaii Common Core-aligned Hawaiian language assessment for Hawaiian language arts and mathematics, is currently administered to students in

grades 3 and 4 enrolled in Ka Papahana Kaiapuni so that students may be assessed in the language of instruction, consistent with ESSA regulation provisions in 34 CFR Section 200.6(j) and (k). KAE0 instruments were developed in the Hawaiian language. The KAE0 for Hawaiian language arts and mathematics were field tested in SY 2014-15 and operational in SY 2015-16. Hawaii was granted a waiver for SY 2014-15 and 2015-16 to administer the KAE0 in lieu of the SBA for English language arts and mathematics to students enrolled in Ka Papahana Kaiapuni to avoid double-testing students. Students' KAE0 results have been included in the school accountability system since the assessments were operational in SY 2015-16. The KAE0 for science was field tested in SY 2015-16 and operational in SY 2016-17. Grade 4 students enrolled in Ka Papahana Kaiapuni took both the KAE0 science field test, based on the subsequently-adopted Next Generation Science Standards, and the Hawaii State Science Assessment (HSA-Science), based on the Hawaii Content and Performance III Science Standards, in SY 2015-16. Hawaii plans to expand the KAE0 to grades 5-8 with field tests in Spring 2018 and will require that Ka Papahana Kaiapuni students in grades 5-8 take either the KAE0 field tests or the English-based assessments – SBA and HSA-Science – as statewide assessments of language arts, mathematics, and science standards in their respective grade levels. The Hawaiian Language Arts Standards, adopted by the BOE in Spring 2017, and KAE0 assessments will be submitted to the U.S. Department of Education for peer review as required by ESSA.

With a new infrastructure in place and a great deal of hard work on the part of educators, students, families and key community partners, Hawaii has achieved steady progress in students' educational outcomes, whether in academic achievement or college enrollment. Hawaii was one of two states that led the nation in overall gains in mathematics and reading proficiency as measured by the National Assessment of Educational Progress (NAEP) over ten years. This accomplishment was recognized by the U.S. Chamber of Commerce in 2015 (<https://www.uschamberfoundation.org/reports/laggards-leaders-how-three-states-found-their-way-forward>). Students' participation in advanced course-taking and early college programs in which high school students earn college credit have both increased substantially. More students are going onto higher education and are more prepared to succeed once they matriculate. In May 2017, the Education Commission of the States recognized Hawaii for our education improvement efforts by awarding HEDOE the [Frank Newman Award for State Innovation](#).

We are inspired by the growth to date; however, our students are not succeeding equally and we see persistent gaps in achievement between students. Hawaii, like many states across the country, continues to struggle with an "achievement gap" that separates the engagement and achievement of high-needs students from that of their non-high-needs peers. We also know that all our students need to graduate from high school prepared for careers – whether those careers require post-secondary education or not – because their personal and families' futures as well as the future of our state depends on it. Despite an improving economy and low state unemployment rates, many families continue to struggle financially. Currently, more than 50 percent of Hawaii's public school students are economically disadvantaged compared with 38 percent in 2008. We must consider the needs of students in ethnic groups that are historically underrepresented in career, college and community success metrics. It is also important to recognize the

2011-2015

- 42%** Increase in the number of students taking Advanced Placement exams.
- 42%** Increase in the number of students passing Advanced Placement exams.
- 74%** Increase in number of students enrolling in Early College to earn University of Hawai'i credits.
- 30%** Decrease in number of students remediated in Math who are enrolled in the UH System.
- 35%** Decrease in number of students remediated in English who are enrolled in the UH System.

role of multiculturalism and multilingualism in providing a meaningful and equitable education for student achievement. Achieving positive outcomes for all our students and becoming nationally recognized as an educational leader requires that HIDOE, the public charter schools, state agencies, and family and community stakeholders come together in new ways. Together, we can address the challenges facing our state and keiki (children).

Hawaii's BOE-authorized consolidated state plan for ESSA builds on a comprehensive and coherent reform agenda that is reflected by the Blueprint for Public Education and Hawaii's updated HIDOE/BOE Strategic Plan. Hawaii's Consolidated State Plan has been developed to ensure progress towards the Governor's aspirations for our public education system and to closely align with the HIDOE/BOE Strategic Plan, which outlines HIDOE's goals and objectives for 2017-2020.

The Hawaii Department of Education & Board of Education Strategic Plan

The HIDOE/BOE Strategic Plan ([Appendix B](#)) provides a common foundation of expectations and supports for all students in Hawaii's public schools and recognizes both of Hawaii's official languages. The HIDOE/BOE Strategic Plan is a compact between the BOE, HIDOE, and the community about Hawaii's goals for public education and the support and investment necessary to achieve these goals. To build upon progress made under the 2012 update of the Strategic Plan and to refine and focus our efforts to achieve our goals for our students, HIDOE and the BOE reviewed its plans during 2016.

On December 6, 2016, following a 10-month process of reflection, analysis, research and extensive community engagement, the BOE approved an updated HIDOE/BOE Strategic Plan for 2017-2020. The updated HIDOE/BOE Strategic Plan influences the educational opportunities and outcomes for all public school students. The HIDOE/BOE Strategic Plan provides a common foundation of expectations for three goals – 1) student success, 2) staff success, and 3) successful systems of support – and establishes statewide indicators and targets. Each of the goals has identified objectives, which outline broad sub-objectives to clarify each goal. Figure 1.1 outlines the three goals in the HIDOE/BOE Strategic Plan. At the center as the focus of HIDOE is Goal 1 - Student Success, surrounded by Goal 2 - Staff Success, which is supported by the Goal 3 - Successful Systems of Support. All three goals are encompassed within the learning environment of Nā Hopena A'o.

Figure 1.1. HIDOE/BOE Strategic Plan Goals



While state goals are shared by schools statewide, there is flexibility in how schools and complex areas develop their plans to meet these goals and objectives because each community has different strengths, challenges, priorities, and resources. The updated HIDOE/BOE Strategic Plan strikes a new balance between maintaining shared expectations for all schools and students and supporting diverse approaches and community-based objectives. Hawaii acknowledges the diverse perspectives that schools, complex areas, and communities have on defining, measuring, and achieving success and allows schools and complex areas to address statewide expectations set forth in the HIDOE/BOE Strategic Plan while prioritizing actions and strategies that are meaningful to their students, schools, and community.

The BOE and HIDOE will align investments and processes to achieve strategic plan goals. HIDOE's tri-level structure provides the means to ensure all levels – state, complex area, and school – are actively engaged in efforts to implement and supports the HIDOE/BOE Strategic Plan (Table 1.1). The HIDOE/BOE Strategic Plan informs the state's consolidated state plan for ESSA; HIDOE state offices', complexes', and schools' planning; education budget requests to the legislature; priorities for initiatives; the focus of performance management and continuous improvement; and other policies and practices. Achieving the goals and objectives for all of Hawaii's students requires complementary actions at schools, complex areas, and state offices in partnership with families, the community, and state government.

Table 1.1. HIDOE Tri-Level Structure

State	<ul style="list-style-type: none"> • Facilitates school improvement activities at the state level • Provides differentiated supports to schools identified for comprehensive or targeted support and improvement and complex areas with such schools • Provides professional development activities to increase student learning • Supports complex areas and schools in ensuring equitable access to excellent educators • Monitors the use of Title I funds and Title I compliance • Charter Commission: Renews performance contracts for the public charter schools
Complex Area	<ul style="list-style-type: none"> • Provides differentiated support to schools and acts as the liaison for school improvement between the state and the schools • Facilitates and monitors school improvement activities at the complex area level • Monitors the progress of schools identified for comprehensive and targeted support and improvement in meeting the objectives outlined in their school improvement plans
School	<ul style="list-style-type: none"> • Guides 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 • Monitors progress and school improvement activities at the school level • Communicates with the complex area staff or the Commission's Federal Programs team to ensure school improvement needs are met

Statewide Conversations on Public Education

Hawaii places a high priority on meaningfully engaging all stakeholders in the development, review, and adoption of the consolidated state plan. Over the last year, there have been unprecedented opportunities for education stakeholders to learn about education and share their dreams, hopes, experiences, expertise and ideas to shape our state's education future. There have been forums about aspirations for education, action plans for education, and ESSA held by the Governor, legislative education leaders, BOE, HIDOE, teachers' union and community organizations.

In late April of 2016, Governor David Ige convened an “ESSA Team” focused on creating a “blueprint” for education. [Hawaii’s Blueprint for Public Education](#) (Blueprint for Public Education; [Appendix C](#)), finalized in May 2017, is intended to be an aspirational and visionary document, a broad view of education including early childhood, higher education and labor. As part of the process, the Governor and his ESSA Team held an Education Summit on July 9, 2016 with more than a thousand participants and hosted meetings with the BOE to ensure alignment of Blueprint for Public Education with the HIDOE/BOE Strategic Plan.

HIDOE coordinated its efforts between the development of the HIDOE/BOE Strategic Plan and the consolidated state plan to obtain input from multiple stakeholder groups ([Appendix D](#)). Stakeholders are valued as a critical part of the development of the state framework and a wide range of engagement methods were utilized to gather feedback at various time periods throughout the development, review and adoption process. HIDOE employed strategic engagement methods to appropriately match the audience with the decision points and, most importantly, to provide participants with a venue to engage in meaningful dialogue.

To update the HIDOE/BOE Strategic Plan, which informs the consolidated state plan for ESSA, the BOE and HIDOE embarked on an in-depth process that included conversations with thousands of education stakeholders – students, parents, educators, community partners, elected officials, employers, and higher education – as well as analyses of progress, data, and research. The process engaged the community in reflecting on progress made, stubborn challenges, lessons learned, and new approaches that are needed to support achieving our goals for Hawaii’s children and for our island home.

Additionally, there were ESSA-specific forums as well. The National Governors Association, National Council of State Legislatures, and Senate education committee Chairman Lamar Alexander and his staff were among the ESSA architects and influencers who shared information with various Hawaii stakeholders. In addition to the outreach for the Blueprint for Public Education and HIDOE/BOE Strategic Plan, HIDOE held over 200 meetings with stakeholders specifically about ESSA in preparing the plan and made thirteen formal presentations in public BOE meetings on a variety of ESSA topics ([Appendix E](#)). The Hawaii Consolidated State Plan was posted for public comments from April 18, 2017 through May 18, 2017. Feedback was provided through an online survey, written letters, and discussion groups (a summary of the online survey results can be found in [Appendix F](#)).

Therefore, the Hawaii Consolidated State Plan has been informed by thousands of educators and residents and is aligned with the Blueprint for Public Education’s vision and aspirations as well as the HIDOE/BOE Strategic Plan’s objectives and action plans to achieve equity and excellence for our students and state. On June 20, 2017, the Hawaii Board of Education heard public testimony regarding the Hawaii Consolidated State Plan and, based on their review of the plan and the support the plan had received, approved the consolidated state plan for submission to the Governor for his review and, following the Governor’s review, to the US Department of Education.

Next Steps

With ESSA, HIDOE intends to take full advantage of the flexibility and opportunities to concentrate on the whole child while maintaining the emphasis on closing the academic achievement gap. Most importantly, the components of Hawaii’s consolidated state plan for ESSA are well-aligned with the updated

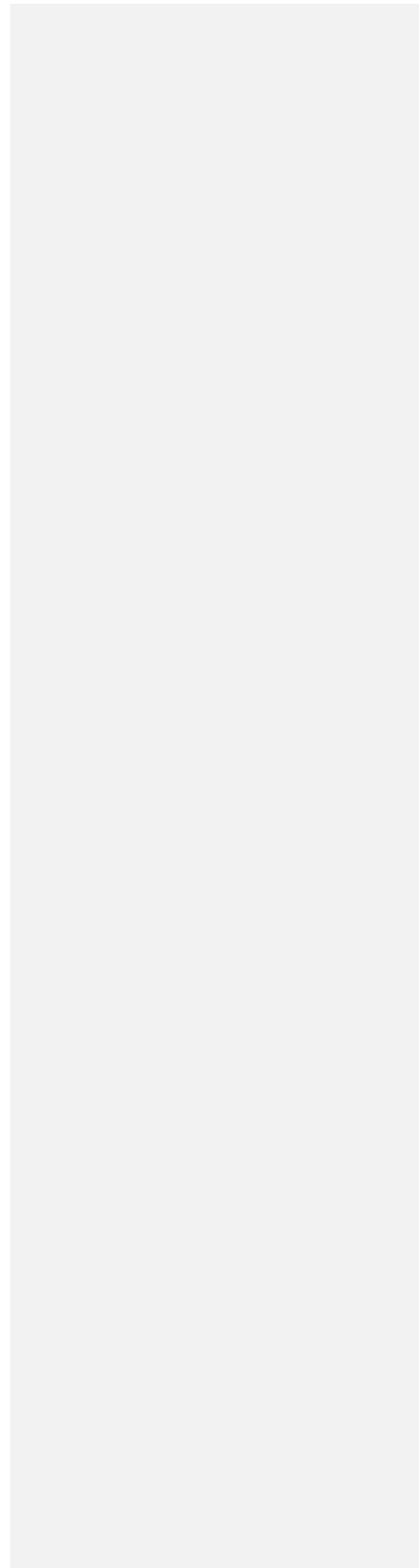
HIDOE/BOE Strategic Plan to meet the visionary goals of the Blueprint for Public Education and allows for the flexibility and the innovation to take place at the schools and complex areas, which are instrumental in the implementation of the work. This shift in focus for all students enables and empowers each complex area and school to be able to construct and implement a well-balanced education plan to meet the needs of their specific learners.

Hawaii, with its unique island culture and diversity, has an opportunity to implement a plan that meets the needs of all learners. While the consolidated state plan calls for new initiatives to be implemented, HIDOE will also continue with initiatives previously implemented to provide consistency in our efforts:

- Focus on the whole child;
- Use of the Plan-Do-Check-Act cycle for continuous improvement at all levels of implementation (state, complex and school);
- Flexibility and latitude for schools and complexes to design programs and measures that meet the needs of their student population; and
- Coordinated supports for students and schools.

These initiatives will allow HIDOE to better meet the goals and objectives outlined in the HIDOE/BOE Strategic Plan.

|



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

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)³

Hawaii currently administers the Smarter Balanced Assessment (SBA), an English language arts and mathematics assessment, to assess students' achievement of the Hawaii Common Core Standards. However, for students enrolled in Ka Papahana Kaiapuni, the Hawaiian language immersion program, Hawaii administers the Kaiapuni Assessment for Educational Outcomes, a standards-based assessment in the Hawaiian language. The State of Hawaii and the BOE recognizes the Hawaiian language as an official language of the state in addition to English (Article XV, Hawaii State Constitution). The State constitution, in Article X, provides for a Hawaiian education program consisting of language, culture and history in the public schools. Hawaii state law ([Hawaii Revised Statute 302H-1](#)) provides for the establishment of a Hawaiian language medium education program, where students are instructed in the Hawaiian language, in the state.

The Kaiapuni Assessment of Educational Outcomes (KAEO) is a series of high-quality assessments of state academic content and performance standards that were developed and are administered in the Hawaiian language. KAEO assesses students' academic progress in the language of instruction for students who are enrolled in Ka Papahana Kaiapuni. The decision to create an assessment written in the Hawaiian language was made to provide students in Ka Papahana Kaiapuni with an assessment based on the indigenous culture and native language in which their learning occurs, consistent with 34 CFR 200.6(j) and (k). HIDOE's Office of Hawaiian Education, teachers from the Ka Papahana Kaiapuni schools, the University of Hawaii at Manoa's College of Education, and community partners participated in the development of the assessment from item writing and review to scoring and alignment studies.

KAEO for Hawaiian language arts and mathematics is currently administered to grades 3 and 4 students enrolled in Ka Papahana Kaiapuni. The KAEO science assessment, which assesses the BOE-approved Next Generation Science Standards, are administered to grade 4 students enrolled in Ka Papahana Kaiapuni. KAEO will be submitted for peer review in Fall 2017 with evidence from prior administrations.

Hawaii plans to expand the administration of the KAEO to grades 5 through 8 in Spring 2019 with field tests in Spring 2018. During the Spring 2018 field tests for KAEO, grades 5-8 students enrolled in Ka Papahana Kaiapuni (approximately 775) will be expected to take an assessment of language arts and mathematics – either the KAEO field tests or SBA – and grade 8 students in Ka Papahana Kaiapuni will take either the HSA-Science (a bridge version based on standards common to both Hawaii Content and Performance Standards III and the Next Generation Science Standards) or the KAEO Science field test, based on the

³ The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

Next Generation Science Standards. Hawaii will not produce individual student interpretive, descriptive, and diagnostic reports regarding achievement for students who participate in the Spring 2018 KAE0 field tests due to the lack of sufficient data from the field test on which to provide a student report or include results for school accountability. Hawaii will request a waiver from the reporting requirements for students who took the KAE0 field test so that students do not need to take both KAE0 and SBA in Spring 2018.

Hawaii will continue to monitor its assessment program to ensure it is effectively measuring student achievement and school and system performance and will evaluate the ESSA Innovative Assessment Demonstration Authority opportunity when the US Department of Education issues the application.

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 - ☐ Yes
 - ☒ No
 - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
- ☐ Yes
☐ No
- iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

3. Native Language Assessments (*ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4)*):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Hawaii defines a language other than English that are present to a significant extent in the participating student population as a primary language used by a student group that exceeds 5 percent of the student population in the state. Currently, no language other than English is used as a primary language by more than 5 percent of the student population. English is the most populous primary language used by students (89.5%) followed by Ilokano (2.2%), Tagalog (1.4%), and Chuukese (1.1%).

To determine the languages other than English that are present in the participating student population, HDOE considers the data collected through the home language survey that is completed upon registration into a school, English Language Learner program data inputted in the electronic Comprehensive Student Support System, and observational data from resource teachers at the school and complex area levels.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Hawaii currently does not have any existing assessments in languages other than English and Hawaiian.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Hawaii currently does not identify any language other than English and Hawaiian that is present to a significant extent in the participating student population for which yearly student academic assessments need to be administered. Hawaii will monitor the languages present in the student population annually to determine if academic assessments are needed in any language other than English.

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and

respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

- c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Hawaii has not identified the need to develop assessments in languages other than English and Hawaiian based on the definition of “significant extent” provided previously. Hawaii has not received a substantial number of requests via survey responses or community meetings for an assessment in a language other than English and Hawaiian. In a meeting with the state’s English learner advocates, participants voiced a desire to have the state focus on supporting students in attaining English language proficiency rather than spending time and effort on translating the statewide assessment due to the small percentage of English learners for each language present.

Hawaii would like to note that the Smarter Balanced Assessment for Mathematics (grades 3-8 and 11) offers a supplemental glossary-based feature translating content-irrelevant terms in eleven languages: Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Spanish, Ukrainian, Vietnamese, and Yupik. As a participating member of the Smarter Balanced Consortium, Hawaii continues to provide students with the language options that are supported by the consortium.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

The Strive HI Performance System (Strive HI) measures schools’ progress towards ensuring all students are demonstrating they are on a path toward success in college, career, and citizenship [HIDOE/BOE Strategic Plan Goal 1]. Hawaii implemented Strive HI, which applies to both HIDOE and public charter schools, as our school accountability system in SY 2012-13 as part of Hawaii’s ESEA Flexibility Waiver.

With the advent of ESSA, Hawaii’s Strive HI school accountability system will focus on providing information about each school’s progress on the Strategic Plan Student Success Indicators and ESSA-required indicators. The Strive HI School Report will be more a comprehensive report on school performance. These annual public reports will provide information on schools’ progress on the HIDOE/BOE Strategic Plan indicators and federally-required indicators based on common statewide measures as well as school- or complex-selected measures to provide a more comprehensive picture of each school. Strategic Plan Student Success Indicators include chronic absenteeism rate; school climate; inclusion rate; third-grade literacy; ninth-grade on-track; academic achievement in language arts, mathematics, and science; achievement gap in language arts and mathematics; high school graduation; career and technical education concentrator; and college-going

rate. New Strive HI reports will organize reporting of the indicators by the four Goal 1 - Student Success objectives of the HIDOE/BOE Strategic Plan:

Objective 1. Empowered: All students are empowered by their learning to set and achieve their aspirations for the future.

Objective 2. Whole Child: All students are safe, healthy and supported in school so they can engage fully in high quality educational opportunities.

Objective 3: Well-Rounded: All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.

Objective 4. Prepared and Resilient: All students transition successfully throughout their educational experiences.

As stated in the Blueprint for Public Education, “A core goal of ESSA is to enable parents and other stakeholders to engage meaningfully with their education systems” (p.24). The Strive HI reports will provide information for stakeholders to empower them to make data-driven decisions and “participate more effectively in developing solutions for challenges facing the schools and students in their communities” ([Blueprint for Public Education](#), p. 24).

As recommended to the BOE, Hawaii proposes that ESSA statewide accountability requirements be targeted in their use. ESSA statewide accountability, based only on the federally-required indicators, will be used to identify schools with the most struggling students for comprehensive support and improvement and schools with the most struggling subgroups of students for targeted support and improvement.

For ESSA statewide accountability, Hawaii will include academic achievement as measured by language arts and mathematics proficiency, academic progress as measured by median Student Growth Percentile, graduation rate, progress in achieving English language proficiency, and school quality/student success as measured by chronic absenteeism rates. This will allow HIDOE to focus on identifying the needs of our students, especially our struggling subgroups, so that we may better provide the supports and resources needed to improve student success and ensure continuous school improvement. Table A.1 shows the measures Hawaii will include in the Strive HI Performance System and as part of the ESSA statewide accountability.

Table A.1. Strive HI Performance System and ESSA Statewide Accountability

Strive HI Performance System Measures	ESSA Statewide Accountability Measures
<ul style="list-style-type: none"> • Language Arts proficiency rate • Mathematics proficiency rate 	<ul style="list-style-type: none"> • Language Arts proficiency rate • Mathematics proficiency rate

Strive HI Performance System Measures	ESSA Statewide Accountability Measures
<ul style="list-style-type: none"> • Language Arts median Student Growth Percentile (elementary and middle/intermediate schools only) • Mathematics median Student Growth Percentile (elementary and middle/intermediate schools only) • Graduation rate (high schools only) • On-track to English Language proficiency rate • Chronic absenteeism • Science proficiency rate • School climate • Inclusion rate • Third-grade literacy rate • Ninth-grade on-track rate • Language Arts achievement gap • Mathematics achievement gap • Career & Technical Education concentrator rate • College-going rate • School-/Complex-selected measure(s) 	<ul style="list-style-type: none"> • Language Arts median Student Growth Percentile (elementary and middle/intermediate schools only) • Mathematics median Student Growth Percentile (elementary and middle/intermediate schools only) • Graduation rate (high schools only) • On-track to English Language proficiency rate • Chronic absenteeism

Hawaii decided on this approach through an in-depth development process with our stakeholders. An Accountability Design Workgroup was formed to address the issues surrounding school accountability and school improvement efforts. This workgroup consisted of representatives from the various HIDOE offices – the Office of the Deputy Superintendent; the Office of Curriculum, Instruction and Student Support; the Office of Strategy, Innovation, and Performance; the Office of Human Resources; the School Transformation Branch; the Monitoring and Compliance Office (formerly the Special Projects Office); the Civil Rights Compliance Office; and the Charter School Commission – and external groups – Hawaii P-20; Kamehameha Schools, an educational trust; Hui for Excellence in Education (HE'E), a statewide coalition of diverse stakeholders (including parents and community members) committed to working collaboratively to identify opportunities to improve public education in Hawaii; and McREL. The Accountability Design Workgroup deliberated on the components of the school accountability system over a span of six meetings to help construct a proposed accountability framework.

HIDOE also convened a workgroup of school administrators and public interest groups for feedback on the proposed accountability framework. In addition to convening workgroups,

HIDOE also sought feedback from school principals through principal feedback sessions and principal meetings, from teachers through the Teacher Leader Work Group workshops, and from community organizations through a community outreach meeting.

