



EXECUTIVE CHAMBERS

HONOLULU

DAVID Y. IGE  
GOVERNOR

June 19, 2017

Hawai'i State Board of Education  
P.O. Box 2360  
Honolulu, HI 96804

Dear Chairperson Mizumoto and the Members of the Board of Education:

I would like to express my sincere appreciation to Superintendent Kathryn Matayoshi, Board of Education Chairperson Lance Mizumoto, and everyone in the Hawai'i Department of Education (HIDOE) and the Board of Education (BOE) for their efforts in the development of the draft of the Hawai'i Consolidated State Plan. The Every Student Succeeds Act (ESSA) sets a new and exciting direction for all states to transform public education across the nation.

An important change in ESSA is in the state plan submission process. ESSA now includes a new provision for state governors to have a 30-day period to review state plans before signing the plan and submitting it to the U.S. Department of Education for approval. I look forward to taking full advantage of this important responsibility and opportunity.

The past year has been unprecedented in the engagement of our statewide community in the development of our education blueprint, strategic plan, and state plan for ESSA. My heartfelt thanks goes out to all teachers, administrators, and community members who submitted testimony and provided input into this plan. I support the recommendation that full versions of both the Hawai'i Blueprint for Public Education and the HIDOE / BOE Strategic Plan be included as attachments to the Hawai'i Consolidated State Plan for submission to the U.S. Department of Education.

Mahalo to all for your continued support and commitment to leading our school system to becoming one of our nation's best.

With warmest regards,

David Y. Ige  
Governor, State of Hawai'i

C: Alison Kunishige (via email)

**Senator Michelle N. Kidani**  
Vice-President of the Senate



Chair  
Education

Vice-Chair  
Higher Education

Member  
Commerce, Consumer Protection, and  
Health

## The Senate

STATE CAPITOL  
HONOLULU, HAWAII 96813

June 20<sup>th</sup>, 2017

Lance Mizumoto, Chair Board of Education  
Members of the Board of Education  
PO Box 2360  
Honolulu, HI 96804

Aloha Chairman Mizumoto and Members of the Board of Education,

I support moving the ESSA plan forward for submission to the US Department of Education. This plan is aligned with the DOE Strategic Plan and supports our schools with resources to achieve equity and excellence. It is imperative for the Board to take action now while school is not in-session so that our Keiki can return to schools with clear directions on achievement and excellence.

I'd also like to note that the Governor has a 30-day period to review this plan and thus acting now starts the clock on this process as well.

Mahalo,

Michelle N. Kidani

Date: June 20, 2017

To: Board of Education Members

From: Catherine Kilborn, Principal HP Baldwin High School

RE: ESSA Plan

Good Afternoon Esteemed Colleagues –

It is a rare occasion that I feel compelled to speak with this Board. I speak, not only for myself, but for the all of the principals in the Baldwin, King Kekaulike, and Maui High School Complexes – a few who are here today. I would guess, given the solidarity I have experienced around this issue, that there are many, many more principals who likely share our view. It is probably the case that you have not heard from many principals, as priorities dictate where a principal will invest their time and most frequently we choose to spend our time working in our schools for the sake of our students. It is not that we don't care for the matters discussed here, but more a matter of competing priorities, with our schools being our foremost concern. However when a critical decision will be made, such as the one you will make regarding the ESSA plan, and when one of the outcomes has the potential of completely derail schools, the priority of doing all we can to insure our schools stay on track means speaking to you today. So, I am grateful for the opportunity to express to all of you, our principals' support for the approval of the ESSA plan. We cannot emphasize enough the need for continuity, which this plan represents and the focus it would provide to sustain the momentum we have established in recent years. Our presence today is meant to insure that you hear and understand our concern over the possibly not having a plan and the impact this would have on our progress and student achievement.

There are two things we would like you to consider. The first of these would be the design and development process used to complete this plan and its resulting support. I speak to this here because you must understand the unprecedented sharing and feedback loops used in its design. Principals were presented with information, on several occasions, and our input gathered and assimilated. No group of stakeholders understands better the implications of the strategies and goals represented in the plan. For principals, this isn't merely an academic issue, but also one of practicality and reasonableness. Principals, you understand, are on the front lines doing the work. Our assessments of feasibility and accountability are rooted in our past experiences and knowledge and our projection of the work ahead. The ESSA plan bridges our past and future, and is one that we believe we can support and work with, despite the few areas of disagreement.