- i. Subgroups (*ESEA section 1111(c)(2)*):
- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Hawaii has identified the following major racial and ethnic groups to include as subgroups of students in its statewide accountability system:

- Native Hawaiian (26.0% of the student population);
- Filipino (22.1%);
- White (17.0%);
- Asian, not including Filipino (15.5%);
- Pacific Islander (9.4%);
- Hispanic (3.6%); and
- Black (2.8%).

To ensure we address the needs of our multicultural student body, Hawaii has added Native Hawaiian, Filipino, and Pacific Islander as subgroups of students to include in our statewide accountability system. In Hawaii, Native Hawaiian and Filipino are the two most prevalent ethnicities of our students. We are also including Pacific Islander as a subgroup because this subgroup of students struggle the most on the academic indicators amongst our racial and ethnic groups of students. We want to ensure that our school accountability system is appropriate for our student population.

Formatted: Space After: 6 pt

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Hawaii will not be including any subgroup of students in addition to the statutorily-required subgroups.

Formatted: Space After: 6 pt

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
- ☒ Yes
- ☐ No

The objective of the language instruction education program is to develop the English language skills necessary for English learners to meaningfully access and succeed in school without program support and exit the program. For the academic achievement and academic progress of the English learner subgroup, Hawaii will include students who have exited from the English Language Learner (ELL) program for up to two years for accountability and reporting purposes.

This time frame is consistent with our programmatic approach to monitoring our students who have exited from the ELL program for two years. This will allow HDOE to monitor the effectiveness of our language instruction education program, ensuring that students who have exited the program acquired the skills necessary to succeed in the classroom and beyond. Hawaii recognizes that appropriate transition support must be provided in the first two years of exit in particular. Including former English learners in the subgroup will also allow schools to be recognized for the progress they have made in supporting English learners toward meeting the state academic standards over a period of time.

- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- ☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 - ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 - ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Hawaii will not administer the Smarter Balanced English Language Arts/Literacy Assessment to recently arrived English learners if the English learner participates in the administration of the English language proficiency assessment WIDA ACCESS 2.0.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Hawaii has selected a minimum number of 20 students as necessary to meet the requirements under Title I, Part A of ESEA that require disaggregation of information by each subgroup of students for accountability purposes, including annual meaningful differentiation and

identification of schools. This number is the same for all students and for each subgroup of students in the state for accountability purposes.

b. Describe how the minimum number of students is statistically sound.

Hawaii is keenly aware of the necessity for and challenges in balancing both validity of the accountability model through the inclusion of as many schools as possible and maintaining an acceptable level of reliability on individual measures. Excessively large margins of error will increase the likelihood of ‘false positives’ within the identification of schools with the most struggling students. Erroneously identifying schools for comprehensive support and improvement not only misallocates limited supports and funding to such schools, but unwittingly deprives resources from schools where such needs truly exist. While the reliability of annual results is important, Hawaii believes it is equally, if not more, important to ensure results represent a valid picture of each schools' population. Large n-sizes effectively increase the number of subgroups excluded in a school's accountability results. Such exclusions can ‘mask’ a school's true performance given all of its students and their diverse needs. To the extent that sampling error is applicable to selected measures, a minimum n-size of 20 – or minimum number of 20 students – produces a maximum margin of error of ± 11 percent at 1 standard error. Hawaii believes this level of reliability, balanced with fewer students excluded from its accountability results, ensures that schools with the most struggling students are accurately identified and appropriately supported. Table A.2 indicates the number and percentage of HDOE and public charter schools that may be excluded based on the minimum number of students.

Table A.2. Number and percentage of schools excluded based on n-size

Student group	Count<40		Count<30		Count<20		Count<10	
	Count	%	Count	%	Count	%	Count	%
All Students	5	2%	4	1%	4	1%	4	1%
Economically disadvantaged	12	4%	8	3%	5	2%	4	1%
Children with disabilities	126	43%	86	30%	44	15%	15	5%
Recently Exited SPED	113	39%	76	26%	40	14%	13	4%
English learners	171	59%	142	49%	103	36%	60	21%
Native Hawaiian	44	15%	30	10%	16	6%	12	4%
Filipino	103	36%	87	30%	63	22%	35	12%
White	141	49%	119	41%	97	33%	56	19%
Asian (excluding Filipino)	142	49%	118	41%	92	32%	43	15%
Pacific Islander	163	56%	140	48%	114	39%	72	25%
Hispanic	103	36%	75	26%	43	15%	24	8%
Black	271	93%	262	90%	254	88%	226	78%

Total number of schools = 290

Note: Based on SY 2016-17 official enrollment count

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Hawaii considered the feedback received from the Accountability Design Workgroup, the workgroup of school administrators and public interest group representatives, principals, teachers, and community members in determining the minimum number of students to include in the school accountability system. HDOE determined that 20 would be the most appropriate minimum number of students to ensure the inclusion of the maximum number of schools and subgroups without compromising the reliability and validity of the school accountability results. Stakeholders agreed that 30 was too large of a minimum number and 10 was too small. The agreed-upon compromise based on the data presented was 20.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.⁴

Hawaii will not publicly report data resulting in 0 percent, 100 percent if it reveals negative information about students, and a count fewer than 20 students.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Hawaii will use the minimum number of 20 students for both the purposes of accountability and reporting to maintain student privacy.

iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):

a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

- 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which

⁴ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

ESSA requires that states set long-term goals and measurements of interim progress for all students and for all student subgroups. Goals must be set for achievement as measured by the annual statewide assessment of academic standards, graduation rates, and English language proficiency for students who are English learners. Hawaii's goals operationalize the vision outlined in our Blueprint for Public Education for "accountability and evaluation processes (that) provide clear, coherent and inspiring expectations and visionary goals."

The long-term goals are based on the vision that "Hawaii will be acknowledged as having the nation's top public education system in 2025" ([Blueprint for Public Education](#), p. 25). Through high expectations for all students, Hawaii will foster equity and excellence. Setting ambitious goals illustrates Hawaii's commitment to increasing the achievement of all students and to accelerating the progress of the subgroups of students who are currently lagging behind (Table A.3.a). By meeting the proposed long-term goals for academic achievement as well as for graduation rate, Hawaii will not only have high-achieving students and high-performing schools, but will also have made great strides in increasing the achievement of our high-needs student subgroups to progress towards closing the achievement gap. This accomplishment will serve as evidence of a high-performing public education system.

HIDOE's long-term goals reflect our belief that all students can achieve college- and career-readiness while providing schools with challenging but attainable targets that reflect their current performance. Hawaii proposes a goal of reducing by half the percentage of students who are not proficient on the annual statewide assessments in language arts and mathematics in the "All Students" group and in each subgroup based on the School Year 2015-16 baseline data. Achieving this goal by SY 2024-25 will not only increase student achievement for all students, but will also help close the achievement gap between the "All Students" and higher-achieving subgroups and the lower-achieving subgroups.

Example:

Baseline Year (SY 2015-16) language arts achievement rate = 51%

Formatted: Space Before: 6 pt, After: 6 pt

Formatted: Indent: Left: 2.75", Space Before: 6 pt, After: 6 pt

Percentage of students not proficient = 49%

Reduce percentage of students not proficient by $\frac{1}{2}$ = 24.5 percentage points

Distribute 24.5 percentage points across nine years = 24.5/9

Per-year increment of growth = 2.72 percentage points

Formatted: Indent: Left: 2.75", Space Before: 6 pt

HIDOE aims to meet the long-term goals set for the ESSA Academic Achievement indicator by the year 2025. The long-term goal ~~terminal-target~~ year aligns with Hawaii P-20's campaign to achieve Hawaii's education goal of 55% of working age adults having a college degree by the year 2025. The 55 by '25 initiative urges all stakeholders and community organizations to make education a high priority from early childhood through college completion, recognizing that student success throughout the education spectrum is necessary to increase the number of adults earning college degrees. Increasing student achievement as well as the graduation rate will increase the number of students who are college-ready and who will continue their education beyond high school at a post-secondary institution.

The target year of 2025 also affords Hawaii the time to restructure our Special Education and English Language Learner programs to ensure the appropriate curricula, instructional strategies, and supports are implemented to increase the achievement of students in these subgroups which have historically struggled the most. The proposed timeline will allow for three years of designing, training, piloting, and measuring the impact of new instructional programs followed by six years of full implementation. To increase the achievement of all students, we must address the needs of our students who are struggling the most.

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Table A.3.a. Long-term Goals for Academic Achievement

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Long-term Goal SY 2024-25	Baseline SY 2015-16	Long-term Goal SY 2024-25
All Students	51% 51%	76% 74%	42% 42%	71% 69%
Economically disadvantaged	39% 39%	70% 74%	31% 31%	66% 69%
Children with disabilities	13% 14%	57% 74%	11% 12%	56% 69%

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Long-term Goal SY 2024-25	Baseline SY 2015-16	Long-term Goal SY 2024-25
(SPED)				
English learners (ELL)	21%21%	61%74%	22%22%	61%69%
Native Hawaiian	36%36%	68%74%	28%28%	64%69%
Filipino	54%54%	77%74%	44%44%	72%69%
White	65%67%	83%74%	53%54%	77%69%
Asian (excluding Filipino)	71%71%	86%74%	64%52%	82%69%
Pacific Islander	29%29%	65%74%	22%22%	61%69%
Hispanic	49%48%	75%74%	35%38%	68%69%
Black	54%52%	77%74%	37%35%	69%69%

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

The near-term measurements of interim progress for statewide achievement and graduation rate are aligned with the HDOE/BOE Strategic Plan's targets for 2020 which were established to be ambitious but achievable in the plan's three-year timeframe.

Hawaii will use the HDOE/BOE Strategic Plan Academic Achievement 2020 target as our measurement of interim progress toward achieving our long-term goals for the Academic Achievement indicator for the "All Students" group and set targets based on incremental progress towards meeting the long-term goals from the SY 2015-16 baseline for each subgroup of students (Table A.3.b). Currently, there is significant variation in student achievement among student groups of different characteristics as measured by the statewide assessments and these measurements of interim progress identify statewide increases for all students. The proposed measurements of interim progress for our student subgroups are based on Hawaii's target of closing the achievement gap in an accelerated yet attainable fashion.

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted ... [1]

Formatted ... [2]

Formatted ... [3]

Formatted ... [4]

Formatted ... [5]

Formatted ... [6]

Formatted ... [7]

Formatted ... [8]

Formatted ... [9]

Formatted ... [10]

Formatted ... [11]

Formatted ... [12]

Formatted ... [13]

Formatted ... [14]

Formatted ... [15]

Formatted ... [16]

Formatted ... [17]

Formatted ... [18]

Formatted ... [19]

Formatted ... [20]

Formatted ... [21]

Formatted ... [22]

Formatted ... [23]

Formatted ... [24]

Formatted ... [25]

Formatted ... [26]

Formatted ... [27]

Formatted ... [28]

Formatted: Space After: 0 pt

Formatted ... [29]

~~The Blueprint for Public Education and Strategic Plan both aim to achieve equity and excellence for all students. Thus, the measurements of interim progress identify statewide increases in achievement (excellence), based on the HDOE/BOE Strategic Plan Indicators. Currently, there is significant variation in student achievement among student groups of different characteristics (student subgroups) as measured by the statewide assessments. The proposed measurements of interim progress for our student subgroups are based on the Governor's aspirational target of closing the achievement gap by 2020: "The learning achievement gaps will begin closing in 2017 and will close by 2020" (Blueprint for Public Education, p. 18). Identifying the same targets for interim progress for all student groups reflects this aspirational target (Table A.3.b).~~

Formatted: Indent: Left: 0.88"

Table A.3.b. Measurements of Interim Progress for Academic Achievement

	Language Arts (% proficient on statewide assessments)		Mathematics (% proficient on statewide assessments)	
	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20
All Students	51%51%	61%61%	42%42%	54%54%
Economically disadvantaged	39%39%	53%61%	31%31%	46%54%
Children with disabilities (SPED)	13%14%	32%61%	11%12%	31%54%
English learners (ELL)	21%21%	39%61%	22%22%	39%54%
Native Hawaiian	36%36%	50%61%	28%28%	44%54%
Filipino	54%54%	64%61%	44%44%	56%54%
White	65%67%	73%70%*	53%54%	63%60%*
Asian (excluding Filipino)	71%71%	77%73%*	64%52%	72%54%
Pacific Islander	29%29%	45%61%	22%22%	39%54%
Hispanic	49%48%	60%61%	35%38%	49%54%
Black	54%52%	64%61%	37%35%	51%54%

* The Measurement of Interim Progress was adjusted for the subgroups with baseline rates that were equal to or exceeded the "All Students" Measurement of Interim Progress to promote progress. The adjustments were made based on the incremental progress needed to achieve the long-term goal in the given timeframe.

- Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Hawaii believes all students can achieve excellence with the appropriate supports and expects all groups of students to meet or exceed the long-term goals and measurements of interim progress toward the long-term goal to progress towards closing the achievement gap. Thus, schools will need to ensure they are aggressively addressing the needs of the lagging subgroups through interventions to accelerate their progress to meet the targets set for 2020 and 2025. All goals and measurements of interim progress were determined to ensure the closing of the achievement gaps in an ambitious yet attainable timeframe. Hawaii expects all groups of students to meet or exceed the same ambitious long-term goals and measurements of interim progress toward the long-term goal regardless of their baseline. Hawaii believes all students can achieve excellence with the appropriate supports. Thus, schools will need to ensure they are aggressively addressing the needs of the lagging subgroups through

Formatted: Indent: Left: 0.88", Space After: 10 pt

Formatted ... [30]
 Formatted ... [31]
 Formatted ... [32]
 Formatted ... [33]
 Formatted ... [34]
 Formatted ... [35]
 Formatted ... [36]
 Formatted ... [37]
 Formatted ... [38]
 Formatted ... [39]
 Formatted ... [40]
 Formatted ... [41]
 Formatted ... [42]
 Formatted ... [43]
 Formatted ... [44]
 Formatted ... [45]
 Formatted ... [46]
 Formatted ... [47]
 Formatted ... [48]
 Formatted ... [49]
 Formatted ... [50]
 Formatted ... [51]
 Formatted ... [52]
 Formatted ... [53]
 Formatted ... [54]
 Formatted ... [55]
 Formatted ... [56]
 Formatted ... [57]
 Formatted ... [58]
 Formatted ... [59]
 Formatted ... [60]
 Formatted ... [61]
 Formatted ... [62]
 Formatted ... [63]
 Formatted ... [64]

~~interventions to accelerate their progress to meet the targets set for 2020 and 2025.~~

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Hawaii proposes to set the long-term goal for graduation rate at 90 percent for all students and all subgroups of students (Table A.4.a). HIDOE has aligned the long-term goals for graduation rate with the high school graduation target set by the HIDOE/BOE Strategic Plan. The [HIDOE/BOE Strategic Plan](#) states, “We strive to increase our graduation rate to 90 percent by 2025” (p. 12).

Formatted: Space After: 10 pt

Table A.4.a. Long-Term Goals for Graduation Rate

	Baseline SY 2015-16 Class of 2016	Long-term goal SY 2024-25 Class of 2025
All Students	82 83%	90%
Economically disadvantaged	78 76%	90%
Children with disabilities (SPED)	59 61%	90%
English learners (ELL)	69 46%	90%
Native Hawaiian	79 77%	90%
Filipino	89%	90%
White	82 9%	90%
Asian (excluding Filipino)	91 9%	91 9%*
Pacific Islander	68 7%	90%
Hispanic	74 6%	90%
Black	77 5%	90%

* The Measurement of Interim Progress was adjusted for the subgroups with baseline rates that were equal to or exceeded the “All Students” Measurement of Interim Progress.

Formatted: Indent: Left: 2.69", Space After: 18 pt

Note: SY 2015-16 baseline data reflects the graduating class of 2015.

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0", Space Before: 3 pt, After: 10 pt, Line spacing: Multiple 1.15 li

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

For ESSA purposes, Hawaii will rely on the Four-Year Adjusted Cohort Graduation Rate rather than adding an extended-year adjusted cohort graduation rate as a measure for identifying schools requiring comprehensive or targeted support and improvement. Schools may select an extended-year graduation or completer rate as a locally-selected measure for Strive HI, the state's school accountability and performance reporting system.

Formatted: Indent: Left: 2.5"

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

Hawaii proposes to set the long-term goal for graduation at 90% for all students with measurements of interim progress for graduation rate based on the same methodology used to determine measurements of interim progress for academic achievement – dividing the difference in points between the baseline data and the goal of 90% by 9 for the per-year increments. Doing so will not only increase the percentage of students graduating, but will also close the gap in graduation rates between the “All Students” and higher-achieving subgroups and the lower-achieving subgroups.

HIDOE has aligned our measurement of interim progress for the “All Students” group with the HIDOE/BOE Strategic Plan High School Graduation 2020 target (Table A.4.b).

The proposed measurement of interim progress for graduation rate for all students and all subgroups of students is 86 percent (Table A.4.b). HIDOE has aligned our measurements of interim progress for all student groups with the HIDOE/BOE Strategic Plan High School Graduation 2020 target of 86 percent.

Table A.4.b. Interim Progress Targets for Graduation Rate

	Baseline SY 2015-16 Class of 2016	Measurement of Interim Progress SY 2019-20 Class of 2020
All Students	83% 82%	86% 86%
Economically disadvantaged	78% 76%	79% 86%
Children with disabilities (SPED)	59% 61%	73% 86%
English learners (ELL)	69% 46%	78% 86%
Native Hawaiian	79% 77%	84% 86%
Filipino	89% 89%	89% 89%*
White	82% 80%	86% 86%
Asian (excluding Filipino)	91% 90%	91% 90%*
Pacific Islander	68% 67%	78% 86%
Hispanic	74% 76%	81% 86%
Black	77% 75%	83% 86%

Note: SY 2015-16 baseline data reflects the graduating class of 2015.

* The Measurement of Interim Progress was adjusted for the subgroups with baseline rates that were equal to or exceeded the “All Students” Measurement of Interim Progress.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the

Formatted Table

improvement necessary to make significant progress in closing statewide graduation rate gaps.

Hawaii expects all groups of students to meet or exceed the same ambitious long-term goals and measurements of interim progress toward the long-term goal regardless of their baseline. Hawaii believes all students can achieve excellence and graduate high school within four years with the appropriate supports. Thus, schools will need to ensure they are aggressively addressing the needs of the lagging subgroups of students through supports and interventions to increase graduation rates to meet the 90 percent target set for 2025. The measurement of interim progress ensures our schools are making progress at the rate needed to meet the long-term goal.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Hawaii has been a member of the WIDA Consortium since SY 2009-10, when we adopted the WIDA English Language Development Standards. HIDOE administers the *ACCESS for ELLs 2.0* (ACCESS 2.0) as an annual measure of English language progress and proficiency for students identified as English learners. The ACCESS 2.0 assesses proficiency in the four language domains: Listening, speaking, reading, and writing. The language development levels include 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. Students are deemed functionally English proficient when they achieve a composite score on the summative assessment that places them in Level 5 (Bridging). HIDOE will include all tested English learners from kindergarten through grade 12 in the English language proficiency rate as measured by ACCESS 2.0. Targets will be based on the student's initial ACCESS 2.0 results.

Hawaii will implement a growth-to-target methodology to measure students' progress in achieving English language proficiency. HIDOE has been collaborating with the WIDA Consortium Research Department to determine an appropriate growth-to-target measure and to determine the long-term goal and measurements of

interim progress toward the long-term goal.

Using the growth-to-target model, which is based on an English learner's initial scale score, students will have predetermined individual growth expectations toward the proficient criteria with students at the lowest levels given the most time to grow to Level 5, the Bridging level. For example, a kindergarten student at an overall English learner proficiency level of 1 on the initial baseline test will have five years to attain Level 5, meeting the exit criteria by the end of grade 4. Annually, there is an incremental growth expectation, generally one proficiency level per year, towards meeting proficiency using the initial score and targeted exit scale score (Overall 5.0 proficiency level). The student's goal remains the same throughout the student's participation in the English Language Learner program.

~~The Data from SY SY 2015-16 to 2016-17 data, the first year of statewide implementation of WIDA ACCESS 2.0, were~~ used as the baseline to establish the long-term goal (Table A.5.a). The percentage of English learners who maintained their growth-to-target trajectory, thus showing progress towards achieving English language proficiency, was ~~60-36~~ percent. Hawaii's long-term goal is to increase the percentage of students making progress towards achieving English language proficiency to ~~90-75~~ percent by SY 2024-25. Given the wide range of schools' abilities to meet the growth-to-target expectations of their English learners based on baseline data, both realistic and yet ambitious goals were set as targets. ~~There are schools where 100 percent of students meet their growth targets, while other schools have students who struggle to do so.~~ To accomplish our long-term goal, schools will need to ensure English learners who are on-track to achieving English language proficiency continue to progress as well as ensure new and lower-achieving English learners are progressing at greater rates by providing appropriate supports and services.

Table A.5.a. Percentage of students making progress towards achieving English language proficiency

	Baseline SY 2015-16 2016-17	Long-term goal SY 2024-25
English learners	60 36%	90 75%

Currently, all English learners are expected to meet the same long-

term goal in the same timeframe. While Hawaii recognizes the increased academic language breadth and additional challenges English learners face when they are in secondary school and while allowing secondary students more time to attain English language proficiency may be reasonable, HDOE has decided to apply the ambitious goals to all English learners with the understanding that English learners at the secondary school level will need additional support and intervention to attain English language proficiency and graduate from high school on time. Secondary schools must accelerate their efforts to improve outcomes and graduation rates of this subgroup of learners. Adding any additional characteristics at this time would merely lower the expectations for secondary schools and their English learners.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency are based on the initial baseline and the incremental increases needed to meet the long-term goal of ~~90-75~~ percent. The measure of interim progress for SY 2019-20 for the state is ~~73-363~~ percent of all English learners meeting their growth targets, which would signify a systemic improvement of addressing the needs of our English learners from the baseline of ~~60-36~~ percent (Table A.5.b). Each school will have its own measurement of interim progress based on the school's initial baseline towards meeting the long-term goal of ~~90-75~~ percent to ensure all schools are on-track to helping the state meet the state long-term goal.

Table A.5.b. Percentage of students making progress towards achieving English language proficiency

	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20
English learners	60-36 %	73-63 %

- iv. Indicators (ESEA section 1111(c)(4)(B))

Table A.6. Statewide Accountability Indicators and Measures

ESSA-required Indicators	Measures	Grades
Academic Achievement	Percentage of students who are proficient on the annual statewide assessments for Language Arts and Mathematics	3-8, 11
Other Academic Indicator: Academic Progress (elementary and middle school)	Language Arts and Mathematics Median Growth Percentile, based on statewide assessments	3-8
Graduation Rate (high school)	4-year Adjusted Cohort Graduation Rate ⁵	High School
Progress in Achieving English Language Proficiency	Percentage of English learners on-target to English language proficiency	K-12
State-selected Measure of School Quality or Student Success	Percentage of students who are chronically absent (15 or more days absent)	K-12

- a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The Academic Achievement indicator is based on the annual Hawaii Statewide Assessment Program achievement results for language arts/literacy and mathematics and will provide data to measure progress towards the long-term goals and measurements of interim progress for all student groups. The achievement results for language arts/literacy and mathematics will be weighted equally in the determination of schools needing comprehensive or targeted support and improvement. Beginning School Year 2014-15, all students are required to take one of the following assessments in language arts/literacy and mathematics: The Smarter Balanced Assessment (SBA); the Hawaii State Alternate Assessment (HSA-Alt) for students with significant cognitive disabilities; or the Kaiapuni Assessment on Educational Outcomes (KAEO), the Hawaiian language state assessment. While a substantial majority of students will take the SBA, students with disabilities who take the HSA-Alt and students enrolled in Ka Papahana Kaiapuni, the Hawaiian language immersion program, who take the KAEO are fully included in the state's student achievement metrics. Assessments in language arts and mathematics are offered in grades 3-8 and 11.

5

<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHPerformanceSystem/Pages/StriveFAQs.aspx#indicatorsgrad>

The KAE0 is currently administered to third and fourth graders enrolled in Ka Papahana Kaiapuni. HDOE will be expanding the administration of the KAE0 to grades 5 through 8 with the field tests in Spring 2018 and the operational tests in Spring 2019. Students in Ka Papahana Kaiapuni will take the KAE0 in lieu of the SBA to ensure students who are instructed in the Hawaiian language are assessed in the language in which they receive instruction and to better align what is taught in Ka Papahana Kaiapuni with what is assessed. For SY 2017-18, HDOE has requested a waiver to ESEA to not report the student results of the KAE0 field test administration due to the nature of the field tests. Thus, the grades 5-8 students who participate in the KAE0 field tests in Spring 2018, potentially 775 students across the 23 Ka Papahana Kaiapuni schools, will not be included in the student achievement metrics for their school. These students, however, will be included in the participation rate for their school and these schools will have results for the Academic Achievement indicator based on the performance of their grades 3 and 4 students on the KAE0 and the students who take the SBA. When the KAE0 is operational in Spring 2019, all students who participate in the KAE0 assessment will be included in the student achievement metrics. All students in grades 3-8 and 11 enrolled in Ka Papahana Kaiapuni will participate in either the KAE0 or the SBA administration.

Students who were enrolled in the school for the full school year – from the Official Enrollment Count date at the beginning of the school year to the Participation Rate Count date (May 1 of each school year) – and were in a tested grade level will be included for the school’s Academic Achievement indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

Because Language Arts and Mathematic skills span all content areas, the Academic Achievement measures will provide the data necessary to ensure all students are engaged in a rigorous, well-rounded education that prepares students to be successful in their post-high school goals [HDOE/BOE Strategic Plan, Goal 1, Objective 3].

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

The Other Academic, or Academic Progress, indicator in the proposed statewide accountability system is student growth as measured by the

annual statewide assessments. Growth is based on the school's median growth percentile in language arts/literacy and mathematics, the calculation of which is derived from the [Hawaii Growth Model](#). The median growth percentile will be calculated for elementary and middle schools only and continues a measure from under ESEA Flexibility Waiver. The small subset of students with significant cognitive disabilities who take the HSA-Alt and Kaiapuni students who take the KAEO are not included in the growth model calculation as the score scales are not comparable.

Students who were enrolled in the school for the full school year and were in a tested grade level will be included for the school's Academic Progress indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Hawaii will continue to include the four-year adjusted cohort graduation rate as a high school indicator in the proposed statewide accountability system, which will provide data to measure progress towards the long-term goals and measurements of interim progress for all student groups. High schools with a graduation rate of 67 percent or lower will be designated as schools for comprehensive support and improvement. The graduation rate will be lagged by one year. Thus, for the Fall 2017 identification of schools for comprehensive and targeted support and improvement, the Class of 2016 cohort will be used for the graduation rate indicator.

Data will be disaggregated by all subgroups meeting the minimum number of 20 students. Hawaii proposes to include students who were economically disadvantaged, were in the English learner program, or received Special Education services at any time during the four-year cohort in their respective high-needs subgroup for graduation rate

determination. Only students who receive a Hawaii High School Diploma will be included in the graduation rate. Students with the most significant cognitive disabilities who receive a certificate and students who enroll in an alternative education program and receive a Hawaii Adult Community School Diploma will be included as part of the graduation cohort but will not be counted as a graduate.

The Graduation Rate measure will serve as an indicator of how successfully students transition throughout their educational experiences within HIDOE [HIDOE/BOE Strategic Plan, Goal 1, Objective 4].

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

To support our students' English Language Proficiency with standards and assessments, Hawaii participates in the WIDA consortium, which consists of 39 state education agencies and more than 200 international schools. In determining the appropriate measure for the Progress in Achieving English Language Proficiency indicator, HIDOE consulted with the WIDA Consortium Research Department. To measure English learners' progress in achieving English language proficiency, HIDOE is proposing to use a "growth-to-target" model. The growth-to-target model will identify the percentage of English learners who are on target to acquire the skills necessary to access school and exit the language instruction education program within an appropriate timeframe.

The growth-to-target model considers three factors of student performance on the English language proficiency assessment – (1) the student's initial proficiency level, (2) the timeframe, in annual increments, a state educational agency determines adequate to attain English language proficiency, and (3) the English language proficient level where English learners could be considered no longer needing specific language instruction education program services. Hawaii proposes to use a timeframe of up to five years for students to achieve English language proficiency, dependent on the level in which the student enters the language instruction education program. The model assumes that English learners generally advance one proficiency level a year as determined by the English language assessment composite scale score. Thus, an English learner who enters school at a proficiency level of 1.0, as determined by the student's initial composite scale score on the English language proficiency assessment, will be expected to exit the language instruction education program after five years of program support, or after Year 5. An English learner who scores at a proficiency level of 3.0 will be expected to exit the language instruction education

program after two years of program support, or Year 2. An English learner who reaches a proficiency level of 5.0 will exit the language instruction education program. The growth-to-target method provides a growth trajectory for each individual English learner by which the English learner's progress will be measured on. This will allow schools to better track their students' progress and identify which students need more supports.

Hawaii proposes to use the percentage of students who are on target to achieve English language proficiency within their given timeframe and meeting growth expectations in the statewide accountability system as the measure for the progress in achieving English language proficiency indicator. HIDOE will include all students assessed for English language proficiency from Kindergarten through Grade 12 in this measure to ensure all English learners are supported in school so that they can fully engage in high-quality educational opportunities and are transitioning successfully throughout their educational experiences [HIDOE/BOE Strategic Plan, Goal 1, Objectives 2 & 4].

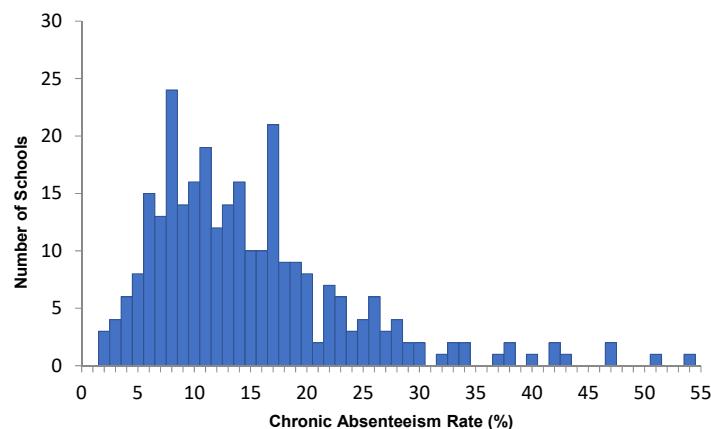
- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Hawaii proposes a measure of attendance – chronic absenteeism rate, which is defined as 15 or more days absent – as its state-selected measure of “school quality or student success.” This continues a measure introduced by Strive HI under the ESEA Flexibility Waiver for elementary schools and expands the measure to apply to all schools in all grade spans based on the HIDOE/BOE Strategic Plan and the BOE's aggressive goals to reduce chronic absenteeism by 2020. School attendance is critically important to student success and the chronic absenteeism rate is widely viewed as an indicator of whether a school has struggling students.

Attendance is noted in the HIDOE/BOE Strategic Plan as a contributing factor in ensuring all students are safe, healthy, and supported in school so that they can fully engage in high-quality educational opportunities [Goal 1, Objective 2]. While our average daily attendance rates for schools may suggest our students are attending school regularly, our

chronic absenteeism rate indicates that a substantial number of students are not fully engaged in their educational opportunities. Research shows chronic absenteeism to be an early warning sign of future underperformance. Achievement, especially in mathematics, is sensitive to absenteeism. Absenteeism also strongly affects assessment scores and graduation and dropout rates.⁶ Schools with large numbers of chronically absent students struggle to deliver consistent instruction. Hawaii identifies a student as chronically absent if the student has been absent – excused and unexcused – for 15 or more instructional days during the school year. A school’s chronic absenteeism rate is the percentage of students who are chronically absent. Figure A.1 illustrates the distribution of chronic absenteeism rates across all HIDOE and public charter schools in the state for SY 2015-16. The chronic absenteeism rate ranges from 2 percent to 54 percent across the state, with most schools having rates below 20 percent. This still allows for differentiation between schools.

Figure A.1. Frequency of Chronic Absenteeism Rates for SY 2015-16



The average chronic absenteeism rate across the state is 15 percent. HIDOE has targeted a decrease of 6 points over the next three years to achieve an average chronic absenteeism rate of 9 percent by the year 2020 ([HIDOE/BOE Strategic Plan](#)). Based on the data for SY 2015-16, only 49 of our 290 schools have a chronic absenteeism rate of 9 percent or lower.

HIDOE has included the percentage of students who are chronically

⁶ Balfanz, R. and Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools

absent in the statewide accountability system for elementary schools since the implementation of Strive HI in SY 2012-13 and has seen a decrease in chronic absenteeism rates from 18 percent in SY 2012-13 to 11 percent in SY 2014-15. Hawaii began including kindergarten in the elementary school chronic absenteeism rate in SY 2015-16, which may have attributed to the increase in the chronic absenteeism rate for that school year. Kindergarten was not included prior to SY 2015-16 because kindergarten was not mandatory until SY 2014-15.

Hawaii has included the percentage of students who are chronically absent for middle and high school beginning in SY 2015-16 with the hope that bringing attention to and monitoring student attendance will lead to stronger efforts to address absenteeism and decrease chronic absenteeism rates across the state as it did with the elementary schools.

Students who are enrolled in the school for the full school year will be included for the school's "School Quality or Student Success" indicator. Data will be disaggregated by all subgroups meeting the minimum number of 20 students.

- v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))
 - a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

For ESSA purposes of identifying schools for support and improvement, Hawaii proposes to calculate a school performance unit score. The HDOE Accountability Section will produce ESSA-required unit scores for all public schools. The school performance measures will generate a composite score which will be used to identify schools for comprehensive support and improvement.

The HDOE Accountability Section will also produce subgroup performance unit scores for each subgroup within a school that meets the minimum number of 20 students. The subgroup performance unit score will identify the subgroups that need targeted support and improvement. The subgroup performance data will enable the state, complex areas, and schools to identify what the subgroup needs are to determine how best to close the achievement gaps.

When identifying schools for comprehensive support and improvement, should the number of students for a measure be less than the minimum

number of 20 students, Hawaii proposes the use of multi-year pooling for up to three years to represent students' results at the school. In these situations, Hawaii will seek to pool data for two years, although a third year may be necessary for HIDOE's smallest schools. If, after three years of data (current and prior two years), a minimum number of 20 students cannot be reached, the results will then be used to calculate the school performance unit score. Hawaii believes this approach accounts for every full-school-year student across the state.

Reporting the measures, indicators, and associated weights of school and subgroup performance ensures transparency and credibility as well as the capability to utilize the multiple data components comprising the unit score for targeted analysis and interventions. The component measures of the school performance unit score are included within the state's Strive HI system and reported along with performance on the HIDOE/BOE Strategic Plan Statewide Student Success Indicators ([Appendix B](#)) as well as school- and complex-selected measures to support and monitor school and complex initiatives.

The school and subgroup performance unit scores will identify schools that require comprehensive supports and improvement and targeted supports and improvement as well as identify schools that do not require additional Title I supports consistent with the requirements of ESSA.

Each school's school performance unit score and each subgroup's subgroup performance unit score will be comprised of scores from four of the five school accountability system indicators: Academic Achievement, Academic Progress (for elementary and middle schools), Graduation Rate (for high schools), Progress in Achieving English Language Proficiency, and School Quality/Student Success. The measures of each indicator are the data sources for the unit. Thus, the score of each indicator will be determined by the results for each measure. The subgroup performance unit score would be calculated in the same manner using the subgroup performance data. Tables A.7 and A.8 are examples of how the school performance unit score would be calculated for elementary and middle schools and for high schools.

Table A.7. School Performance Unit Score example for an elementary/middle school

Indicators	Measures	Results	Conversion	Measure Weights*	Measure Score	Indicator Score
Academic Achievement	Language Arts Achievement	60%	60/100=0.60	20	12.0	22.0
	Mathematics Achievement	50%	50/100=0.50	20	10.0	
Academic Progress	Language Arts Growth (MGP)*	42	42/100=0.42	20	8.4	15.6
	Mathematics Growth (MGP)*	36	36/100=0.36	20	7.2	
Progress in Achieving English Language	On-Target to English Language Proficiency rate	72%	72/100=0.72	10	7.2	7.2

Proficiency						
Student Success	Chronic Absenteeism*	12%	$100-12=88$ $88/100=0.88$	10	8.8	8.8
School Performance Unit Score						53.6

* Stakeholders provided significant feedback which informed selection of the proposed state-selected measures and weights.

Formatted: Indent: Left: 0.06", Space
Before: 10 pt, After: 3 pt

Table A.8. School Performance Unit Score example for a high school

Indicators	Measures	Results	Conversion	Measure Weights*	Measure Score	Indicator Score
Academic Achievement	Language Arts Achievement	60%	60/100=0.60	15	9.0	16.5
	Mathematics Achievement	50%	50/100=0.50	15	7.5	
Graduation Rate	4-year Adjusted Cohort Graduation Rate	82%	82/100=0.82	50	41.0	41.0
Progress in Achieving English Language Proficiency	On-Target to English Language Proficiency rate	72%	72/100=0.72	10	7.2	7.2
Student Success	Chronic Absenteeism*	12%	100-12=88 88/100=0.88	10	8.8	8.8
School Performance Unit Score						73.5

* Stakeholders provided significant feedback which informed selection of the proposed state-selected measures and weights.

Hawaii proposes to identify schools for comprehensive support and improvement and targeted support and improvement. Schools not needing comprehensive or targeted support and improvement will be identified as not needing additional support. Hawaii proposes to identify schools for support by school type – elementary, middle, and high schools. Thus, elementary, middle and high schools will be identified as schools for comprehensive support and improvement based on the proportion each school type represents for all schools statewide. This approach allows for more easily understood school comparisons, an increased sense of fairness, and an assurance that schools at all levels are appropriately identified for support. The minimum required percentage of Title I schools identified for comprehensive support and improvement will be maintained at no less than 5 percent. This will be in addition to the schools identified for comprehensive support and improvement due to a graduation rate of 67 percent or lower. All schools with low-performing or consistently underperforming subgroups will be identified for targeted support and improvement.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Table A.9 indicates Hawaii’s proposed weights for the indicators that will be used to calculate the school and subgroup performance unit scores.

Table A.9. Proposed weights for the ESSA indicators

Indicator	Weights (Elementary & Middle School)	Weights (High School)
Academic Achievement	40	30
Academic Progress (elementary and middle school)	40	--
Graduation Rate (high school)	--	50
Progress in Achieving English Language Proficiency	10	10
Student Success	10	10
Total	100	100

Hawaii's proposed ESSA-based statewide accountability system focuses on identifying schools with the most students who are struggling in making progress toward college- and career-readiness. ~~In the Blueprint for Public Education, reading English language arts and math proficiency as measured by the annual statewide assessments were listed as four of the seven~~ continue to be critical challenges that must be addressed by our state public education system (pp. 7-8). Thus, Hawaii proposes to weight elementary and middle school indicators more heavily towards academic achievement and academic progress as the primary purpose of these schools is to prepare students to meet content-based grade-level expectations as they build college- and career-readiness skills. High schools, on the other hand, have an increased responsibility for specifically preparing students to enter and succeed in college and the workforce. Thus, for high schools, Hawaii proposes to weight graduation rate the heaviest with the understanding that students who earn a high school diploma have met the rigorous standards of learning required as demonstrated by their performance on standardized assessments as well as school- and teacher-created authentic assessments (BOE Policy 102-15). Increasing the graduation rate is a priority of the HIDOE/BOE Strategic Plan and Hawaii's P-20 initiative.

While many stakeholders have voiced concerns about the test-centered ESSA-based statewide accountability system and the punitive nature of similar statewide accountability systems in the past, the primary purpose of the statewide accountability system is to identify the areas where support is most needed. Thus, Hawaii proposes to weigh the Academic Achievement, Academic Progress, and Graduation Rate indicators heavier in the performance unit score to ensure that schools with low student performance on these indicators are identified for comprehensive or targeted support and improvement. To ensure the intent is to support our schools with struggling students rather than to punish these schools, stronger efforts will be made at the state and complex area level to

provide these schools with the assistance they need.

- c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

The methodology described above will be applied to all HIDOE and public charter schools. For multi-level schools, such as schools with K-12, K-8, and 7-12 grade configurations, the schools will be divided into grade spans and each grade span will be given a school performance unit score to determine if any grade span on its own would be identified for comprehensive supports and improvement. For example, a K-12 school would be divided into three grade spans – K-5 (elementary school), 6-8 (middle school), and 9-12 (high school). A school performance unit score would be calculated for each grade span and compared against the other schools in that respective grade span to determine if the grade span on its own would be identified as the lowest-performing 5 percent of 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 participate in annual statewide assessments for language arts and mathematics. HIDOE is exploring an alternate assessment for the academic achievement indicator for this school.

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 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 each school type comprises determined in Step 2, identify the corresponding count of Title I schools required for each school type.
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 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.

Hawaii proposes to identify 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.

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.10 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.10. 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 Support	18.4	24.6	No additional support needed
	Subgroup B		21.1	23.8	

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 proposes to identify schools for targeted support and improvement due to consistently underperforming subgroups annually beginning in Fall 2018. For targeted support and improvement identification, subgroups must have a minimum of 20 students.

~~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 a subgroup of students with a subgroup performance unit

score that falls below the state-determined threshold for underperformance for at least two consecutive years. The state-determined threshold for underperformance will be based on the data for SY 2016-17 for this will be the first year that school and subgroup performance unit scores will be calculated using the ESSA school accountability indicators. If at least one subgroup in a school has a subgroup performance unit score lower than the state-determined threshold for underperformance in both Year 1 and Year 2, 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 schools in the same grade span. Thus, elementary, middle, and high schools could have different state-determined thresholds to identify underperforming subgroups.

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

1. Determine the threshold for underperformance for each grade span ~~for which~~ to identify consistently underperforming subgroups.
2. [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 below the state-determined threshold determined in Step 1. These schools will be notified that they may be identified for targeted support and improvement should their underperforming subgroup’s performance not exceed the state-determined threshold the following year.
3. [Year 2] Of the schools identified in Step 2 the previous school year, select the schools in which the previously identified underperforming subgroups continue to have a subgroup performance unit score below the state-determined threshold determined in Step 1. These schools will be identified for targeted support and improvement based on at least one consistently underperforming subgroup.

Based on its SY 2016-17 accountability results, Hawaii will develop a proposal for the threshold for underperformance and submit to stakeholders for discussion and feedback (Table A.11).

Table A.11. Stakeholder discussion on consistently underperforming subgroups

<u>Date</u>	<u>Audience</u>	<u>Objective</u>	<u>Method of Communication</u>
-------------	-----------------	------------------	--------------------------------

Formatted: Not Highlight

Formatted: Font: 11 pt, Not Highlight

Formatted: Indent: Left: 2.13"

Formatted: Not Highlight

Formatted: Indent: Left: 1.06", Line spacing: Multiple 1.15 li, Pattern: Clear, Tab stops: 1.06", Left

Formatted: Font: 11 pt, Bold, Not Highlight

Formatted: Font: 10 pt, Bold, Not Highlight

Formatted: Centered, Space After: 0 pt

Formatted Table

<u>Date</u>	<u>Audience</u>	<u>Objective</u>	<u>Method of Communication</u>
<u>September 2017</u>	<u>Complex Area Superintendents (CASs)</u>	<u>Present proposals for determining the threshold of underperformance for discussion.</u>	<u>Leadership Meeting</u>
<u>October 2017</u>	<u>Principals</u>	<u>Present proposals for determining the threshold of underperformance for discussion.</u>	<u>Virtual meetings (2)</u>
<u>November 2017</u>	<u>Complex Area Superintendents (CASs)</u>	<u>Present feedback on proposals for determining the threshold of underperformance for discussion; make recommendation.</u>	<u>Leadership Meeting</u>
<u>November 2017</u>	<u>Superintendent's Cabinet</u>	<u>Present feedback on proposals for determining the threshold of underperformance for discussion; decision-making.</u>	<u>Meeting</u>

~~Hawaii proposes to identify schools for targeted support and improvement due to consistently underperforming subgroups annually beginning in Fall 2018. For targeted support and improvement identification, subgroups must have a minimum of 20 students.~~

- 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 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.

Formatted: Font: 10 pt, Bold, Not Highlight

Formatted: Centered, Space After: 0 pt

Formatted Table

Formatted: Font: 10 pt, Not Highlight

Formatted: Space After: 0 pt

Formatted: Font: 10 pt, Not Highlight

Formatted: Space After: 0 pt

Formatted: Font: 10 pt, Not Highlight

Formatted: Space After: 0 pt

Formatted: Font: 10 pt, Not Bold, Not Highlight

Formatted: Font: 10 pt, Not Highlight

Formatted: Font: 10 pt, Not Highlight

Formatted: Font: 10 pt

Formatted: Space After: 0 pt

Formatted: Font: 10 pt, Not Bold, Not Highlight

Formatted: Font: 10 pt, Not Highlight

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 of 100 students participated in the assessments, 10 students would be added 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 of the 85 students were proficient, the academic achievement rate for this school would be 50/95 or 52.6 percent. The addition of the 10 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.11 outlines some of the school improvement activities at the state, complex area, and school levels.

Table A.11. HIDOE Tri-Level Structure of Support for School Improvement

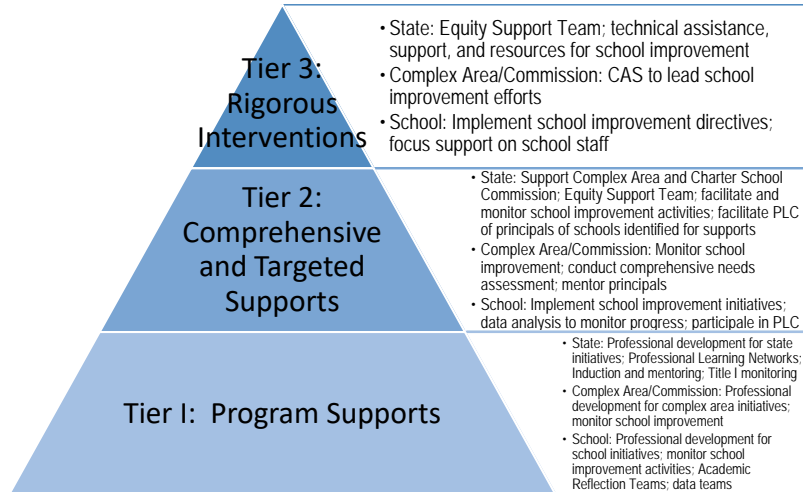
State	<ul style="list-style-type: none"> • The School Transformation Branch facilitates school improvement activities at the state level and monitors the complex area and school use of Title I funds and Title I compliance. • The Office of Curriculum, Instruction and Student Support will provide professional development activities to increase student learning. • The Office of Human Resources will support complex areas and schools in ensuring equitable access to excellent educators. • The Monitoring and Compliance Office will monitor for state Title I compliance.
Complex Area	<ul style="list-style-type: none"> • 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 • Complex and Charter Academic Officers, complex area resource teachers, and Title I Linkers facilitate and monitor school improvement activities at the complex area level. • 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.
School	<ul style="list-style-type: none"> • 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. • School Academic Reflection Team will monitor progress and school improvement activities at the school level. • School administrators will serve as the liaison between the school and the complex area to ensure school improvement needs are met.

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 HIDOE 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.

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. 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 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 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 significant improvement.

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 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.

- 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.

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. Thus, to exit in Fall 2020, the subgroups that led a school to be identified for additional targeted support in Fall 2017 must demonstrate significant improvement and must have a subgroup performance unit score higher than the threshold score that led to their identification.