The second thing we ask you to consider are the implications of having no plan in place. Even as I say this, I find that concept unimaginable. We have asked – What would fill this void? How long before we would have a direction? What will happen to accountability? What will be the basis of our decisions? Questions upon questions – all with no real answers. As it stands, a rejection of the ESSA plan would amount to a rejection of our collective wisdom in favor of what? An unknown and unvetted plan? We see no sense in that. And then there is the cost of a rejection along with its ripple effects-, which likely could only be measured after the fact. In its immediacy, we would lose time and focus. We ask you to consider the most important factor of all - our students. Can they afford the wasted time and lack of focus? We think not. It is clear some do not perceive the urgency of this work – the work of educating Hawaii's youth – and therefore think

nothing of suggesting a wait and see plan. Schools, principals, teachers, students, though, are where these “plans” are translated into action and executed. We and they cannot wait. A good plan executed now is far better than a perfect plan executed next year.

It is no light task to weigh the implications of decisions and its impact on the success of a system which supports thousands students and working members. As principals, we do this everyday so we can say with certainty, we understand. We share this burden. We know it is important for you to take into consideration all perspectives. We wanted to be sure you heard ours and we are hopeful that sharing our perspective has created greater clarity for the direction and guidance needed. I leave you with this thought- Benjamin Franklin said – If you fail to plan, then you are planning to fail. Waiting to develop a new plan amounts to failing to plan in the interim. Please do not leave us in this precarious and undesirable situation.

June 15 , 2017

To: Board of Education Chairperson Lance Mizumoto, Vice Chairperson Brian De Lima, and Members of the Board of Education

From: Ruth Silberstein, Complex Area Superintendent –Kaimuki, McKinley Roosevelt Complex Area

Re: Support of ESSA

As schools are in preparation to begin the next academic 2017-18 school year and in order to meet the requirements of ESSA, I strongly support the Boards action to authorize submission of Hawaii's consolidated state plan for ESSA for the following reasons:

- It is in alignment with what is best for all of our students as well as the Blueprint and Strategic Plan (Strive HI)

- Resource of Federal Funding of Titles I, II, III, IV, and VII provides for the implementation of equity for the subgroups as required: disadvantage, homelessness, military, ELL, foster, along with teacher effectiveness and support for all students

- This will help to close the achievement gaps.

Because change is constant, elbow room and flexibility are also needed in implementing the Hawaii Consolidated State Plan for Every Student Succeeds Act (ESSA).

Articulation among the administrators, teachers, and supporters in making the accommodations (plus and minus) as it progresses is necessary and will assist in achieving the end goals of equity and excellence.



**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**  
LEEWARD DISTRICT OFFICE  
601 Kamokila Boulevard, Room 588  
Kapolei, Hawaii 96707

Meeting: 6/20/2017 General Business Meeting

Agenda Item: Every Student Succeeds Act (ESSA) Plan

Position: Support

Dear Honorable Board Chair, Lance Mizumoto and Honorable Members of the Board,

We, the Leeward District Complex Area Superintendents, Leeward District Principals and Leeward District Educational Officers, are in strong support for the approval of the Hawaii Consolidated State Plan which addresses the requirements of the Every Student Succeeds Act (ESSA). As Complex Area Superintendents, Principals of schools, and Educational Officers that support schools, we were all given the opportunity to provide input into the ESSA Plan. We all participated in providing feedback because we wanted a plan that was customized and supported the students and schools of Hawaii.


By participating in the surveys and the sharing meetings, we understand that the ESSA plan aligns with our state plans and does not drive our plans. This is important because we can focus on the needs of our students and innovation rather than federal compliance.

We also feel that it will be important for our system to have the ESSA plan in place as we begin the 2017-2018 school year. We will be able to continue the planning we have begun as we prepare to welcome our students in August.


Thank you for accepting and considering our testimony that supports your approval of the State's ESSA plan.