Should a school identified for additional targeted support due to the low-performance of its subgroups improve these subgroups' subgroup performance unit score so that they are no longer considered low-performing, but another subgroup in that same school becomes low-performing, 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 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.12. 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. HDOE 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. HDOE 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 the 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 approach⁷ 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.

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

⁷ [“Community Schools: Transforming Struggling Schools into Thriving Schools”, February 2016.](#)

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.⁸

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.

Due to the low percentage of teachers identified as less than “effective,” as measured by HIDOE’s teacher performance evaluation (less than 1 percent of HIDOE teachers), HIDOE will focus primarily on addressing the disproportionate rates of out-of-field and inexperienced teachers in high-needs schools, schools with a large population of low-income and high-needs students. HIDOE, however, does recognize the disproportionality

⁸ 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.

in the distribution of the low percentage of ineffective teachers, and HIDOE's Office of Human Resources and HIDOE-Hawaii State Teachers Association Joint Committee on the Educator Effectiveness System 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.

The most likely causes for the disproportionality of teacher distribution of out-of-field, inexperienced or non-licensed/non-Hawaii content qualified teachers in high-needs schools are: the location of schools with higher rates of out-of-field and inexperienced teachers, the shortage of qualified teachers, and teacher turnover. Many schools with higher rates of economically disadvantaged and high-needs students are in communities farther from the economic hubs of the islands. The commute to these rural areas often deter teachers, many who live in the urban or suburban areas, from accepting positions at these schools or remaining at these schools for more than a few years. Teachers often opt to teach at schools closer to the area in which they reside when positions become available. The number of teachers who reside in these rural communities is currently far less than the number of positions that these schools need to fill.

The State's current teacher shortage also impacts the percentage of experienced, licensed and/or Hawaii content-qualified⁹ teachers available to teach in schools with higher rates of low-income and high-needs students. As teachers transfer from such schools to schools closer to the area in which they reside, these schools are left with more vacancies. Due to the limited number of applicants, these positions are often filled with beginning teachers, teachers who are not licensed or content-qualified in the assigned subject, or long-term substitute teachers. Factors contributing to this shortage include teachers who leave Hawaii for various reasons, Hawaii's high cost of living relative to teacher compensation, and a shortage of graduates from in-State teacher preparation programs.

A high teacher turnover rate also contributes to our teacher shortage. HIDOE's retention rate for teachers in the first five years of the profession has been 55 percent to 60 percent; thus, 40 percent to 45 percent of new teachers leave HIDOE within five years. Many of these teachers either felt they did not receive the supports necessary to meet the demands of teaching, opted for new employment elsewhere, or left Hawaii. While new teachers are leaving HIDOE, veteran teachers are retiring, opening positions in schools in urban and suburban areas with higher-performing students. Teachers at schools with higher rates of low-income and high-needs students opt to transfer to these schools, thus perpetuating the cycle of disproportionality in teacher distribution.

Hawaii is committed to supporting positive outcomes for all our students. We are also committed to transparency in reporting. Hawaii will make reports on the distribution of teachers statewide publicly available on the HIDOE teacher quality website (hqt.k12.hi.us).

⁹ Content-qualified refers to teachers demonstrating competence in the subject matter that they teach. For example, a secondary math teacher has evidence of math background as demonstrated through a degree, training or other means. HIDOE is proposing multiple ways for teachers to demonstrate subject matter competence. (This ESSA Title I requirement is similar to No Child Left Behind's "Highly Qualified Teacher" expectations.)

HIDOE is committed to equity of excellent educators and will report and track the progress HIDOE is making in ensuring all students have effective, qualified, and experienced teachers and decreasing the disproportionality in the distribution of ineffective, out-of-field, and inexperienced teachers to schools with higher enrollment of high-needs students, students who are economically disadvantaged, or Native Hawaiian or Pacific Islander students.

6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Ensuring all students are safe, healthy, and supported in school so that they can engage fully in high-quality educational opportunities is a priority for Hawaii [[HIDOE/BOE Strategic Plan](#), Goal 1, Objective 2]. Creating and sustaining safe, caring, and nurturing learning and teaching environments are foundational to achieving success for all students. HIDOE supports a broad comprehensive transactional approach in addressing the whole child through early intervention and prevention.

Addressing our students' physical, mental, and behavioral health through school programs and partnerships with families, community organizations, and government agencies support students' well-being. HIDOE utilizes a Comprehensive Student Support System to identify student needs and the supports necessary to address these needs. To complement the Comprehensive Student Support System, HIDOE will expand the use of programs such as the early warning system and Response to Intervention to ensure schools have the means to better identify and address their students' needs.

HIDOE provides counseling services, school-based behavioral health services, positive behavioral support programs, and peer mediation programs to address incidences in bullying and harassment as well as other student misconduct to reduce the need to remove students from the classroom and maintain student health and safety. HIDOE has also made a commitment to reduce bullying and cyberbullying through [statewide anti-bullying efforts](#). Moving forward, HIDOE will expand our efforts to reduce incidents of bullying, harassment, and other student misconduct such as fighting and disorderly conduct and will increase behavioral supports for students who need behavioral interventions to improve school conditions for student learning for all students through school climate and socioemotional learning initiatives.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

HIDOE has placed a high priority on supporting students through important transitions

throughout the pre-K to grade 12 educational continuum. Research has determined that successfully supporting students through each transitional milestone contributes to achieving their post-secondary and career goals. This implication directly impacts the work conducted at all levels within the HIDOE school system.

To guide the work, HIDOE has identified major transition outcomes within its strategic plan to outline and support the efforts made by each complex area and school in the state. The identified transitions outlined in the HIDOE/BOE Strategic Plan are to:

- Identify and address student strengths and challenges early so that students may transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future;
- Support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance their total well-being;
- Create innovative learning options to earn a high school diploma;
- Support students who are transitioning between grade levels or transferring to a new school; and
- Ensure that every high school graduate or completer has [a personal transition plan with] an identified next step after high school aligned with their future aspirations. [Goal 4]

Hawaii has made progress in promoting early learning to ensure students develop a readiness to learn at an early age. In SY 2014-15, Hawaii passed legislation to mandate kindergarten for children who will be at least 5 years of age on or before July 31 of the school year ([Hawaii Revised Statutes 302A-411](#)). The [Blueprint for Public Education](#) calls for the expansion and implementation of high quality early learning in SY 2017-18 and the addition of more public preschools (p. 18). Currently, 19 HIDOE schools offer pre-kindergarten programs on six islands. HIDOE also partners with community organizations, such as Head Start and Hawaii P-3, to promote early education statewide. HIDOE will continue working with the Governor's Executive Office of Early Learning to promote preschool education and to partner with other early childhood programs across the state.

Funded by the US Department of Education Preschool Development grant, six public charter schools currently have pre-kindergarten programs on three islands. Beginning in SY 2017-18, there will be pre-kindergarten programs in 18 public charter schools potentially serving 360 students. The public charter schools work with the Executive Office of Early Learning to provide early learning professional development and are developing shared outcomes for the Early Childhood Data Governance Council.

By utilizing braided funding to maximize federal, state, and other funding sources, Hawaii will strengthen and support a continuum of grade-level transition strategies. These integral strategies are evidence-based and align with best practices to assist students as they progress in through transitions among school levels allowing for innovative evidence-based strategies at the school level.

Hawaii recognizes that our schools and complexes across the state have diverse needs. HIDOE's complex area and school complex structure, which are geographically determined and community-based, allow for articulation and collaboration between the feeder elementary schools and the secondary schools to facilitate a smooth transition within and between schools. Using data to identify specific needs, Complex Area Superintendents and school principals research and identify transition focus areas and the strategies relevant to the student population of their schools in order to appropriately support student success. Some school complexes have implemented programs such as AVID and the International Baccalaureate programs to provide consistency in instructional strategies from elementary school through high school to facilitate a smoother transition from school to school within the complex. Middle schools have implemented teaming and advisory to provide students with a smaller learning community to ease the transition from elementary to middle school and to foster better student-teacher relationships so that students know they have an adult on campus that they can seek help and support from when needed. High schools have also implemented smaller learning communities to foster better student-teacher relationships and to ease the transition from middle to high school as well as from grade to grade within high school. Schools with a large population of students in a military family have established transition centers for all students entering the school to provide new students with a buddy to help them navigate through and transition to the school. The Office of Curriculum, Instruction and Student Support will support complex areas and schools by providing supports in understanding the data and identifying the strategies that would best address the specific needs of the schools.

To monitor the progress of our students, HIDOE schools have implemented the Response to Intervention (RTI) model, a comprehensive student support system, and the Early Warning System, which identifies students who are at risk of not being successful in school due to grades, attendance, or behavior. The Office of Curriculum, Instruction and Student Support will continue to provide training on the comprehensive student support system and the Early Warning System so schools have the means to identify the needs of their students and provide the supports necessary to ensure their students are successful throughout their education. Currently, of particular focus is supporting students in grade 9 to ensure they are on-track to graduate from high school on time. HIDOE Leadership and high schools have been reviewing the data, discussing the challenges, and researching evidence-based strategies to support 9th grade students.

To provide alternative education settings for secondary students who continue to struggle in the traditional schools, Hawaii is exploring alternative high school programs. HIDOE currently provides alternative education programs through its Storefront/High Core program, Olomana School, and two Community Schools for Adults. The Storefront program and Olomana School are alternative education settings aimed at reforming at-risk students. Storefront students graduate with a high school diploma from their home school; Olomana's students earn a high school diploma from Olomana. The Community Schools for Adults, which receive federal funding through the Workforce Innovation and Opportunity Act of 2014, provide a competency-based program and a high school equivalency preparation program and issue a community school diploma upon the

successful completion of these programs. HIDOE will expand our alternative education opportunities by creating innovative learning options for students to earn a high school diploma within our K-12 structure.

To promote a successful transition from high school to college or the workforce, HIDOE will provide schools with the means to promote college- and career-readiness. HIDOE will offer schools the supports they need to expand their Advanced Placement and dual credit offerings. HIDOE has partnered with the University of Hawaii Community Colleges to offer high school students with the opportunity to earn college credits through the Early College program. HIDOE will also support the high schools' career academies and pathways. Our Career Technical Education Program has established partnerships with numerous business and industry organizations to provide the educational experiences needed for students to develop the skills needed to be successful in the workplace and to allow for a successful transition from high school to the workforce.

HIDOE will continue our efforts to ensure an effective transition within Hawaii's public education system for all students by continuing to analyze student data and research potential strategies and interventions that will best support student success.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

Intentional planning to support students' transitions can make the critical difference for student success. A little more than 2,000 students in Hawaii (1%) are considered "migratory" because they change schools across Hawaii school complex boundaries or move from another state because of their parent/guardian's employment as a migratory agricultural worker or fishers. The Hawaii Migrant Education Program helps migratory students overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life to transition successfully throughout their educational experiences [HIDOE/BOE Strategic Plan, Goal 1, Objective 4]. The Hawaii Migrant Education Program prioritizes services to migratory students who are failing or at risk of failing to meet HIDOE's content and performance standards and whose education has been interrupted during the regular school year. The Hawaii Migrant Education Program is unique in that migratory students qualify for services by crossing school complex lines in addition to qualifying by moving to or from other states. Thus, most migratory movement occurs within the state rather than from outside the state.

In April 2013, a comprehensive needs assessment was conducted to review and improve the Hawaii Migrant Education Program. The Hawaii Migrant Education Comprehensive Needs Assessment revealed five evidence-based conclusions:

- There is a need to focus migrant services and resources in the areas of reading and math. This conclusion is evidenced by assessment results showing that migrant student proficiency in reading and math is substantially below that of all students in Hawaii.
- There is a need to focus services on helping migrant students attain the credits necessary to graduate from high school with their peers.
- There is a need to focus migrant services and resources on support for education access. Staff and parents note that due to poor economic conditions, frequent mobility, and cultural differences, students may not have the needed resources for school success.

- To a lesser extent than in reading, math, and graduation, school readiness needs exist for young migrant children in Hawaii.
- Beyond identified needs in reading, math, graduation, and school readiness, there is a need for migrant coordination and support in areas identified by migrant educators; migrant recruiters; and teachers, tutors, and administrators who work with migrant students who were surveyed. These include parent involvement strategies, information and instructional/content strategies for general classroom teachers working with migrant students; transportation to and from school when services are offered beyond the school day; health and wellness; and continuation of active recruitment.

These conclusions are addressed in the Hawaii Migrant Education Service Delivery Plan. Based on the Comprehensive Needs Assessment and the Service Delivery Plan, Hawaii's Migrant Education Program will focus on the following four areas of needs for migratory students: Reading/English Language Arts (ELA); Mathematics; School Readiness (Preschool); and Graduation from High School. Both the Comprehensive Needs Assessment and the Service Delivery Plan meet the guidelines set forth in Section 1306 [20 U.S.C. 6396] of the ESSA law. Table B.1 outlines the strategies HIDOE will deploy to address the four areas of need for migratory students.

Table B.1. Strategies to address the four areas of need for migratory students

Area of Need	Strategies
<p>1. ELA/literacy</p> <p>State data for SY 2015-16 shows that the proficiency rate in language arts of our Migrant Education students was substantially lower than the "All Students" group –27% compared to the state proficiency rate of 51%.</p>	<ol style="list-style-type: none"> 1. Provide supplemental English language arts/literacy support based on identified migratory student needs either during the school day or outside of the regular school day/year at least once per month. <ol style="list-style-type: none"> a. Elementary schools may use Migrant Education funds to provide tutorial help for the migratory student in language arts in either a pull-out program or in-class model of support. b. Secondary schools may use Migrant Education funds to provide tutorial help in language arts classes that the migratory student is struggling in. 2. Coordinate with Title I and other programs to monitor student progress, ensuring that intervention services are in place and differentiated instruction in reading is being delivered. <ol style="list-style-type: none"> a. Schools may utilize schoolwide programs such as the Response to Intervention program to identify and address migratory student needs and to monitor student progress. School-level Response to Intervention teams meet regularly to discuss the progress of students and a universal screener is administered regularly to monitor student progress in response to strategic interventions. b. Title III funds may be used to support the English language acquisition of migratory English learners. 3. Coordinate with schools on initiatives for parent involvement and networking through workshops, meetings, parent advisory

Area of Need	Strategies
	<p>councils, and other opportunities for parents to provide input on reading programs.</p> <p>4. Participate in interstate and intrastate coordination to ensure migratory students are receiving appropriate reading interventions.</p>
<p>2. Mathematics</p> <p>State data for SY 2015-16 shows that the proficiency rate for mathematics of our Migrant Education students was substantially lower than the “All Students” group – 19% compared to the state proficiency rate of 42%.</p>	<p>1. Provide supplemental mathematics support based on identified migratory student needs either during the school day or outside of the regular school day/year at least once per month.</p> <ul style="list-style-type: none"> a. Elementary schools may use Migrant Education funds to provide tutorial help for the migratory student in mathematics in either a pull-out program or in-class model of support. b. Secondary schools may use Migrant Education funds to provide tutorial help in mathematics classes that the migratory student is struggling in. <p>2. Coordinate with Title I and other programs to monitor student progress, ensuring that intervention services are in place and differentiated instruction in mathematic content is being delivered.</p> <ul style="list-style-type: none"> a. Schools may utilize schoolwide programs such as the Response to Intervention program to identify and address migratory student needs and to monitor student progress. School-level Response to Intervention teams meet regularly to discuss the progress of students and a universal screener is administered regularly to monitor student progress in response to strategic interventions. <p>3. Coordinate with schools on initiatives for parent involvement and networking through workshops, meetings, parent advisory councils, and other opportunities for parents to provide input on mathematics programs.</p>
<p>3. School Readiness</p>	<p>1. Provide information about existing preschool programs to families with migratory children ages 3-5 and coordinate with existing programs to facilitate enrollment.</p> <p>2. Coordinate with existing preschool initiatives for parent involvement and networking through workshops, meetings, parent advisory councils, and other opportunities for parents to provide input on age-appropriate school readiness programs.</p>
<p>4. Graduation from High School</p>	<p>1. Provide support for supplemental credit accrual or recovery to migratory students with credit accrual needs during the regular year or summer/intersession.</p> <p>2. Assist secondary migratory students to develop educational personal transition plans (PTP) or graduation/career plans that are appropriate to their needs and goals at least annually.</p> <p>3. Provide tutorial support in core content areas using evidence-based practices to help migratory students pass required classes and gain credits toward graduation.</p>

The Migrant Education funds are designed to enable complex areas and schools the ability

to provide migratory students the opportunities to acquire the knowledge and skills included in the challenging state content and performance standards developed for all children to ensure these students are able to demonstrate that they are on a path towards success in college, career, and citizenship. The Migrant Education Program is responsible for helping migratory students meet achievement targets in ELA and mathematics on the annual statewide assessments, which is a critical part of the school accountability system, measuring the assurance that migratory students graduate from high school. Assessment scores provide data to help schools and complex areas monitor student progress and to identify the resources and support schools and complex areas need to support students who are struggling. Once the needs of migratory students are identified, students benefit from a comprehensive continuum of services through regular school programs as well as through extended learning opportunities. With additional funds to address the unique learner needs of the migratory population, schools and complex areas can customize services to meet program objectives. Performance goals and expectations in language arts and mathematics are targeted for improvement.

HIDOE will also differentiate instruction to meet the academic needs of our migratory students. Funded migrant schools at the elementary level use a state-supported curriculum that has differentiated instruction built into each lesson. Differentiated instruction is also addressed by schools with a high English learner population through their English Language Learner Program staff and the Guided Language Acquisition Design (GLAD) training, which some of our Migrant Education Program tutors received at their school. Other academic supports for our migratory students include online reading and math programs, such as iReady, Imagine Learning, and Kid Biz, utilized by our schools. Secondary credit recovery programs are available for high school students who lack credits to graduate on time. By differentiating instruction and providing our migratory students with various learning activities, HIDOE aims to increase student engagement and empowerment [HIDOE/BOE Strategic Plan, Goal 1, Objective 1].

To address concerns regarding school readiness, Hawaii will be looking to expand preschool opportunities for all students. With a limited number of preschools in our rural communities, migrant students do not always have the opportunity to get a head start on their formal education. Programs such as the HIDOE preschool program, the IDEA program, and Head Start offer preschool opportunities for the migrant education students in their communities. Some schools receiving migrant education funds have also partnered with private schools through their complex support in a home-based and school-based family literacy program which has a migrant criterion in their recruitment process. These family literacy programs offer migratory students the opportunity to better prepare themselves for success in school. Hawaii provides a variety of early learning opportunities to ensure our migratory students are able to transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future [HIDOE/BOE Strategic Plan, Goal 1, Objective 4].

Hawaii also provides learning opportunities for migratory children who have dropped out of school. HIDOE has two Community Schools for Adults with campuses and sites on four

islands offering programs for basic education, secondary education, and English language instruction education for English learners. Through the Community Schools for Adults, migratory children who have dropped out of school will be able to earn an HDOE Hawaii Adult Community School Diploma through a competency-based program or a high school equivalency test such as the GED. Classes are offered during the day and in the evening and offered in multiple communities to accommodate students with various schedules and transportation concerns.

To ensure we are appropriately addressing the needs of our migratory students, Hawaii has established measurable program objectives. Hawaii's measurable program objectives were developed through the Comprehensive Needs Assessment and Service Delivery Plan process. These measurable program objectives are evaluated annually by META Associates, an educational consulting and program evaluation firm, and the outcomes results are used for program improvement. HDOE's measurable program objectives focus on the four areas which schools can use their subgrant funds to address: (1) English Language Arts/Literacy, (2) Mathematics, (3) School Readiness, and (4) Graduation from High School. The measurable program objectives for each focus area are listed in Table B.2.

Table B.2. Measurable Program Objectives

Areas of Need		Measurable Program Objectives
1a	ELA/literacy	The ELA proficiency rate of migratory students enrolled in the Migrant Education Program for a minimum of two quarters will increase by at least 2% on a state-approved ELA assessment (SBA).
1b	ELA/literacy	An increasing percentage of EL migratory students will score proficient on a state-approved language acquisition assessment (ACCESS 2.0).
1c	ELA/literacy	76% of migratory parents surveyed will report that parent learning activities helped them support their children's reading proficiency.
2a	Mathematics	The math proficiency rate of migratory students enrolled in the Migrant Education Program for a minimum of two quarters will increase by at least 2% on a state-approved math assessment (SBA).
2b	Mathematics	73% of migratory parents/families surveyed will report an improved ability to assist their children in math.
3a	School Readiness	95% of Pre-K-aged migratory children who are assessed will show an increase in developmental/readiness on at least one subtest of a state approved assessment.
3b	School Readiness	There will be a 2% increase in migratory family involvement as measured by a family involvement survey.

Areas of Need		Measurable Program Objectives
4a	Graduation from High School	There will be a decrease of .01% in the statewide dropout rate for migratory students participating in the Migrant Education Program for at least 2 quarters.
4b	Graduation from High School	50% of migratory parents/families surveyed will report parent satisfaction with educational services to help their children graduate
4c	Graduation from High School	80% of high school migrant education staff surveyed will report that they received relevant resources to help them support migratory students in graduating.

In addition to educational supports and services, migratory students also receive assistance with the non-academic requirements of school in HIDOE's attempt to remove the barriers to education. Migratory students receive free school meals and transportation and may be provided with school uniforms and school supplies throughout the school year to ensure students' well-being is addressed. This will foster a sense of belonging and resiliency.

To further promote a sense of belonging, parent and community involvement are highly encouraged. At the state level, the State Migrant Education Parent Council meets on an annual basis to provide input into the status and direction of HIDOE's service delivery plan. At the school level, the School Community Council meets monthly and provides an opportunity to discuss progress on any applicable migrant education program. Included in the School Community Council membership are parent representatives, community members, and business representatives. In addition to the monthly School Community Council meetings, school-level migrant programs conduct annual parent nights along with other parent engagement activities. Throughout the school year, migrant programs, along with other federal- and state-funded programs, such as Title I, Part A; Title III; Title IV; and Parent Community Networking Center (PCNC), hold joint information sessions for all parents in the school community.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Interstate and intrastate collaboration is a Migrant Education Program requirement focused on data collection and the timely transfer and maintenance of migratory student records. This is accomplished through activities such as identifying and recruiting migratory students throughout the year, coordinating secondary credit recovery with counselors and educators in schools where Migrant Education Program students are enrolled, participating in Migrant Education Program consortium arrangements, and transferring educational data.

These activities are coordinated by HIDOE with school Migrant Education Programs playing a key role in the collection, transfer, and maintenance of data. Interstate and intrastate collaboration activities in which Hawaii Migrant Education Program staff participates include the following:

- Counseling students and parents on the importance of education and completing course credits toward graduation;
- Providing advanced notification to other states of migratory students and families who are moving to ensure that education and support services are in place when they arrive;
- Participating in the Migrant Education Program consortium focused on reading: Migrant Literacy CORE;
- Participating in the National Association of State Directors of Migrant Education (NASDME) and the Interstate Migrant Education Council (IMEC);
- Participating in the Migrant Student Information Exchange (MSIX) data transfer/training; and
- Participating in community council meetings and local and state government activities.

Hawaii participates in the Migrant Literacy CORE consortium along with twelve other states. The goal of the Migrant Literacy CORE is to help migratory students improve their reading proficiency to become successful students and lifelong learners. This consortium addresses the reading needs of migratory students through online student tutorials aligned with the Migrant Literacy NET reading lessons, screening assessments, and an online electronic student portfolio to document student learning and progress.

Hawaii also currently participates in the Interstate Migrant Education Council and the National Association of State Directors of Migrant Education, bringing a focus to the state's involvement on the national level.

Information on family eligibility is updated daily in MIS2000, which is the HIDOE Migrant Education Database. Every night, MIS2000 uploads the migrant data into the HIDOE Statewide Student Enrollment System that helps with intrastate transfer of records. This information is also shared with other HIDOE data systems, such as Infinite Campus, which is HIDOE's student information system, and the Longitudinal Data System, which houses data on student demographics, assessment, health, and course history. MIS2000 also transfers migratory student records to Migrant Student Information Exchange (MSIX), the national migrant database. This information-sharing provides schools with timely and user-friendly data to best support our migratory students.

3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

While there is considerable flexibility in using Migrant Education Program funds, these funds must be used to address the unmet needs of migratory children that result from these children's lifestyle to permit them to participate effectively in school. Priority for service is given to the eligible migratory school-aged children whose education has been disrupted during the regular school year and who are failing or at-risk of failing to meet state academic and performance standards. Priority 1 students are those students who fall into this category, who became eligible for the program within the last 12 months, and whose achievement level is below or approaching in ELA and/or mathematics. Priority 2 students are those students who fall into this category, who became eligible for the program within the last 2-3 years, and whose achievement level is below or approaching in ELA and/or mathematics. All other migratory students are serviced based upon their academic needs.

Priority for service is an ongoing determination throughout the school year as students are assessed quarterly on a universal assessment to determine their needs in the areas of ELA and/or mathematics. Schools input student data in the areas of Disruption of Education, ELA Assessment, and Math Assessment for eligible migratory students into an At-Risk Worksheet. Schools are able to use this worksheet throughout the school year to determine a student's priority for service status. The At-Risk Worksheet data is also used to determine funding for the school for the following school year. Priority 1 and Priority 2 students are given a higher weighted value in the funding formula to ensure appropriate services are provided.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Hawaii strives to ensure all students demonstrate they are on a path toward success in college, career, and citizenship regardless of where they receive their public education in the state [HIDOE/BOE Strategic Plan, Goal 1]. This includes incarcerated youth who are served by Title I, Part D programs in the Hawaii State Department of Public Safety (DPS) and the Hawaii State Department of Human Services' (DHS) Hawaii Youth Correctional Facility (HYCF). Last year, approximately 250 youth at these facilities, or 0.1 percent of Hawaii public school students, were served by Title I, Part D programs. The primary goal of these programs is ensuring incarcerated students are exposed to the same rigorous standards as other HIDOE students and providing them the opportunity to earn a high school diploma, set life goals, and transition to postsecondary or career options that meet each student's goal.

HIDOE's responsibility is to provide Title I, Part D funds for the programs supporting incarcerated youth in the DPS correctional facilities (Oahu Community Correctional Center, Halawa Correctional Facility, Hawaii Community Correctional Center, Maui Community Correctional Center, Kauai Community Correctional Center) and DHS's Hawaii Youth Correctional Facility. HIDOE administers services at the Olomana Youth Center and the juvenile detention facility and has Memoranda of Agreement with DPS and DHS to oversee the programs and services offered to educate students while they are incarcerated at State of Hawaii facilities. HIDOE provides technical assistance and monitors DPS and DHS to ensure that statutory and regulatory requirements are being met.

HIDOE, DPS, and DHS each designate staff to coordinate the successful transition of children and youth between incarceration and schooling or careers. Incarcerated students have access to teachers, counselors, social workers, medical staff, and mental health workers to ensure they are provided with the appropriate educational services. When students enter the correctional facilities, student information is gathered to determine educational programming. Records from the school in which the students last attended help to determine appropriate educational placement. The Hawaii Youth Correctional Facility and Olomana Youth Center, an HIDOE school, have a partnership that enables the continuation of educational services from HIDOE to the correctional facility without delay.

For transitions from incarceration back to schooling, the goal is for each student to earn their high school diploma or equivalent. This includes ensuring academic credits are transferred from Title I, Part D programs to the student's school, counseling on appropriate school options, assistance in enrolling in school, and case management. For students transitioning into careers, this entails ensuring each student has a GED or equivalent, vocational or career training, case management, and life skills.

To ensure services are being delivered to eligible children and youth, state agencies

receiving funds must:

- 1) Submit an annual count of eligible student to HIDOE in January of each year;
 - 2) Submit a program evaluation to HIDOE at least once every three years to determine the impact on participants in:
 - a. Maintaining and improving educational achievement;
 - b. Accruing school credits that meet state requirements for equivalency, promotion and graduation;
 - c. Completing secondary school or equivalency requirements and obtaining employment after leaving the correctional facility or institution for neglected or delinquent children; and
 - d. Post-secondary education and job-training programs; and
 - 3) Annually collect, analyze, disaggregate and report on needed data fields for the Consolidated State Performance Report and other required reports.
2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Hawaii's program objectives and outcomes that are used to assess the effectiveness of the Title I, Part D programs offered across the state are outlined in Table C.1.

Table C.1. Program Objectives and Outcomes

Program Objectives	Program Outcomes
Objective 1: Provision of rigorous academic program standards that all students in HIDOE schools are expected to meet	All programs offer students the same rigorous academic programs that all students in HIDOE schools are expected to meet.
Objective 2: Students will set education goals and actively participate in their educational program	<p>Students in the educational program will show improvement on measures such as attendance, participation, and educational performance that align with their educational goals.</p> <p>Students in the educational program will be challenged by college degree requirements for their career and community passions and to acquire the knowledge and skills to achieve their life goals.</p>

Program Objectives	Program Outcomes
Objective 3: Students will set vocational goals and actively participate in their transition services	Students in transition services will show improvement in attendance, participation, certification, training or apprenticeship, and performance that align with their career goals.

HIDOE Continuous Program Improvement

HIDOE recognizes the importance of regularly evaluating progress and continuously improving performance, which is a core value of Nā Hopena A‘o – Strengthening Sense of Excellence. To achieve this, state agencies receiving funds will collect needed Consolidated State Performance Report data and provide to HIDOE annually:

- Number of students who have earned a high school diploma,
- Number of students who have earned high school credits,
- Number of students who have earned a GED or equivalent,
- Number of students who were accepted or enrolled in post-secondary education,
- Number of students earning training or vocational certificates,
- Number of students who enrolled in job-training courses or programs, and
- Number of students receiving transition services that address further schooling, employment, or both.

HIDOE will administer a risk assessment to determine the level of monitoring, technical assistance, and professional development the agencies will receive from HIDOE. HIDOE will also conduct interviews and surveys with program administrators, staff, and other key stakeholders at least twice a year to further identify strengths, challenges, and opportunities for improvement.

The collected Consolidated State Performance Report data, risk assessment, interviews and surveys will identify strengths, challenges, and areas for improvement of the programs being offered through the use of Title I, Part D funds. In addition, the data collected and interviews conducted will allow HIDOE to work with the agencies on improving services delivered to students, ultimately improving our students’ opportunities for success.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Hawaii’s goal is to ensure all Hawaii public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success [[HIDOE/BOE Strategic Plan](#), Goal 2]. The key to transforming the quality of education in Hawaii is to ensure a high-quality teacher in every classroom and a great leader in every school, complex area and state office. HIDOE will use Title II, Part A funds to continue to provide a continuum of induction, professional development, and advancement opportunities to support educators from beginning teachers to school principals and state and complex area educational leaders. As stated in the [Blueprint for Public Education](#), “Teachers, principals, and school support staff are the heart of our instructional system. Our keiki [children] in Hawaii deserve the best school leaders and educators we can provide” (p. 19).

HIDOE will use Title II, Part A funds to support the HIDOE/BOE Strategic Plan by providing professional development opportunities “to develop and grow employees to support student success and continuous improvement” [[HIDOE/BOE Strategic Plan](#), Goal 2, Objective 1]. To ensure we are providing the appropriate professional development opportunities to meet the needs of our educators, HIDOE relies on our tri-level system of support (Table D.1). HIDOE provides activities to improve student achievement at the state, complex area, and school levels.

Table D.1. Tri-Level Supports for Educators

State	<ul style="list-style-type: none"> • The Office of Human Resources will provide for induction and mentoring, professional development, and teacher and school leader certification. • The Office of Curriculum, Instruction and Student Support will provide professional development activities for complex area and school educators. • The Office of Human Resources will support complex areas and schools in ensuring equitable access to excellent educators. • The Office of Human Resources will monitor the use of Title II funds. • The Monitoring and Compliance Office will monitor Title II compliance.
Complex Area	<ul style="list-style-type: none"> • Complex area staff and the Commission will identify complex-wide (or public charter schools) professional development needs. • Complex area staff will provide schools with professional development supports. • Complex area staff will provide guidance for new teacher mentors at the schools. • Complex area staff and the Commission will monitor the progress of schools to identify professional development needs.

School	<ul style="list-style-type: none"> • School Academic Reflection Team will identify schoolwide professional development needs. • School Academic Reflection Team will monitor progress and school improvement activities at the school level. • Data teams will analyze student outcomes data to determine success and challenges to identify professional development needs. • School administrators will serve as the liaison between the school and the complex area to ensure school improvement needs are met.
---------------	--

The Office of Human Resources uses Title II, Part A funds to ensure HIDOE employees have the training, support, and professional development they need to contribute effectively to student success. Through the Office of Human Resources, HIDOE facilitates induction and mentoring, state certification for teachers and school leaders, and teacher evaluation activities.

Induction and Mentoring

Approximately 20 percent of Hawaii's teachers are in their first three years in the profession, many of whom are placed in schools that are considered hard-to-fill. Of these beginning teachers, approximately 25 percent are starting their careers prior to earning a professional teaching license. For Hawaii to have a highly effective teacher for every student, a quality induction program that accelerates beginning teacher development must be in place. Rigorous induction and mentoring of new teachers has been shown to improve student achievement, advance teacher practice, and enhance new teacher retention in districts across the country.

In August 2011, HIDOE established the Hawaii Teacher Induction Center in partnership with the New Teacher Center during Race to the Top to implement a comprehensive and consistent statewide induction and mentoring program to support probationary teachers and reduce teacher turnover. The [New Teacher Center](#) is a national non-profit organization whose mission is to improve student learning by accelerating the effectiveness of new teachers, experienced teachers, and school leaders. The New Teacher Center uses a collaborative approach, combining partners' context-specific knowledge with the New Teacher Center's broad and deep understanding of research and best practices. The Hawaii Teacher Induction Center uses the New Teacher Center's proven teacher induction model and nationwide experience to advance new teacher practice, reduce teacher turnover, and close the student achievement gap in Hawaii.

In October 2011, the Hawaii Teacher Induction Center collaborated with complex areas, the New Teacher Center and other stakeholders and researched best induction practices to develop the Hawaii Teacher Induction Program Standards. These standards guide the development and implementation of high quality induction programs in Hawaii so that every beginning teacher has access to a comprehensive induction program.

Outlined in the Hawaii Teacher Induction Program Standards is Hawaii's vision of induction where every beginning teacher will participate in a comprehensive three-year

induction program. The program will engage beginning teachers in a system of support that includes working with a highly-skilled, trained instructional mentor to accelerate teacher effectiveness and student learning. The induction program will also improve the retention of quality teachers in the profession and strengthen teacher leadership. The broader vision of induction is the opportunity to do professional development in a way that supports teachers in an extended-learning, job-embedded environment. It is also a way to build collaborative learning communities for all educators and provide excellent teachers the opportunity to develop as educational leaders. Key program features include:

1. Participation in complex area and school orientations;
2. Information about Hawaii's cultures and norm;
3. Working with a trained instructional mentor 1-2 hours per week and developing a professional growth plan;
4. Mentors and beginning teachers in their first and second year engage in a variety of mentoring practices which include:
 - reflection of practice,
 - focused observations with feedback,
 - lesson-planning,
 - analysis of student work,
 - co-observing an effective teacher,
 - co-attending school or complex area professional development,
 - modeling of lessons,
 - differentiating instruction for all learners, and
 - creating a positive, inclusive and respectful environment; and
5. Professional development and professional learning communities for beginning teachers, mentors & coordinators.

Implementation of induction and mentoring programs for beginning teachers statewide, tri-level supports for induction and mentoring, and beginning teachers consistently receiving mentoring supports were established during the prior Strategic Plan with support from the 2010 Race to the Top award. Supported by a variety of funds including Title II, Part A, complex areas each have an induction and mentoring program which provides job-embedded supports and individual mentors for beginning teachers in their first two years as probationary teachers, in accordance with [Board Policy 204-1](#) (revised in 2012) and which states, "All probationary teachers shall participate in the Department's mentoring program, as guided by the Hawaii Teacher Induction Program Standards." The Hawaii State Teachers Association further validated this work of the Hawaii Teacher Induction Center by including language in the teacher contract stating that "Probationary teachers in their first and second year will be provided a dedicated teacher mentor in accordance with their complex area's induction and mentoring program and as required by Board Policy 5100

[since revised as Board Policy 204-1]."

Each Complex Area Superintendent is responsible for the evaluation, implementation, development and sustainability of their complex area induction program with the flexibility to do so in a way that meets both the induction program standards and the unique needs of the complex area schools. Complex areas use the standards to self-assess their programs and identify areas of strength and growth as well as to set program goals, plan, and allocate resources. Self-assessments are shared with the Hawaii Teacher Induction Center who supports complex areas in unpacking the standards and identifying and developing tools and strategies to address program goals and progress on a continuum of program development.

In addition to Title II, Part A funds, Hawaii Teacher Induction Center is supported by a variety of other funding sources including state and federal funds, grants and private donations. The Hawaii Teacher Induction Center works directly with complex areas, schools, principals, mentors and beginning teachers to help translate the vision of teacher induction into action via the following supports:

- High Quality Professional Development for Mentors, Beginning Teachers, Induction Program Coordinators and School Administrators informed by a triangulation of data sources which include stakeholder needs assessments, formal and informal surveys, and field observations
 - o New Teacher Center Professional Learning Series Mentor Training
 - o New Teacher Center Presenter's Academy to build capacity of mentor leaders to deliver mentor trainings
 - o Mentor and beginning teacher forums and professional learning communities
 - o Induction-aligned professional development for administrators
- Induction Leadership Coaching and Consultation
 - o Program evaluation, implementation, development and sustainability
- Stakeholder Communication and Advocacy
- Statewide Hawaii Teacher Induction Survey Administration, Reporting and Evaluation
- Induction Program Coordinator Networks
 - o Facilitated data analysis, program and budget planning
 - o Induction resource sharing
 - o Leadership development

The New Teacher Center's Professional Learning Series is a targeted professional development series designed to advance the skills, abilities, and knowledge of mentors and coaches with limited release time. The series is designed to ensure that experienced teachers, who are recruited to mentor beginning teachers, become effective teachers of

teachers.

The Professional Learning Series is made up of eight two-day sessions that advance mentoring practice in the following areas:

- Identifying and meeting beginning teachers' developmental needs;
- Guiding teachers to differentiate instruction based on assessed learning needs and rigorous student learning standards and outcomes;
- Focusing on equitable and responsive instruction;
- Creating a sustainable community of mentoring professionals with common language, frameworks, and approaches to instructional mentoring; and
- Applying select, research-based tools and protocols in NTC's Formative Assessment and Support system.

Complex areas and HIDOE schools invest in mentor and beginning teacher professional development by providing substitutes, stipends, and release time.

Data from the Hawaii Teacher Induction Survey illustrates the impact teacher induction has had since the implementation of the Hawaii Teacher Induction Program Standards (Table D.2).

Table D.2. Hawaii Teacher Induction Survey results

	SY 2011-12	SY 2013-14	SY 2015-16
Beginning teachers assigned a mentor	70%	100%	100%
Beginning teachers say their mentor helped them to be a more effective teacher	86%	85%	89%
Principals satisfaction with the induction program	85%	88%	90%
Beginning teachers say they plan to continue teaching in the Hawaii DOE	82%	85%	92%

Induction in Hawaii has had a positive impact on student learning, teacher efficacy, and school and department culture. An added value has been identifying and training excellent teachers to serve as instructional mentors on their campuses. This has brought about intentionality to growing the leadership pipeline and building a bench of teacher leaders in the HIDOE. The development of knowledge and skills that support mentor leadership allows these teacher leaders to advocate for equitable teaching and learning conditions.

HIDOE is committed to expanding induction and mentoring efforts to better support the many Special Education, English Language Learner program, and Kaiapuni teachers

through the development and implementation of principal, mentor and beginning teacher professional development including cultural induction, mentoring for social emotional learning, and equity. This will be done through ongoing collaboration across HIDOE offices and with stakeholders.

To prepare beginning teachers to work in areas with students of high-need, the Hawaii Teacher Induction Center will work with HIDOE state offices (i.e., the Office of Hawaiian Education, the Community Engagement Office, and the Office of Curriculum, Instruction and Student Support) to establish processes to collaboratively develop cultural induction professional development. The aim of the professional development is to raise cultural awareness, identify available resources and share culturally-responsive instructional strategies, interventions and inclusive practices to reach all students.

Advancement for Teachers, Principals, and Other School Leaders

HIDOE also encourages teachers to be teacher-leaders and serve as mentors, advocates, and change agents. Teacher-leaders may participate in the Teacher Leader Academy for job-embedded professional development, which includes organizational change and strategies to improve professional practice.

Increasing the academic achievement of all Hawaii's students is not possible without great leadership. HIDOE recognizes the importance of shared and effective leadership at all levels. Several partners support a continuum of leadership development, reflecting the shared leadership model promoted by HIDOE's Leadership Institute which is housed within the Office of Human Resources. The Leadership Institute, which was established in 2013, is committed to developing Leadership Competencies for leaders throughout all levels of the state's education system, reflecting the values of Nā Hopena A'o and ensuring that our leaders have high expectations, focus on equity, and display cultural understanding. Competencies include:

1. Achievement Focus,
2. Instructional (System Support*) and Learning Leadership,
3. Family and Community (Stakeholder*) Engagement,
4. Talent Development,
5. Reflection and Integrity,
6. Communication and Relationships,
7. Change Leadership, and
8. Resource Leadership.

*Competencies adjusted to meet State Office Leader needs.

The Leadership Institute was established to develop leadership capacity system-wide, preparing leaders to implement systemic change and transform schools to secure the futures of the children we serve. The Leadership Institute developed the Leadership Competencies

with input from all leadership role groups. The Competencies are used as the foundation for all of its programs and supports. The Leadership Institute offers a series of aligned leadership academies, networks, and certification for administrators which leverage existing structures to enable deep reflection and continuous learning for HIDOE leaders. Programs include the Hawaii Certification Institute for School Leaders, Hawaii Teacher Induction Center, the Teacher Leader Academy as well as the two-year New Principal Academy, the quarterly Secondary Principals Forum, Principal Collaborative Networks on Oahu and Maui, the newly formed Hawaii Innovative Leaders Network, and the recently created State Office Leadership Academy for state-level educational officers.

The Leadership Institute also provides support for Complex Area Superintendents and educational officers. Each Complex Area Superintendent has a coach and participates in the Academic Leadership Team, which focuses on best practices and strategies for success as education leaders.

The Leadership Institute leads the Academic Reflection Team, formerly known as the Academic Review Team. The Academic Reflection Team focuses on shared leadership at the school level and school leader improvement processes at the state, complex area, and school level. The Academic Reflection Team provides complex areas and schools with a means to analyze the effectiveness of the strategies implemented to increase student achievement and success in the schools through data analyses – both quantitative and qualitative – and focus on school leadership and improvement through reflection.

All of the programs and services under the Leadership Institute aim to develop and grow employees to support student success and continuous improvement [[HIDOE/BOE Strategic Plan](#), Goal 2, Objective 1]. The following guiding principles drive the work of the Leadership Institute:

- **Focused and Targeted** – Learning opportunities are designed to enable leaders to effectively implement strategies that have the greatest impact on student outcomes.
- **Relevant and Timely** – All programs directly support the success of students and staff by providing timely, role-relevant, and differentiated development that makes the work of leadership more effective, easy and enjoyable.
- **Proactive and Systemic** – The Leadership Institute proactively builds a system of leadership support and a capacity-building culture throughout HIDOE – in schools, complex areas, and state offices.
- **Active and Experiential** – Development activities reflect effective adult learning practices and are problem-based, job-embedded, and, wherever possible, integrated into the systems and facilities within which the work is done.
- **Coaching and Support Networks** – On-the-job coaching, professional learning communities, learning networks, and support systems are integrated into formal development programs and ongoing supports.
- **Continuous, Organization-Wide Learning** – All HIDOE employees are engaged in developing their leadership potential at every stage of their leadership career.

Professional Development

HIDOE has a tri-level approach to providing focused, ongoing and sustained professional development to support the professional growth, improvement, and advancement of teachers. Professional development activities related to curriculum and instruction are offered at the state, complex area, and school levels with the purpose ranging from the implementation of statewide initiatives to addressing school-specific needs. HIDOE provides ongoing professional development on the data teams process, formative instruction, comprehensive student support systems, and academic standards implementation to facilitate a system-wide effort in increasing student achievement and improving classroom and school practices in all schools.

The Office of Curriculum, Instruction and Student Support will use Title II, Part A funds to provide state-level support to complex areas and schools in their efforts to build educator capacity to improve the academic achievement of all students. Content experts at the Office of Curriculum, Instruction and Student Support will design, lead, and implement the relevant strategies and programs that focus on increasing equitable access to a rigorous well-rounded education. The Office of Curriculum, Instruction and Student Support provides professional development focused on the implementation of the standards, curriculum, instructional strategies, and tiered student supports. Content specialists are the subject matter experts in their area and will work with teachers in their discipline to address content-specific concerns and professional development needs and to share powerful instructional strategies that are evidence- and research-based.

The state support system provides the structure to build the capacity of complex areas to provide relevant services to schools. In the past, the Complex Area Support Team (CAST) was formed to create systems, structures and processes focused on preparing students for college, career and community. For the past four years, the CAST design was based on six priority areas that would be the focus of state, complex area and school improvement efforts. These priority areas, which have been systematized into school practices, included implementing:

- Hawaii Common Core State Standards in English Language Arts and Mathematics,
- Formative instructional practices and data teams to foster collaboration among teachers,
- Response-to-Intervention programs within our comprehensive student support system,
- Academic Review Teams to analyze data and systematize the Plan-Do-Check-Act (PDCA) process,
- A systemic induction and mentoring program for beginning teachers, and
- An Educator Effectiveness System focused on improving student learning.

The statewide focus on priority strategies provided common expectations and language about curriculum, instruction, student support and school improvement. Schools will continue to use practices from these priority strategies which are being systematized into school practices. Based on their needs, schools and complex areas can choose to further emphasize these strategies as priority activities or rely on the developed practices as a foundation for school improvement.

With the implementation of the updated HIDOE/BOE Strategic Plan, the redesigned Professional Learning Networks will support four areas of the HIDOE/BOE Strategic Plan. These networks will focus on:

1. Whole Child: Social-Emotional Learning,
2. Well-Rounded Curriculum: Evidence-Based Practices,
3. Transitions: 9th-Grade On-Track, and
4. Equity: Inclusive Practices.

Built upon the successful structure of the CAST, these networks will:

- Create a shared focus,
- Create better instructional supports for all students,
- Model better professional learning supports for educators, and
- Build the capacity within the state to address evolving initiatives.

The Professional Learning Networks will offer information, build capacity (internally as well as externally through the train-the-trainer strategy), and provide opportunity for educators in complex areas and schools to continuously improve their performance in their coordinated roles to facilitate staff and student success.

Schools and complexes have the flexibility to select the professional development opportunities that best meet their need. Complex Area Superintendents are responsible for supporting their principals and ensuring schools are taking the steps necessary to meet the needs of their students. Thus, Complex Area Superintendents monitor school data and regularly discuss with their principals the progress being made at their respective schools to identify the areas of need that could be addressed by the complex area support staff as well as to uncover best practices that could be shared complex-wide.

HIDOE will use funds to provide professional development for Kaiapuni teachers in the subject areas taught as well as for the development of the Hawaiian language and cultural perspective. Hawaii is unique in that its state law allows for the establishment of Hawaiian medium schools within the public school system. In Ka Papahana Kaiapuni, HIDOE's Hawaiian language immersion program, students are taught using the Hawaiian language and perspectives. One of the challenges of these schools in ensuring teachers are qualified and competent to teach is the fact that not only do teachers need to be knowledgeable in the subject area taught, but they also need to be fluent in the Hawaiian language. To encourage

individuals fluent in the Hawaiian language to teach, the Hawaii Teacher Standards Board and the Office of Hawaiian Education establish a Hawaiian Permit, a special permit issued to potential teachers fluent in the Hawaiian language to provide instruction in Ka Papahana Kaiapuni.

In addition to providing professional development and supports for teachers and school leaders to increase student achievement, HIDOE will use Title II, Part A funds to provide professional development and support for the Educational Assistants who assist teachers in the classroom. Educational assistants supplement classroom instruction by providing one-to-one and small group supports for students who need additional help and should receive the supports necessary for them to better assist teachers in elevating student learning.

At the state level, the Office of Human Resources monitors the use of Title II, Part A funds while the Monitoring and Compliance Office monitors our compliance with the statute.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at every school. Some schools and students are disproportionately affected by vacancies, which impacts HIDOE's ability to ensure equitable resources in education for all students across the state. Recognizing that there are teacher shortages, state offices, complex areas, and schools endeavor to ensure that the most vulnerable students are taught by a highly-qualified teacher [[HIDOE/BOE Strategic Plan](#), Goal 2, Objective 2].

HIDOE is considering using an optional reservation of up to 5 percent of Title I, Part A funds for Financial Incentives and Rewards for teachers serving in schools with the most struggling students or student subgroups (identified for ESSA's Comprehensive Support and Improvement or Targeted Support and Improvement). This program could provide opportunities to experiment with new teacher recruitment strategies such as loan forgiveness, grow-your-own strategies, housing allowances or offering teacher candidates with Bachelor's degrees the opportunity to substitute and gain experience in our more challenged, or high-needs, schools. Many financial incentives would require agreement from the teachers' union, but innovating to recruit teachers for hard-to-staff schools is a shared priority.

Hawaii's Equitable Access to Excellent Educators plan, which was submitted in November 2015, identifies the three most likely causes of the disproportionality of teacher distribution: the location of schools with higher rates of out-of-field and inexperienced teachers, the shortage of qualified teachers, and teacher turnover. HIDOE will use Title II, Part A funds to improve equitable access to effective teachers by addressing the causes of disproportionality. Activities will include increasing targeted recruitment and grow-your-own efforts within high-needs schools' communities, induction and mentoring, and

professional development. Table D.3 outlines the strategies HIDOE will use to address the causes of disproportionality.

Table D.3. Causes of Disproportionality

Likely Causes of Most Significant Differences in Rates	Strategies
Distant location of high-needs schools	<ul style="list-style-type: none"> ● Increase efforts to recruit teacher candidates who reside in the communities in which the high-needs schools are located ● Increase grow-your-own efforts to develop local students into teacher candidates through partnerships with local educator preparation programs, high school career pathway programs, and Hawaii Teachers Standards Board
Teacher shortage	<ul style="list-style-type: none"> ● Increase out-of-state recruitment efforts and included school principals in such efforts, giving priority to principals of high-needs schools ● Implement targeted efforts to recruit educators for specialized assignments and high-demand skills and abilities (e.g., special education, EL, mathematics, science)
High teacher turnover	<ul style="list-style-type: none"> ● Strengthen and expand the induction and mentoring program to improve supports for novice teachers and their mentors, especially in high-needs schools ● Provide support for all teachers to be qualified in their assigned content area ● Provide support for all teachers to address the diverse needs of their students (e.g., poverty, language development, special needs, homelessness)

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The HDOE is committed to ensuring that we have a pipeline of high quality, effective teachers, principals, and educational leaders at all levels within our organization. To achieve this, under state law, we require teachers to be licensed to teach by the Hawaii Teachers Standards Board (HTSB) as a requirement for employment with HDOE. Principals and other school leaders are required to meet HDOE leadership certification requirements.

In addition to meeting minimum employment requirements to ensure equity and excellence for all students, who will be ready for career, college, and community, teachers once employed in the HDOE must be either HTSB-licensed or state-certified in all subject areas they are assigned to teach.

Teacher Licensure

In 1995, the Hawaii State Legislature created the Hawaii Teacher Standards Board (HTSB), an entity independent from HDOE, to set licensing standards for Hawaii public school

teachers. Teachers are required to meet these standards to become licensed in Hawaii and teachers must hold a valid teacher license issued by HTSB to be employed in a Hawaii public school. HTSB issues standard, provisional, and advanced licenses; Career and Technical Education special permits; emergency hire permits; and the new Hawaiian permit for potential teachers for Ka Papahana Kaiapuni, the Hawaiian language immersion program.

Relicensing rules require teachers to renew their license every five years. HIDOE teachers must receive an “Effective” or better performance rating on their teacher evaluation and must have verification of successful teaching experience in the last five years to be eligible for license renewal. Teachers must also have evidence to verify they have met the Hawaii Teacher Performance Standards, which describe what teachers should know and do to ensure student learning within the classroom and beyond.

Teacher Certification

HIDOE provides licensed teachers who are assigned to teach in subject areas outside of their Hawaii teacher license subject area with multiple pathways to demonstrate subject matter competence in other content areas by certifying those who meet the following criteria as qualified to teach the subject area:

1. Holds a valid Hawaii teaching license,
2. Is assigned within grade level of license or permit, **and**
3. Demonstrates subject matter competence through **one** of the following content-specific methods:
 - Passing scores on Praxis II or other content examination deemed equivalent,
 - College major or equivalent in the content area (30 credits),
 - National Board certification in the content area,
 - Completion of a HIDOE Subject Rubric (for teachers with an “Effective” or better performance rating on their teacher evaluation), or
 - NCLB Highly Qualified Teacher Certificate.

This approach offers teachers multiple ways to demonstrate subject matter competence. This is especially important for teachers in non-“core” subjects since ESSA extends demonstration of content-area preparation from core subjects to all subjects.

Teachers will be encouraged to seek a state certificate in multiple subjects. By offering educators the opportunity to be certified in additional subject areas, HIDOE better ensures students’ progress towards becoming ready for career, college, and community by having a teacher who is qualified and competent in the subject area they are assigned to teach.

Certification of School Leaders

Given the isolation of our state and our unique statewide education system, HIDOE has a long history of cultivating its own school leaders. HIDOE’s Professional Development and

Educational Research Institute (PDERI) is responsible for the school leadership pipeline to ensure each school is led by highly qualified and highly effective administrators. Currently, PDERI administers the Hawaii Certification Institute for School Leaders program, certifying all school-level principals and vice principals. The program has expanded over the years and provides a unique blend of university course work, a yearlong residency in a vice principal position, mentoring by a sitting principal, and coaching by a program specialist. The program is generally two years long and delivered in two phases: Phase I focuses on leadership foundations and technical knowledge needed to be an effective vice principal and Phase II focuses on preparing candidates for principalship. During Phase I and II, vice principals participate in professional learning communities to discuss topics relevant to school leadership and to learn about best practices from veteran school administrators.

HIDOE has a strong culture of care and nurturing of its aspiring leaders. During the two-week intensive Summer Institute, experienced principals volunteer their time to teach and assess candidates. Throughout the school year, principals continue to teach and assess as they serve as mentors and coaches. They view this as an opportunity to give to an aspiring leader what they received when they were training.

4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Hawaii understands the importance of addressing the specific learning needs of our students to increase student achievement and ensure all students are on the path toward success in college, career, and citizenship. HIDOE has various mechanisms in place to identify students with specific learning needs. Data systems such as eCSSS (the electronic Comprehensive Student Support System) and the Longitudinal Data System provide data on students that identify the students who are at risk, either academically or behaviorally, of not being successful in school. The Early Warning System of eCSSS informs schools of the students who are at-risk based on statewide assessments (SBA, KAEO, and HSA), grades, attendance, and behavior. Schools also have processes, such as team meeting times and peer reviews, in place for teachers, counselors, and school administrators to discuss students who are struggling or excelling to determine if the students have needs that need to be addressed.

HIDOE has also established a comprehensive student support system to identify students with specific learning needs. Schools use a universal screener as an assessment tool to identify students who need academic support. The eCSSS system houses the universal screener data so schools can triangulate data and plan, deliver and monitor supports. Once schools have identified students with specific learning needs, teachers utilize the appropriate instructional practices to meet these learning needs. Schools have implemented programs such as Response to Intervention (RTI), AVID, special education, and the

English learner program to provide the academic support students need to successfully meet Hawaii's academic standards. The intent is to enhance existing structures and programs and deepen teachers' understanding of the needs of the students identified as needing additional supports.

The Office of Curriculum, Instruction and Student Support provides state-level support to complex areas and schools in their efforts to build educator capacity to improve the academic achievement of all students. The content and program specialists (such as the specialists with Special Education, the English Learner Program, or the gifted and talented program) will offer opportunities to increase the knowledge and skills of complex area and school staff members in identifying students with specific learning needs and providing appropriate instruction based on the needs of such students. These specialists will design, lead, and implement the relevant strategies and programs that focus on increasing equitable access to a rigorous well-rounded education. For example, English language arts, mathematics and science specialists have collaborated with our English Learner and Special Education staff to sponsor content-specific professional development opportunities focused on the needs of the subgroup learners. HIDOE will utilize evidence-based strategies on effective processes that address the diverse needs of the subgroups, such as the Standards Implementation Process Model, data teams, differentiated instruction, and universal learning design.

The Office of Curriculum, Instruction and Student Support provides professional development focused on the implementation of the standards, curriculum, instructional strategies, and tiered supports for all students to ensure our educators are able to support student success and continuous improvement.

5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Hawaii strives to ensure our schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success [[HIDOE/BOE Strategic Plan](#), Goal 2]. HIDOE has implemented the use of data teams and the Academic Reflection Team (formerly Academic Review Team) at all three levels of our public education system – school, complex, and state – to facilitate data-driven decision-making processes and to monitor the implementation of state and complex area initiatives. HIDOE will continue to utilize the Plan-Do-Check-Act framework, which has been consistently reinforced and utilized in the Academic Review Team process and the Data Teams cycle, integral parts of HIDOE's efforts to increase data-driven decision-making system-wide.

This Plan-Do-Check-Act model embodies the federal model of implementation and has been a working model for the implementation in previous efforts through Race to the Top and the ESEA Flexibility Waiver (Figure D.1). With further emphasis on data to inform and identify needs and the added implementation of evidence-based intervention strategies

in all areas, schools, complexes and HIDOE state offices are provided with the flexibility to innovate and create a system designed to meet their specific needs. Performance monitoring to examine and reflect upon the effectiveness of interventions is critical to determine whether work is continued or modified. An important component of this monitoring has been the emphasis on “Bright Spots” to help schools and complexes learn and share what has worked in light of a response to a particular need. In *Switch*, Chip and Dan Heath state, “These flashes of success- these bright spots- can illuminate the road map for action and spark the hope that change is possible.” This sharing has been critical in community-building and firmly establishing the Plan-Do-Check-Act process.

Figure D.1. Plan-Do-Check-Act Model



At the state level, HIDOE’s Professional Learning Networks allow the Office of Curriculum, Instruction and Student Support and the Office of Human Resources to obtain feedback on the state initiatives implemented and professional development conducted throughout the year. The Professional Learning Networks meet monthly to discuss progress made with the implementation of state initiatives and to analyze state and complex area data to determine the effectiveness of the initiatives implemented. The complex area educational officers who participate in the Professional Learning Networks serve as the liaison between the schools and the state and bring to the state’s attention the types of professional development that are needed at their schools to ensure staff success.

The complex areas meet with school administrators regularly as a complex Academic Reflection Team to discuss the implementation of state and complex area initiatives and analyze student outcome data at the school level. Schools share with complex area leadership their successes and challenges so that complex area leadership can determine what types of professional development are needed to increase student achievement and to support the successful implementation of the state and complex area initiatives.

Schools also have Academic Reflection Teams that meet to discuss implementation of state and complex area initiatives and the outcomes of the implementation. Schools utilize data teams of teachers to analyze student outcomes to measure the success of the programs

being implemented and to identify their professional development needs.

By examining the data and reflecting on the outcomes at all three levels of our education system, HIDOE is able to make better decisions on what professional development needs to be provided and what initiatives would better ensure staff and student success.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Hawaii believes all students deserve teachers who are effective, empathetic, and innovative. Thus, HIDOE is committed to ensuring that all students have a teacher who is qualified and competent in the subject area they are assigned to teach. HIDOE will continue to work with local educator preparation programs through its participation in the Teacher Education Coordinating Committee, consisting of representatives from HIDOE, the Hawaii Teacher Standards Board, Hawaii P-20 Partnerships for Education, and state-approved teacher education programs as well as through the [Affiliation Agreements](#), which allows teacher preparation programs to place teacher candidates in HIDOE schools for classroom observations and student teaching, to increase the pool of qualified teacher candidates.

Hawaii will also continue to build upon and strengthen the supports offered to teachers and school leaders. HIDOE will increase professional development activities and expand the activities to include all teachers, not just the program teachers, to better support educators who work with our special populations of students, such as our English learners, children with disability, and economically disadvantaged students. HIDOE will also increase training on mentoring and coaching to build capacity at the school level so more mentors and coaches will be available for our teachers and school administrators.

The offices within HIDOE will collaborate more closely to align our supports for our educators so that the supports are provided in a more efficient and effective manner. For example, the Office of Curriculum, Instruction and Student Supports would work with the Office of Hawaiian Education to provide Kaiapuni teachers with professional development on subject content and the Office of Hawaiian Education could provide professional development on how to contextualize the content to make it more relevant to our students to increase student engagement. By working as a comprehensive system with partners who are invested in our public education system, Hawaii will be able to increase efficiency and transparency of instructional supports to promote student learning [[HIDOE/BOE Strategic Plan](#), Goal 3, Objective 3].

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

To ensure all students are on the path toward success in college, career, and citizenship, students must be given the means to transition successfully throughout their educational experiences [[HIDOE/BOE Strategic Plan](#), Goal 1]. Hawaii is a multicultural state where no one ethnic group is a majority. In SY 2016-17, 12,924 (7%) of HIDOE students were identified as English learners, with the five most common languages spoken being Ilocano, Chuukese, Tagalog, Marshallese, and Spanish. Hawaii views the students' home languages and cultures as assets, as affirmed by its multilingual education policy.

The Multilingualism for Equitable Education policy ([Board Policy 105-14](#)) aims to create learning environments that draw on the linguistic and cultural assets of our students by providing diverse language programming, effective teachers, and outreach supports for families. Research shows when English learners' languages and cultures are included in a meaningful and equitable education, they are better able to learn academic content and acquire the language of instruction, be it English or Hawaiian. On May 2, 2017, the HIDOE updated the Board of Education with a multilingualism implementation plan, which laid out a three-year process with specific actions to better support multilingual and English learners by expanding diverse language program options based on research.

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Hawaii's English Language Learner (ELL) Program provides the supports necessary to ensure English learners have access to educational opportunities to achieve English language proficiency and meet the challenging state academic content and performance standards all students are expected to meet. The ELL program supports students from identification as an English learner to monitoring after the English learner has achieved English language proficiency and exited the program.

As a unitary SEA and LEA, Hawaii has a long-standing practice of uniform statewide entrance and exit procedures. When students enter Hawaii's schools and the home, first, or most used language listed on their HIDOE enrollment form is not English, the school assesses the students' English language proficiency. HIDOE requires that all potential English learners be screened using the *WIDA Screener* (grades 1-12) or the *WIDA-ACCESS Placement Test* (kindergarten) to determine placement in the ELL program within 30 days of enrollment or request for assessment. If a potential English learner scores below a minimum Overall Proficiency Level score of 5.0, which HIDOE has set as the criteria for exiting the ELL program, the student must be provided ELL program services. Only the overall WIDA Screener English language proficiency score of less than 5.0 is used to determine eligibility.

To further assess a potential English learner's low performance on the screener, a bilingual school-home assistant or other trained staff fluent in the students' home language interviews the potential English learner in the home language. Students who are unable to demonstrate basic skills in their home language and in English are sometimes referred for special education screening.

Based on these assessment results, students may be identified for support in the ELL program. The ELL program is designed for students to achieve English proficiency – sufficient to exit the ELL program – within a target of five years or less based on their initial assessment of English proficiency. Students' progress in acquiring English proficiency and in making academic progress are also formatively assessed by classroom teachers and annually through statewide assessments (e.g., SBA) that determine progress and identify students' needs.

To exit the ELL program, an English learner must score a minimum Overall Proficiency Level score of 5.0 on the WIDA ACCESS 2.0 assessment, which is administered annually to all ELL students from kindergarten through grade 12. HIDOE has increased the minimum Overall Proficiency Level score from 4.8 to 5.0 beginning School Year 2017-18 due to concerns regarding students being exited before they are truly able to succeed in the academic setting without program supports. To ensure English learners are able to transition throughout their educational experience successfully, we need to be sure our students no longer need program supports when they exit our ELL program. The decision to increase the minimum Overall Proficiency Level score has been discussed with the WIDA Consortium Research Department and state-level, complex area-level, and school-level ELL service providers.

The HIDOE's ELL program exit criteria do not include performance on the annual statewide assessments for language arts and mathematics. However, HIDOE did compare English learner data from the Smarter Balanced Assessments for mathematics and language arts with ACCESS 2.0 results to determine the zone of appropriate English language skill needed as measured by ACCESS 2.0 to be proficient on statewide content assessments. This supported the decision to increase the exit criteria to 5.0, which takes the needs of high school students – who need more depth and breadth of academic language – into special consideration. HIDOE does not include any data in addition to the ACCESS 2.0 results as part of the ELL program exit criteria.

The HIDOE entrance and exit criteria are consistent with federal civil rights obligations.

Schools monitor students' progress for two years after the students have exited the ELL program to ensure students are successful in the classroom.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency

- ii. assessments under ESEA section 1111(b)(2)(G); and
The challenging State academic standards.

Hawaii's English Language Learner (ELL) program goals are to ensure students with limited English proficiency have access to educational opportunities to attain English language proficiency, develop high levels of academic attainment in English, and meet the challenging academic content and achievement standards all students are expected to meet. Services to English learners include instructional services consisting of English as a Second Language instruction and acculturation activities. The program supports HIDOE's mission to provide standards-based education through supplementary instructional and acculturation activities.

Addressing State Academic Standards Using WIDA Standards

The WIDA English Language Development Standards were adopted by HIDOE and approved by the BOE on May 21, 2009. The WIDA English Language Development Standards are aligned with the Hawaii Common Core Standards, Hawaii Content and Performance Standards, and Next Generation Science Standards; help to guide English language development and instruction for English learners; and present a framework for addressing the needs of English learners with a particular focus on the language of the content areas. The WIDA English Language Development Standards also serve as the basis for the summative annual English language proficiency assessment, the *ACCESS for ELLs 2.0*, to determine whether a student is making progress towards or has achieved English language proficiency.

HIDOE ELL Program Strategies to Address Academic Standards

ELL program strategies range from providing or securing English language development training, onsite observations, and needs assessments based on complex area staff and participant feedback. Strategies also include the following:

1. Provide online English language development professional development webinars for educators with a focus on the English Language Development Standards and how to integrate language and content instruction. The following Series of Webinars have been created:
 - Introduction to English Language Development Standards
 - Academic Language Series: Language Arts
 - Academic Language Series: Math
 - Academic Language Series: Science
 - Academic Language Series: Social Studies
 - Academic Language Series: Social and Instructional

2. Expand and integrate professional development options via content areas to include English language acquisition strategies to better address the academic language development needs of students across programs (e.g., English Language Arts, Mathematics, Social Studies, Science).
 - In collaboration with the ELL Program, content specialists are reframing and integrating content area professional development for educators tailored to address the needs of English learners.
 - The ELL Program continues to emphasize a team approach to its training sessions to allow for the ELL Program staff to learn, plan and articulate about how to best address English learners' needs.
3. Collaborate with Institutes of Higher Education to facilitate development of professional development pathways to ELL licensure using teaching standards such as Teaching English to Speakers of Other Languages (TESOL), National Council for Accreditation of Teacher Education (NCATE), and Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards as a guide to support ELL professional development options for in-service and pre-service teachers. As a byproduct, this articulation will help ensure there is greater alignment in what is taught to pre-service teachers and help ensure teachers are better prepared to meet the needs of Hawaii's diverse English learner population.

Hawaii will provide supports and services to assist the complex areas and schools in ensuring all English learners meet the ELL program goals and HIDOE/BOE Strategic Plan targets. The following steps outline HIDOE's plans to assist complex areas and schools.

1. **Conduct Ongoing Needs Assessment:** The state identifies English learner needs based on school outcomes over time (outcomes and growth over time on English language progress and proficiency as well as content assessment proficiency rates, graduation rates, and retention rates). This is done through desktop monitoring and onsite visits in collaboration with the complex area. HIDOE has also been developing online data capacity to monitor school results.
2. **Provide Support to Complex Areas and Schools:** Based on identified needs, the ELL state program staff collaborates with the complex areas to provide:
 - a. Guidance around federal and legal requirements of the ELL Program to address core English Learner needs;

- b. Technical assistance with regard to implementation of federal guidance, both Core English Learner Program and Title III Language Instruction Education Programs that enhance and enrich the Core English Learner Programs; and
- c. Title III funding to support the following activities:
 - i. Language Instruction Education Programs that supplement the Core English Learner Program;
 - ii. Professional development to support teachers, both ELL and content teachers, around English Language Development;
 - iii. Parent Engagement Activities;
 - iv. Extended Learning Opportunities for students beyond the school day (e.g., after school, during the intersession, and during the summer);
 - v. English Language Development software to support students in ELOs and enrich the core English Learner Programs; and
 - vi. Build teacher leader and administrator capacity, which includes complex area ELL staff and school-level ELL coordinators.
- 3. **Evaluate Supports Provided:** Conduct evaluations focused on ELL supports which include complex area staff, school administrator, and teacher feedback; student academic performance; and English Language Proficiency data and growth. Qualitative and quantitative data will be reviewed, as appropriate, at the state, complex area, and school level.
- 4. **Adjust, Change, or Improve Programs:** If any of the supports provided by the state are not helping, adjustments will be made to more appropriately support the complex areas and schools in need. HIDOE also works in partnership with various entities to build capacity at every level – state, complex area, and school – to ensure program success. Examples include collaboration and partnerships with Institutes of Higher Education and Pacific Resources for Education and Learning and consultation with the WIDA Consortium to identify more effective strategies to facilitate staff and student success.

HIDOE's ELL program administrators and resource teachers at the state level will ensure ELL program administrators and resource teachers at the complex area level and ELL coordinators and teachers at the school level have the training, support, and professional

development necessary to contribute to the success of our English learners [[HIDOE/BOE Strategic Plan](#), Goal 2].

3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The state ELL program staff in the Office of Curriculum, Instruction and Student Support meets monthly with Title III Administrative Sub-Units (complex areas) and also interacts with the complex area ELL staff throughout each month, in addition to the monthly meetings, to monitor the progress of school ELL programs. Through these monthly interactions, the state ELL program is able to obtain formative data on how complex areas and schools are performing.

HIDOE also conducts desk monitoring through the electronic submission of monitoring documents and fiscal expenditures to manage the complex area and school use of Title III, Part A funds and monitor the progress schools are making towards increasing the percentage of students on track to English language proficiency. HIDOE is also considering the creation of teams from across complex areas to pair with the state ELL staff to learn from and with each other, targeting not only struggling schools, but also schools who have positive English learner data and trends to serve as success models.

The state ELL program staff further monitors schools' English language proficiency rates, annual statewide assessment proficiency rates, and other student data including, but not limited to, student grades, retention rates, graduation rates, and chronic absenteeism rates. HIDOE has built the infrastructure to provide training for schools to access and be able to review student data in the aggregate form as well as down to student level. HIDOE will continue to expand the functionality of our electronic database systems, such as our Longitudinal Data System and electronic Comprehensive Student Support System, to better capture and use data at every level and make student data available online and in a timely manner to complex areas and schools. The accessibility to data will help complex areas and schools make more effective programmatic decisions to better support their English learners.

To assist complex areas and schools who are struggling to meet the state ELL goals, state ELL program staff provides system-wide support based on federal guidance, legislation, and judicial precedence. State ELL program staff and complex area ELL staff work collaboratively to identify and

provide needed technical assistance and strategy modification to these schools. Supports range from securing training, onsite observations, and needs assessments for the complex area, school, and classroom. Currently, supports are tailored and based on expressed complex area- and/or state-identified needs with the state ELL program providing system-wide guidance on what elements must be included in their ELL and Title III Programs.

The state ELL program will continue to provide technical assistance and multiple supports to complex areas through the roll-out of English Language Proficiency Standards. Technical assistance and supports include the following:

- Collaboration with core content specialists and other federal programs within the Office of Curriculum, Instruction and Student Supports to ensure English learner needs are being addressed in all courses as well as in other programs, such as special education, as applicable;
- Online programs such as Imagine Learning English, which supplements classroom learning through an online literacy curriculum designed to enrich language acquisition, and the e-Learning Series, developed by HIDOE and WIDA, which builds awareness of the needs of English learners;
- Professional development activities in collaboration with WIDA, such as webinars on standards implementation and instructional strategies and in-person professional learning community activities;
- Supports from the state ELL staff and external partners, such as the University of Hawaii and Hawaii P-20, who have collaborated with HIDOE for the Asian American and Pacific Islander data disaggregation grant, which Hawaii has used to focus on providing ELL educators at the state, complex area, and school levels with actionable information to better understand and close achievement and opportunity gaps between English learners and non-English learners; and
- Targeted support for English learners at the secondary school level through a collaboration with the Pacific Regional Comprehensive Center.

ELL staff at the state level will work collaboratively with the complex areas and schools to ensure the needs of our English learners are met so they may fully engage in high-quality educational opportunities available to them. Thus, the ELL staff at the state level will need to ensure that the ELL staff at the complex area and school levels has the means to support student success and continuous improvement. To further ensure student success, the Office of Curriculum, Instruction and Student Support's ELL program will prioritize professional development for all educators and school and complex area administrators to increase the knowledge, understanding, and ability to

use inclusive practices and multi-tiered supports with our English learners, who would benefit from the use of diverse instructional methods.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

As a unitary SEA/LEA, Hawaii plans to transfer Title IV, Part A, Subpart 1 funds to Title II, Part A to further advance Title II initiatives aimed at promoting a “high-performing culture where employees have the training, support, and professional development to contribute effectively to student success” [[HIDOE/BOE Strategic Plan](#), Goal 2]. The purpose of Title IV, Part A, Subpart 1 is to improve our students’ academic achievement by increasing the capacity of the state, schools, and local communities to –

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

To increase the capacity of the state, complex areas, and our schools to meet these objectives, Hawaii will need to provide professional development focused on curriculum and instruction, managing student behavior, and the use of technology in the classroom as well as provide targeted support through induction, mentoring, and facilitated professional learning communities. We recognize that teachers, school administrators, and school support staff “are the heart of our instructional system” and we must ensure they are provided with the tools they need to be successful in order to best support our students’ needs and facilitate student success ([Blueprint for Public Education](#), pg. 19).

Hawaii will use Title II, Part A funds to support the HIDOE/BOE Strategic Plan’s goal of seeing all students demonstrate they are on a path toward success in college, career, and citizenship [Goal 1]. Hawaii’s Student Success goal, or Goal 1 of the HIDOE/BOE Strategic Plan, includes four objectives:

1. All students are empowered in their learning to set and achieve their aspirations for the future.
2. All students are safe, healthy, and supported in schools, so that they can engage fully in high-quality educational opportunities.
3. All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.
4. All students transition successfully throughout their educational experiences.

These objectives are closely aligned to the purpose of the Student Support and Academic Enrichment Grants. Hawaii knows that to increase academic achievement, we must meet the needs of the “whole child” so that our students are “empowered” to succeed in the classroom and show that they are “prepared” to successfully advance in their educational journey and “resilient” enough to overcome the challenges they face along the way.

Stakeholder input was gathered at convenings of teacher leaders and community partners, as well as from state, complex, and school administrators and staff, parents, and community members via a public comment survey. Community input confirms prioritizing school conditions for safe and nurturing learning environments. Stakeholder input also confirms an emphasis on well-rounded education across all content areas, including the arts, health education, physical education, world languages, and career and technical education. While technology use and student transitions continue to be important objectives, public input indicates that these priorities continue to be appropriately addressed.

As a unitary SEA/LEA, Hawaii is responsible for utilizing federal funds to improve student academic achievement across the state. In reviewing HIDOE's data, half of our students are proficient in language arts and less than half are proficient in mathematics. Our data also show a substantial gap between our "all students" group and our children with disabilities, English learner, economically disadvantaged student, Pacific Islander, and Native Hawaiian subgroups in proficiency as well as in graduation rates. HIDOE will use Title II, Part A funds to help close the achievement gaps while increasing academic achievement overall.

Access to a Well-Rounded Education

Hawaii strives to provide access to a well-rounded, standards-based education for all students to promote academic achievement and close the achievement gap. There has been a concerted effort to support and model interdisciplinary approaches – integrating English language arts, fine arts, math, science, and social studies – through professional development offered at the state, complex area, and school levels. For the past four years, the state has also partnered with independent schools to offer teachers and curriculum coordinators a two-week institute for thematic instruction that crosses multiple disciplines and capitalizes on students' curiosity and interests. The Arts Integration efforts have also included posters series that were co-developed by HIDOE, the Museum of Arts, and a local private school. A poster entitled "View of Honolulu from Punchbowl" integrates skills and content from English language arts (analysis and comparison of similar themes), fine arts (visualization), science (landscape change over time), and social studies (political and economic influences on a public space). These professional development sessions and partnerships provide strategies and resources to integrate multiple content areas, expanding the emphasis on English language arts and math.

In addition, the Office of Curriculum, Instruction and Student Support has facilitated teacher work groups for English language arts, mathematics, fine arts, health, physical education, science, Science Technology Engineering Math (STEM), and social studies. These work sessions resulted in the creation of standards-aligned curricular and instructional materials. As an example, the social studies work group created Inquiry Design Model units aligned to the College, Career, and Civic Life (C3) Framework for Social Studies and practiced building collaborative civic spaces using the philosophy for children Hawaii (p4cHI) strategy. State program specialists have provided leadership in meeting the needs of our special education students, English learners, and other student subgroups through teaming with English language arts and science specialists. These

partnerships focus on evidence-based strategies that address the academic and language development needs of these students with the goal of ensuring equity and excellence for all students.

Moving forward, integration will continue to be one approach to ensure that a well-rounded education is accessible to all students. In promoting and supporting integrated approaches, the state, complex areas, and schools will ensure that teaching and learning is standards-based and rigorous to promote academic achievement. Leadership at each level will use stakeholder input and data to determine the priority for and appropriateness of integration of different subject areas in professional development and curriculum. Funds will be used to continue and expand on these efforts.

In addition to designing and implementing interdisciplinary units of learning, Title II, Part A funds will also be used to ensure our students are college- and career-ready by providing the means to offer educators professional development focused on programs allowing students to earn college credits while in high school, such as Advanced Placement (AP), International Baccalaureate Programme, and dual credit college courses, as well as programs aimed at building employability skills, such as the career academies and Career and Technical Education. These experiences have shown to increase the number of students that go on to college, especially economically disadvantaged students. HIDOE will ensure every student has an identified next step after high school that is aligned with their future aspirations through a personal transition plan.

HIDOE is currently collaborating with the Chamber of Commerce Hawaii, the Department of Labor and Industrial Relations, the Hawaii Carpenters Apprenticeship and Training Fund, and the University of Hawaii as the “Connect to Career” (C2C) coalition. This initiative prepares students for success in high-skill, in-demand careers, providing students with more opportunities to develop career-readiness in finance and banking, cybersecurity, carpentry, food manufacturing, health occupations, computer science, and construction and engineering. Partnerships with different industry leads provide mentoring, shadowing, and research experiences to both teachers and students to build students’ academic preparation for college and employability skills.

Improve School Conditions for Student Learning

School conditions for student learning extends beyond the “brick and mortar” of the school to its culture and sense of well-being. Goal 1, Objective 2 in the HIDOE/BOE Strategic Plan states:

Students’ physical, social, mental, emotional and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students’ well-being and health increase their readiness to learn. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.

Hawaii’s main strategy is to focus on the whole child through an increased attention to social-emotional learning as well as through family, community and industry partnerships. Focused on academics, health and well-being, and connection to community and place,

these partnerships aim to provide relevant learning experiences for students and remove barriers to learning.

HIDOE's Nā Hopena A'o (HĀ) framework describes culturally-responsive outcomes for all K-12 students. These identified core values and beliefs are embedded in professional development opportunities, as well as curricular and instructional resources, designed to leverage Hawaii's unique culture and geography. For example, the Ethnomathematics Institute is a partnership with the University of Hawaii at Manoa that allows teachers to experience and integrate culturally-responsive pedagogy. In addition, science professional development supports teachers in exploring Hawaii-specific phenomena and social studies resources help students take informed action to address global and local issues.

Initiatives are in place to increase access to these learning experiences. With the premise that health is strongly linked to academic success and that academic success is linked to overall wellness, the Hawaii Keiki partnership with the University of Hawaii's School of Nursing allows complex areas to provide school-based health and wraparound services. Access to immunizations, oral health care, and chronic condition management helps improve student attendance and academic performance.

Students' belonging, learning, character, and well-being are addressed through interconnected networks of coordinated academic, instructional, and social and emotional supports. These networks provide structures and processes aimed at the building of strong, trusting and caring relationships.

Improve the Use of Technology in Order to Improve the Academic Achievement and Digital Literacy of all Students

Hawaii is committed to improving the digital literacy of all students to foster effective and ethical users of technology (an HIDOE [General Learner Outcome](#)) and to empower students by providing learning opportunities that will motivate them to learn and expand their horizons [[HIDOE/BOE Strategic Plan](#), Goal 1, Objective 1]. Teachers will have access to resources, tutorials, and additional supports that could be expanded to improve the digital literacy of our students.

Hawaii will use Title II, Part A funds to increase the use of technology in promoting and extending learning opportunities and data analyses. Efforts are underway to provide ongoing professional development and networking to ensure educators and students are computer and digital literate. As examples, Project Inspire courses help teachers integrate technology in a standards-based curriculum and Google Apps for Education training supports teachers in applying productivity tools that enhance standards-based instructional and assessment strategies. In order to close the achievement gap, teachers will be provided with training to use technology tools such as Google for Education and Blackboard to increase the options for students to learn, making access to standards-based education more equitable for student subgroups.

Using technology as a tool, our teachers are able to prepare our students for the increasingly complex life and work environments in the 21st century and help our students

develop the skills needed to separate them from those who are not prepared. Teachers will be provided with professional development that focus on promoting creativity, critical thinking, communication and collaboration with technology to prepare students for the future.

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart I are in amounts that are consistent with ESEA section 4105(a)(2).

Hawaii is a unitary SEA/LEA and is considering transferring Title IV, Part A, Subpart I funds to Title II, Part A. Thus, this is not applicable to Hawaii.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

As a unitary state-funded school system, Hawaii is uniquely positioned to optimally maximize and leverage the impact of its state resources in combination with federal and other dollars to support student success. The 21st Century Community Learning Centers (21st CCLC) program offers public schools the means to foster innovation to meet and exceed our educational goals and provide adequate resources to support school and community-based plans for student success [[HIDOE/BOE Strategic Plan](#), Goal 3, Objectives 1 and 2]. By aligning out-of-school-time activities to national and state educational priorities, the 21st CCLC program provides Hawaii a valuable opportunity to engage partners in leveraging these learning spaces to progress and advance educational priorities and objectives and in fostering innovative ideas that directly translate to student success.

Based on the statewide vision that every school in Hawaii successfully, actively, and sustainably engages their community so every student thrives, the vision for 21st CCLC is to ensure all students have access to and participate in opportunities that span academics, health and well-being, and character and connectedness. The achievement gap trends along markers of race, ethnicity, gender, and socioeconomic status; students' lack of access to learning opportunities during non-school hours because of these factors contributes to this gap. Hawaii believes that access and participation through quality out-of-school-time programs that encompass a coordinated network of strategic partnerships, combined with engaging curriculum, strong leadership, quality teaching, restorative practices, and parent and family engagement,¹⁰ will translate to student success in ways that will contribute to minimizing the achievement gap.

Based on an asset and needs assessment performed by schools, school and complex area academic and financial plans, and the HIDOE/BOE Strategic Plan, HIDOE will align out-of-school programs and services funded by the 21st CCLC program with priorities identified by these guiding documents. Additional 21st CCLC funds provide opportunities for well-rounded and supportive educational experiences and opportunities. These funds will also be used to provide academic enrichment opportunities, such as tutorial services that assist students in meeting the challenging state academic standards, particularly students who attend low-performing schools. The 21st CCLC funds give schools and organizations the ability to offer students a broad array of additional services, programs, and activities. The funds not only assist students, but provide families the opportunity to actively and meaningfully engage in their children's education. 21st CCLC funds currently provide a range of programs and services, including youth development activities; health and social supports; college, career, and citizenship; expanded learning opportunities;

¹⁰ [“Community Schools: Transforming Struggling Schools into Thriving Schools”, February 2016.](#)

engaging instruction; and family and community engagement opportunities¹¹. To continue to progress towards eliminating the achievement gap, four main strategies are proposed:

1. Implement statewide program quality standards;
 2. Align opportunities to school, complex area, and state priorities;
 3. Improve data collection and evaluation systems that correlate participation to attendance, behavior and coursemarks; and
 4. Reinvigorate professional learning communities to both deliver and deepen professional development.
2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

HIDOE uses 21st CCLC-funded programs that deliver high-quality services to facilitate student learning and family engagement and development and to support continued efforts of the 21st CCLC program to increase student achievement through a broad array of services and programs that are aligned to the HIDOE/BOE Strategic Plan and statewide initiatives.

Request for Proposals Process

The Community Engagement Office of HIDOE is responsible for all components of the 21st CCLC process, which includes the screening, awarding, and technical assistance of the grant. The Community Engagement Office develops the 21st CCLC Request for Proposal (RFP) and application with input from the Superintendent, other appropriate state officials and agencies administering before- and after-school (or summer recess) programs and activities, the heads of the state health and mental health agencies or their designees, statewide after-school networks, and representatives of teachers, complex areas, and community-based organizations. These include noted strategic partners such as the Hawaii Afterschool Alliance, Department of Parks and Recreation, Lieutenant Governor's office, Department of Human Services, Office of Youth Services as well as other private and non-profit providers and partners.

The Community Engagement Office will release the 21st CCLC RFP to non-HIDOE entities via the State Procurement website (<http://spo.hawaii.gov/>) and the application to Complex Area Superintendents via a posted memo on the HIDOE email system. The Community Engagement Office will also email the RFP link directly to private schools that indicated their interest in applying for the 21st CCLC grant, as determined by the Annual Private School Survey.

¹¹ Coalition for Community Schools: communityschools.org

The Community Engagement Office will also continue to work with various community organizations (e.g., Hawaii Excellence in Education, Hawaii Association of Nonprofit Organizations, and the Hawaii Afterschool Alliance) to ensure that non-HIDOE entities are provided multiple avenues to be made aware of the release of the RFP and the proceeding Bidders Conferences. The Community Engagement Office will provide information to all potential applicants during the Bidders Conference, which is scheduled during the release window of the RFP and application period. In addition, the Community Engagement Office provides technical assistance on addressing grant specifications during the Bidders Conference and the ongoing RFP/application process. Information discussed may include the application process and review, data collection requirements, schedule of professional development offerings including those that may be applicable for PDE3 credits (HIDOE's professional development system), HIDOE responsibilities and expectations, and overall 21st CCLC programmatic intentions and objectives.

Employing multiple venues to advertise the release of the RFP ensures that the Community Engagement Office is providing opportunities for all eligible entities (local educational agency or community and faith-based organizations) to apply for 21st CCLC grant funds.

Screening/Peer Review

The completed applications undergo a rigorous screening process by a peer review committee of HIDOE personnel familiar with the programs and activities allowable under 21st CCLC to ensure completeness and applicant eligibility. The peer review committee members are selected based on their expertise in providing effective academic, enrichment, youth development, and related services to children. Moreover, members are unbiased; they are not an applicant nor do they represent an applicant who has submitted an application for the current application period. Former peer review committees included representatives from the Lieutenant Governor's office; state agencies such as Department of Human Services; Hawaii Afterschool Alliance; and Hawaii Excellence in Education.

Committee members undergo comprehensive training on policies and procedures for the general scoring process and the quality control procedures throughout the peer review process. This ensures consistency in scoring and, thus, creates opportunities for the selection of the awards to achieve geographic diversity, including both urban and rural communities.

Peer review will focus on an evaluation of the array of school-based/school-linked services; the delivery model and data collection and evaluation procedures; the experience and knowledge of the school communities being supported; the professional development and partnerships presented; and service coordination and integration.

Awards

HIDOE will award funds to eligible entities strictly on a competitive basis, by ranking proposals (scored by the peer review committee) from highest score to lowest score, and ensure that the following overarching point is emphasized and readily evident throughout

the proposal: the likelihood that a proposed community learning center will help participating students meet the challenging state academic standards, complex area standards/initiative, and state standards/initiatives.

The Community Engagement Office personnel are available to provide technical assistance to all non-selected offerors to strengthen proposals for future submissions.

Awards are granted for a period of not less than three years and not more than five years. The amounts of the awards may not be less than \$50,000 and all awards will be of sufficient size and scope to support high quality, evidence-based programs.

Priorities

21st CCLC applications must address the following priorities:

1. Services for students who attend schools identified for comprehensive or targeted support and improvement **or** other schools determined by the complex area to be in need of intervention and support to improve student academic achievement and other outcomes.

OR

Services for students who may be at risk for academic failure, dropping out of school, or involvement in criminal or delinquent activities or who lack strong positive role models and the families of these students.

2. Joint proposal by eligible entities consisting of not less than one complex area receiving funds under Title I, Part A **and** another eligible entity that either demonstrates that the proposed activities are currently not accessible to students or expands accessibility to high-quality services that may be available in the community.
3. Plan for sustainability after funding has ended and the guidance of an Advisory Council.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.
2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Hawaii currently does not participate in the Rural or Low-Income School Program.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Hawaii strives to ensure our homeless students demonstrate they are on a path toward success in college, career, and citizenship by providing these students with a caring, safe, and supportive learning environment through which they are able to transition successfully throughout their educational experiences and feel empowered in their learning to set and achieve high aspirations for their future [[HIDOE/BOE Strategic Plan](#), Goal I].

The McKinney-Vento Act guides the direction of [HIDOE's Education of Homeless Children and Youth Program](#). HIDOE has established protocols and practices to identify homeless students and provide needed services, including transportation, meals and enrollment assistance. Annual training and ongoing technical support are provided to guide the field to facilitate full student participation and success in school across grade levels for children experiencing homelessness.

During the 2016-17 school year, approximately 3,000 students (2%) identified themselves as experiencing unstable living situations, from “couch surfing” (living with family or friends) to living in a homeless shelter to being unsheltered. Most schools have identified at least one student who qualifies as “homeless” under the McKinney-Vento criteria, but schools may have as many as 25 percent of students identified. Many students are “hidden homeless” who have not shared their living situations with school officials and are not receiving supports. Of the homeless students, 74 percent are on Oahu.

Our students who are experiencing homelessness are struggling in our schools with more students chronically absent, suspended, and receiving lower grades and fewer demonstrating academic proficiency. Chronic absenteeism and suspensions contribute to low academic performance. The root cause of these students’ challenges is multi-faceted and influenced by being homeless and otherwise unstable with regard to basic human needs.

HIDOE’s Education of Homeless Children and Youth Program staff members are currently conducting more rigorous analyses of students’ needs. Moving forward, HIDOE plans for more ambitious efforts to support our students experiencing homelessness. This begins with requesting additional state funding to increase our regionally-based homeless service coordinators to full-time status to increase support for identifying students experiencing homelessness and coordinating services; a legislative budget request for full-time social workers across the state has been approved. HIDOE’s Education of Homeless Children and Youth Program staff will also strengthen its collaborative alliances with other state agencies and nonprofit community organizations, including coordination with the Governor’s Ohana Nui initiative and with the Governor’s coordinator on homelessness, to

determine and remove barriers to identifying students as homeless and to providing necessary services so that all students are safe, healthy and supported.

Homeless students are mainly identified during the enrollment process through the annual administration of the McKinney-Vento-1 form, which serves as verification of homeless status for meals, transportation to school of origin, and housing support. HIDEOE posts translated posters and brochures which outline the rights of homeless students in school offices and in the community and collaborates with shelters and other family-serving agencies such as Catholic Charities, Aloha United Way, Waikiki Health/Youth Outreach and Partners in Care to ensure homeless students are identified and are receiving the appropriate services. Moving forward, HIDEOE is increasing focus on identification of children ages 0-5 and unaccompanied youth by working with the Executive Office on Early Learning, Head Start, Hawaii Early Intervention Coordinating Council, and the state's Homeless Management Information System.

HIDEOE is coordinating a multi-level assessment of student needs, from big picture at state level through the district, complex and school levels. Data teams at all levels have access to newly created homeless cohort data. Data-sharing agreements with shelters, Hawaii's Homeless Management Information System, Head Start, and the Hawaii Early Intervention Coordinating Council are being explored to better identify our homeless children and reach children who are not attending school.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

A dispute resolution process is defined, in writing, in the event that a parent/legal guardian disagrees with a principal's enrollment decision. If a student's living situation does not meet the definition of homeless under the McKinney-Vento Act and the student currently lives outside of the school community, the principal may decide to not enroll the student. If a parent initiates a dispute, the child remains at school pending a resolution. The principal consults with the Complex Area Superintendent and, if still unresolved, with the Deputy Superintendent's office. At each level, decisions are communicated within 30 days. Moving forward, the dispute resolution process will be documented in the student information system. In HIDEOE, enrollment disputes are rare.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

HIDEOE's central office for the Education of Homeless Children and Youth Program is housed in Office of Curriculum, Instruction and Student Support within the Student

Services Branch. The office is staffed by a State Coordinator and a Resource Teacher, providing outreach, planning and training. Each of the 15 complex areas employs at least one Homeless Concerns Liaison to assist with identification, enrollment and family outreach. Homeless Concerns Liaisons are under direct supervision of each Complex Area Superintendent.

A McKinney-Vento 101 module is updated annually and posted online, outlining basic requirements of the McKinney-Vento Act, the unique needs of homeless students, and the state's processes for implementation. Additional differentiated support is provided to address current issues and updates, including student data analysis, allowable expenditures, and modification of policies to remove barriers to success for homeless students. Follow-up support is triggered by request from the principal or complex area staff, common questions, and relevant updates. Collaboration with the Title I office ensures effective coordination between the two programs.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Hawaii promotes access to educational and extracurricular programs to ensure our homeless students are able to participate in activities other students across the state are able to participate in.

Public preschool programs

Information on available options will be disseminated via shelters and family-serving agencies in partnership with providers (Hawaii Head Start, the Executive Office on Early Learning, and HDOE-administered preschools), including programs dedicated to students receiving special education services. Barriers to identification of eligible children are being explored with the same partners.

Homeless youth and youth separated from public schools

As Hawaii is a unitary state system, students who transfer from one school to another remain in the system and are able to complete common courses. Options for partial credit earned and online supplemental courses are currently being explored. HIDOE's goal is to provide a menu of approved course alternatives to facilitate student support. While provision of options may prevent some students from separation, HIDOE's Education of Homeless Children and Youth Program is exploring ways to continue providing outreach and educational support for those who ultimately leave the system, in partnership with HIDOE's Community Schools for Adults and shelters that serve homeless youth.

Access to academic and extracurricular activities

Students experiencing homelessness have the same opportunities to participate in academic activities as their housed peers. Any associated fees for participation or equipment required for experiences offered to all students may be covered with McKinney-Vento funds to enable a homeless child to participate.

As of SY 2017-18, Athletic Directors have been included in McKinney-Vento training, specifically as it relates to full participation, to raise awareness of and remove barriers preventing homeless students from participating in athletics. Funds are allocated to provide uniforms, equipment, and associated fees.

As school level data teams look at homeless students individually, efforts will be made to identify interests and help students to access clubs and courses as available.

Transportation

Transportation services accorded to all eligible homeless students will extend to homeless preschoolers attending Hawaii's public preschool programs. Transportation serves will also expand to accommodate students eligible for extracurricular activities to remove barriers to participation.

Meals

All students identified as homeless via the McKinney-Vento-1 form or the Department of Human Service's Temporary Assistance for Needy Families program are automatically eligible for free meals at school. The Community Eligibility Provision Program (CEP) captures any unidentified students in high poverty areas as meals are provided to everyone at qualifying schools.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and

youth, including problems resulting from enrollment delays that are caused by—

- i. requirements of immunization and other required health records;
- ii. residency requirements;
- iii. lack of birth certificates, school records, or other documentation;
- iv. guardianship issues; or
- v. uniform or dress code requirements.

HIDOE's immediate enrollment policy for homeless students is intended to prevent enrollment delays and retention. If a student is identified as homeless, immediate enrollment is granted. Aside from a negative tuberculosis (TB) result, no previous records are required for enrollment. If a student tests positive for TB, schoolwork is provided. If a student lacks a TB test, the Homeless Concerns Liaison and school designee work together to obtain the student's records to ensure a smooth transition to the new school. School staff and liaisons are trained to ensure immediate enrollment of students, preventing delays and related problems. In the event that transportation is preventing TB testing or delaying the securing of records, one-way public bus passes are offered.

Hawaii's status as a unitary system expedites the transfer of records due to a single student information system. Enrollment details and other records remain with the students and are updated upon transfer of schools.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

HIDOE/OCISS is committed to several strategies to make it easy for all stakeholders with homeless students in their charge to provide attention and care and to remove barriers to full participation and success in school. These strategies include:

- Facilitating the removal of barriers to identification, enrollment and retention of homeless students through the HIDOE's Education of Homeless Children and Youth Program's participation on several state committees, including the Hawaii Interagency Council on Homelessness and Hawaii Early Intervention Community Council, and engaging in ongoing communication with stakeholders to facilitate the identification of barriers as well as to support collaborative removal of barriers;
- Providing access to localized data at district and complex area levels, facilitating analysis and identification of need, and collaborating with HIDOE offices such as the School Transformation Branch; Data Governance and Analysis Branch; Policy, Innovation, Planning and Evaluation Branch to support data needs;
- Allocating per-pupil funding to districts/complex areas with guidance on allowable use and working with the School Transformation Branch, Complex Area Business

Managers, and principals to identify barriers and utilize funding to address and remove them [HIDOE/BOE Strategic Plan, Goal 3, Objective 2c];

- Supplementing supports within schools, such as tutoring, 21st Century Community Learning Centers, counseling, athletics and other extracurricular activities, and actively engaging homeless students to encourage participation [HIDOE/BOE Strategic Plan, Goal 1, Objective 2a-b];
- Supplementing supports outside of school with educational liaisons, tutors, site licenses, equipment, and inter- and intra-agency agreements [HIDOE/BOE Strategic Plan, Goal 1, Objective 2b];
- Facilitating collaboration through state-level partnerships and agreements to address student identification, enrollment, attendance and success (Hawaii Head Start, Executive Office of Early Learning, homeless shelters, and Partners in Care) [HIDOE/BOE Strategic Plan, Goal 1, Objective 2b-c]; and
- Expanding the web of support around students to include educational liaisons, counselors, school social workers and school psychologists within the existing student support system and supplementing these supports with McKinney-Vento funding, as indicated by need [HIDOE/BOE Strategic Plan, Goal 1, Objective 2b].

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

HIDOE recognizes that homeless youth may face barriers accessing and completing postsecondary education and is moving toward increased collaboration between counselors and Homeless Concerns Liaisons to better prepare and improve college-readiness for such students. HIDOE school counselors across the state are currently being engaged as part of the support web around homeless students to ensure individualized counseling regarding progress toward earning a high school diploma, college/post-high school preparation and selection, the application process, financial aid, and the availability of on-campus supports. The Homeless Concerns Liaisons will reach out to school counselors to help identify the homeless students and connect them to family and off-campus resources, such as testing, application fee waiver options, and university-level homeless student supports.

Guidance will also be provided to school counselors regarding unaccompanied homeless youth and their status as independent students. As independent students, parent information on the Free Application for Federal Student Aid (FAFSA) is not required and federal financial aid is calculated without the expectation of parental financial support (Section 722(g)(6)(A)(x)(III)). The Homeless Concerns Liaisons will assist youth in receiving verification of such status for federal student aid purposes. Federal student aid provides much needed financial assistance to homeless students, affording them the opportunity to attend a post-secondary institution.

J. Children in Foster Care

Hawaii strives to ensure our students in foster care demonstrate they are on a path toward success in college, career, and citizenship by providing these students with a caring, safe, and supportive learning environment through which they are able to transition successfully throughout their educational experiences and feel empowered in their learning to set and achieve high aspirations for their future [[HIDOE/BOE Strategic Plan](#), Goal I].

HIDOE's Foster Care program is emerging. HIDOE, in collaboration with Hawaii Department of Human Services (DHS) has worked with its Student Transportation Services Branch; Information Technology Services Branch; Data Governance and Analysis Branch; and Performance, Innovation, Planning and Evaluation Branch to identify and articulate what new requirements under the Foster Care provision in Title 1, Part A shall be emphasized and implemented. HIDOE is currently developing guidelines for state-wide implementation of the "Ensuring Educational Stability for Children in Foster Care" guidance¹² that incorporate key elements of this legislation: Best interest determination process for children in foster care, dispute resolution process, transportation procedures and immediate enrollment and records transfer, as well as identifying key points of contact at each school. HIDOE's goal is that all stakeholders will:

1. Understand the educational needs of children and youth in foster care,
2. Gain knowledge of the process and procedures of the educational stability components, and
3. Establish and maintain positive relationships with those responsible for the care of children and youth in foster care.

HIDOE is committed to the processes and procedures to ensure that collaborative efforts prevail in serving the needs of the foster children. To begin the Educational Stability process, DHS caseworkers notify HIDOE in writing whenever a child enters or re-enters foster care. A child who enters foster care remains in his/her school of origin unless a determination is made that remaining in his/her school of origin is not in his/her best interest. All HIDOE schools are committed to the best interest determination process which includes collaboration with DHS (the child welfare agency) to determine the best interest of the child based on the student's input, proximity to school, length of commute, appropriateness of the current educational setting, appropriateness of educational programs in the current school or another school, expected length of foster care placement, proximity to family, number of school disruptions the child has already experienced, involvement in extracurricular activities, and other factors. The underlying goals are to reduce barriers, provide stability, and increase opportunities for children in foster care.

Given such coordination requirements between HIDOE and DHS, these agencies collaboratively determine the appropriate school placement of children in foster care. If there is disagreement regarding school placement for a child in foster care, an Educational Stability Meeting is held within the required timeframe.

¹² <https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>

DHS is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court, in making these decisions. If the child in foster care is eligible for special education services, the Individual Education Plan team is the decision-making authority in determining the child's school placement.

If HIDOE and DHS cannot agree on a child's school placement at the Educational Stability Meeting, the dispute resolution procedure is triggered. An Educational Stability Meeting is not necessary if all parties are in agreement. Dispute resolution procedures entail a review of the case by a team comprised of representatives from HIDOE and DHS and a guardian ad litem, if one has been appointed. If the review team still cannot reach an agreement, the decision will be at the discretion of the dependency judge. Legislation requires disagreements to be resolved expeditiously and places the burden of proof on the child welfare system to show that its decision is in the child's best interest.

DHS ensures that children in foster care who do change schools are promptly enrolled in their new school. Children in foster care can enroll immediately in a new school even if the normally required enrollment documents and school records cannot be produced.

HIDOE enrolling schools immediately contact the school last attended by the child to obtain relevant records, which are immediately transfer to the receiving school (ESEA section 1111 (g)(1)(E)(iii)). Immediate enrollment ensures entry to new school as soon as possible in order to prevent educational disruption. Enrollment must not be denied or delayed due to unavailability of documents normally required for enrollment (ESEA section 1111 (g)(1)(E)).

Children in foster care are provided with transportation, as necessary, to their schools of origin. HIDOE collaborates with DHS with regard to how transportation will be provided, arranged and funded for the duration of the child's time in foster care. Children in foster care needing transportation promptly receive that transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act. Students in foster care also receive free breakfast and lunch at school.

HIDOE has designated an Educational Specialist to serve as a point-of-contact for child welfare agencies and to oversee implementation of educational stability for foster children in HIDOE. The HIDOE point-of-contact ensures collaboration between DHS and schools to maintain the educational stability and provisions are established in order to improve outcomes for children in foster care. HIDOE maintains separate points-of-contacts for the Education of Homeless Children and Youths of the McKinney-Vento Homeless Assistance Act and Educational Stability for Students in Foster Care Act.

The HIDOE point-of-contact coordinates with DHS to issue joint state guidance for implementation of uniform guidelines with regard to children in foster care. One of the goals of HIDOE's foster care program is to build additional capacity with DHS through data-sharing while complying with federal and local laws pertaining to student privacy. The HIDOE point-of-contact regularly monitors schools to ensure timely and responsible implementation of state guidelines and presents

material on Educational Stability for Children in Foster Care to increase awareness of the needs of our students in foster care.

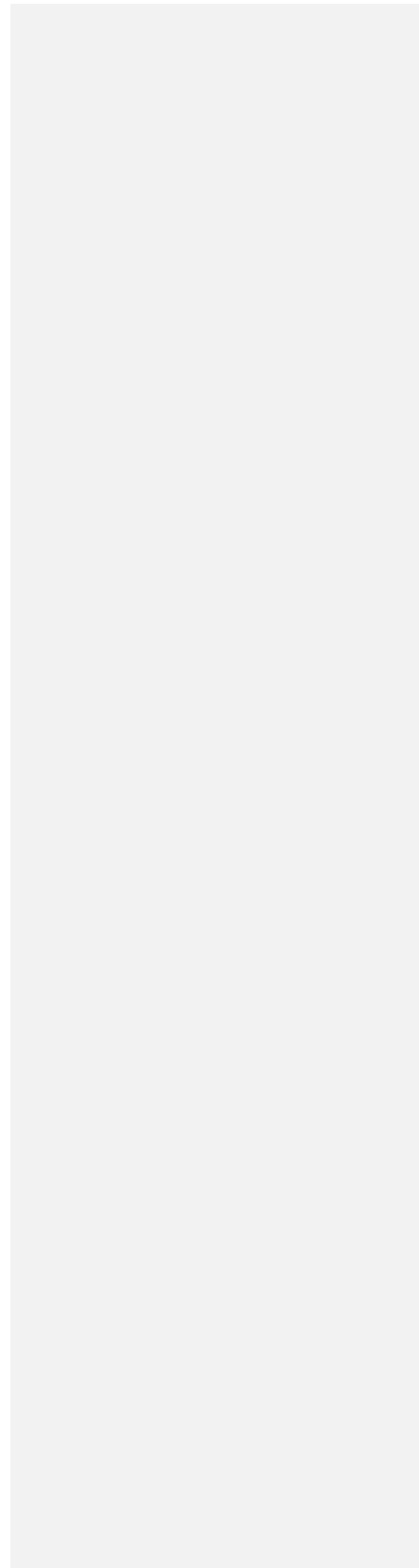
HIDOE is in the process of implementing an electronic data collection mechanism into its online student information system in effort to accurately capture and report on student achievement, attendance, transfers, meetings, and graduation rates for students in foster care. Such student data is also critical to raise public awareness about the unique educational needs of youth in foster care.

HIDOE and DHS Child Welfare Services have worked collaboratively to implement new educational stability protections for children in foster care. HIDOE school counselors and DHS social workers will be trained jointly on the components of the process to ensure implementation with fidelity. The process includes best interest determination guidance for when a child enters or changes foster care placement. Joint training will maximize interagency camaraderie, quality of working relationships, and delivery of support services to the children our agencies have in common.

The HIDOE/BOE Strategic Plan encourages student engagement in a well-rounded rigorous education which prepares students to be successful in their post high-school goals and aims for all students to be prepared and resilient so they may transition successfully through their educational experiences. This is especially important in ensuring the success of not only our students in foster care, but all students who are educationally disadvantaged. These students must be empowered in their learning to set and achieve their aspirations for their future [HIDOE/BOE Strategic Plan, Goal 1, Objective 1]. Hawaii will provide all children significant opportunity to receive a fair, equitable, and high-quality education to close educational achievement gaps (ESEA Sec. 1001). This will bring us closer to realizing our vision of all students becoming “educated, healthy, and joyful learners who contribute positively to our community and global society.”

‘A‘ohe hana nui ke alu ‘ia.

No task is too large if we all work together.



Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

	Language Arts SY 2019-20	Mathematics SY 2019-20
All Students	61%61%	54%54%
Economically Disadvantaged	53%61%	46%54%
Children with disabilities (SPED)	32%61%	31%54%
English learners (ELL)	39%61%	39%54%
Native Hawaiian	50%61%	44%54%
Filipino	64%61%	56%54%
White	73%61%	63%54%
Asian (excluding Filipino)	77%61%	72%54%
Pacific Islander	45%61%	39%54%
Hispanic	60%61%	49%54%
Black	64%61%	51%54%

B. Graduation Rates

	SY 2019- 20 Class of 2020
All Students	86%86%
Economically Disadvantaged	79%86%
Children with disabilities (SPED)	73%86%
English learners (ELL)	78%86%
Native Hawaiian	84%86%
Filipino	89%86%
White	86%86%
Asian (excluding Filipino)	91%86%
Pacific Islander	78%86%
Hispanic	81%86%
Black	83%86%

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

Formatted ... [65]

Formatted ... [66]

Formatted ... [67]

Formatted ... [68]

Formatted ... [69]

Formatted ... [70]

Formatted ... [71]

Formatted ... [72]

Formatted ... [73]

Formatted ... [74]

Formatted ... [75]

Formatted ... [76]

Formatted ... [77]

Formatted ... [78]

Formatted ... [79]

Formatted ... [80]

Formatted ... [81]

Formatted ... [82]

Formatted ... [83]

Formatted ... [84]

Formatted ... [85]

Formatted ... [86]

Formatted ... [87]

Formatted ... [88]

Formatted ... [89]

Formatted ... [90]

Formatted ... [91]

C. Progress in Achieving English Language Proficiency

	SY 2019-20
English learners	73 <u>63</u> %

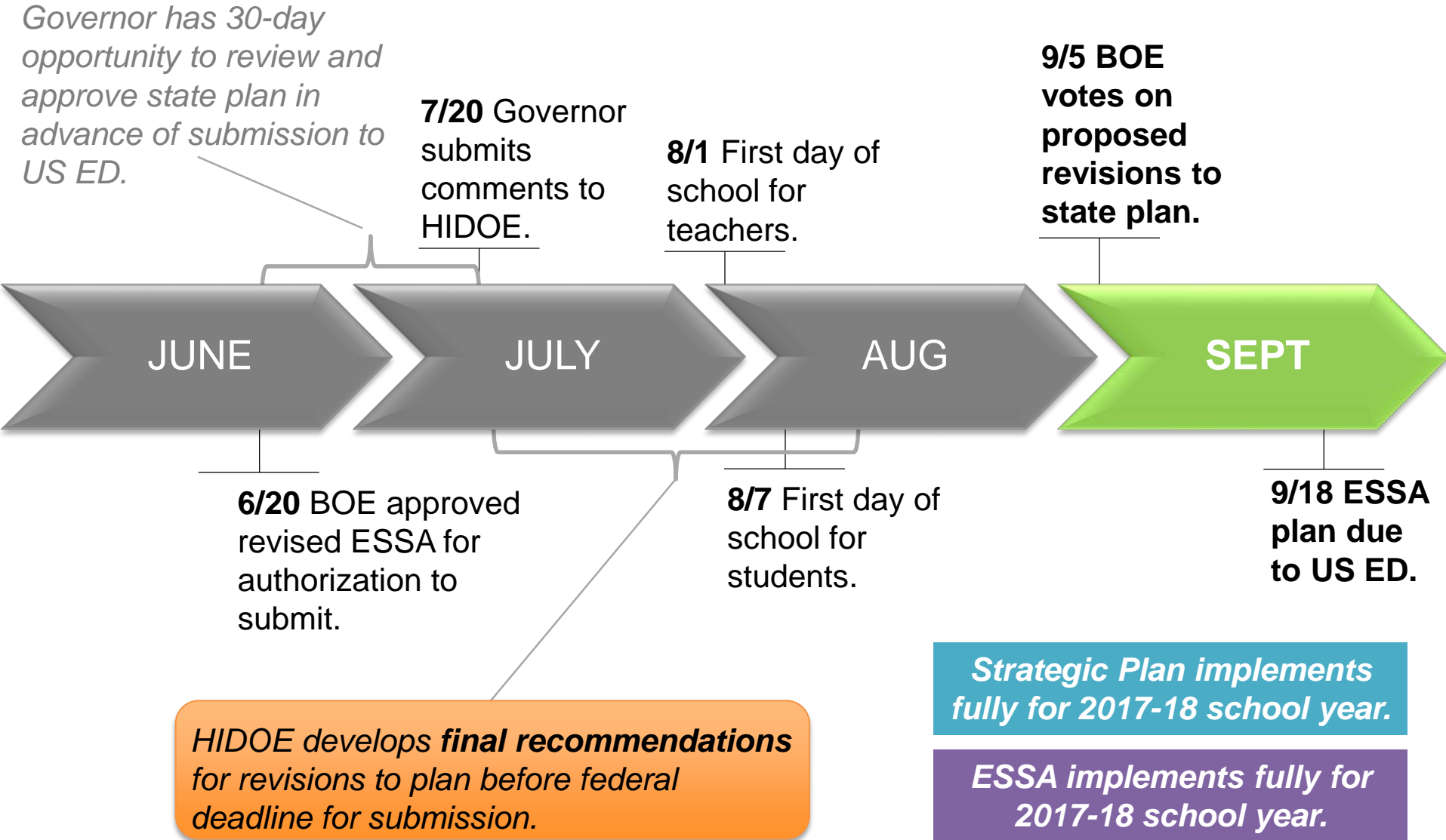
Committee Action on Amendments to Sections A.4.iii, A.4.v.b, A.4.vi.e, and Appendix A of Hawaii's consolidated state plan for the Every Student Succeeds Act ("ESSA") and conforming amendments

Student Achievement Committee | September 5, 2017



ESSA Consolidated State Plan

ESSA Timeline



Goals and Targets for Achievement



Targets for each subgroup are based on reducing the number of students who were not proficient on the annual statewide assessments by half.

PROPOSED AMENDMENTS TO ESSA GOALS AND TARGETS

Use differentiated goals and interim measures for subgroups which considers baseline for each group and projects growth.

- Sets different targets for different student groups, addressing needs.
- May be more motivational for school-level actions.
- More aligned to feedback received during drafting and public comment.



Targeted Support and Improvement



Include a plan to collect stakeholder feedback to develop a proposal for the threshold of underperformance for Targeted Support and Improvement: Consistently Underperforming subgroups.

PROPOSED AMENDMENTS TO TSI

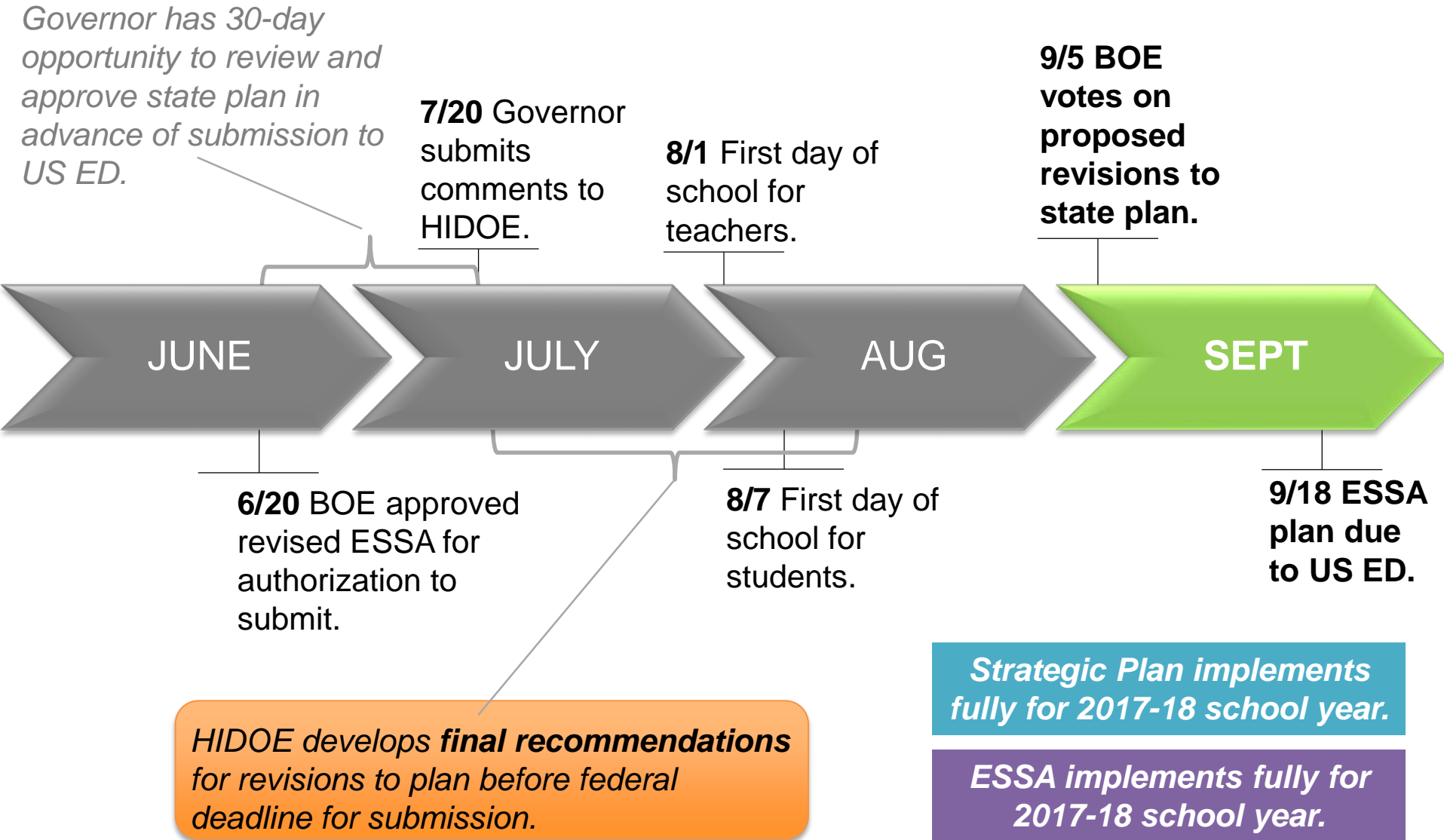
Hawaii will develop a proposal for the threshold for underperformance and plan will be submitted to stakeholders for discussion and feedback.

- Stakeholders will include Complex Area Superintendents, Principals, and the Superintendent's Cabinet.



ESSA Consolidated State Plan

ESSA Timeline





CONNECT WITH US

HawaiiPublicSchools.org

bit.ly/HIDOEESA



HAWAII STATE DEPARTMENT OF EDUCATION

HawaiiPublicSchools.org