**Campbell-Kapolei Complex Area School Administrators and District Educational Officers:**

  
Heidi Armstrong  
Complex Area Superintendent


  
Christina Shioi  
Complex Academic Officer


  
Michelle Suzuki  
School Renewal Specialist

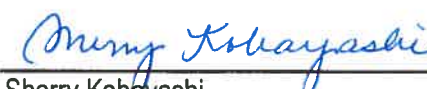
  
Yvonne Humble  
District Educational Specialist

  
Catherine Palmer  
EES Educational Specialist


  
Jaclyn Riel  
Principal, Barbers Point ES

  
Jon Henry Lee  
Principal, James Campbell HS

  
Stanley Tamashiro  
Principal, Ewa ES

  
Sherry Kobayashi  
Principal, Ewa Beach ES

  
Kim Sanders  
Principal, Ewa Makai MS

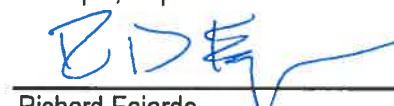
  
Laureen Dunn  
Principal, Ho'okele ES


  
Christopher Bonilla  
Principal, Ilima Intermediate

  
Gary Yasui  
Principal, Holomua ES

  
Debra Hatada  
Principal, Kaimiloa ES

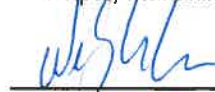
  
Cindy Otsu  
Principal, Kapolei ES

  
Richard Fajardo  
Principal, Kapolei MS

  
Elden Esmeralda  
Principal, Kapolei HS

  
Paul Taga  
Principal, Keoneula ES

  
Todd Fujimori  
Principal, Makakilo ES

  
Wesley Shinkawa  
Principal, Mauka Lani ES



Name: Nanakuli – Waianae Complex Area Superintendent, Principals and Complex Area Educational Officers

Signatures:



Darin Pili'alo'ha, Principal  
Nanakuli High and Intermediate School



Rebecca Gebreyesus, VP for Principal Disa Hauge  
Waianae High School



Lisa Higa, Principal,  
Nanakuli Elementary School



Reid Nonaka, VP for Principal John Wataoka  
Waianae Intermediate School



Debra Knight, Principal  
Nanaikapono Elementary School



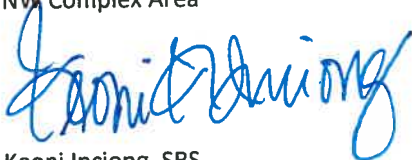
Ray Pikelny, Principal  
Waianae Elementary School



Daniel Addis, SRS  
NW Complex Area



Nelson Shigeta, Principal  
Makaha Elementary School



Keoni Inciong, SRS  
NW Complex Area



Randall Miura, Principal  
Leihoku Elementary School



Ann Mahi, CAS for Shawna Ortogero, DES  
NW Complex Area



Ann Mahi, CAS for Suzie Lee, Principal  
Maili Elementary School



Jason Roberts, DES  
NW Complex Area



Kelly Stern, DES  
NW Complex Area

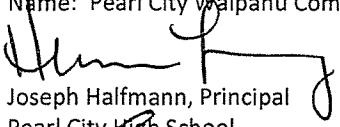



Puanani Wilhelm, DES  
NW Complex Area

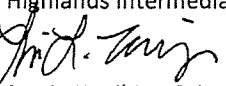



Ann Mahi, Complex Area Superintendent  
NW Complex Area


Name: Pearl City Waipahu Complex Area Superintendent, Principals and Complex Area Educational Officers

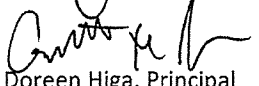
  
for Joseph Halfmann, Principal  
Pearl City High School

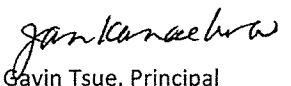
  
for Amy Martinson, Principal,  
Highlands Intermediate School


  
for Stacie Kuniyama, Principal  
Kanoelani Elementary School

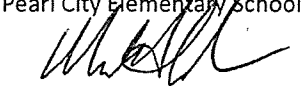
  
Aaron Tominaga, Principal  
Lehua Elementary School

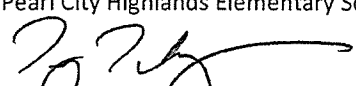
  
Bryan Loo, Principal  
Manana Elementary School

  
for Doreen Higa, Principal  
Momilani Elementary School

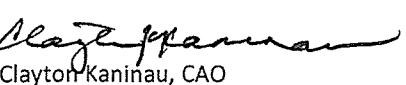
  
for Gavin Tsue, Principal  
Palisades Elementary School

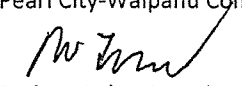
  
Dr. Susan Hirokane, Principal  
Pearl City Elementary School

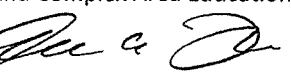
  
for Michael Nakasato, Principal  
Pearl City Highlands Elementary School

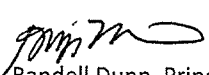
  
Troy Takazono, Principal  
Waiau Elementary School

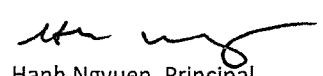
  
Melissa Nadeau, SRS  
Pearl City Complex


  
Clayton Kaninai, CAO  
Pearl City-Waipahu Complex Area


  
Rodney Luke, Complex Area Superintendent  
Pearl City-Waipahu Complex Area


  
for Meryl Matsumura, TA Principal  
Waipahu High School


  
for Randell Dunn, Principal  
Waipahu Intermediate School

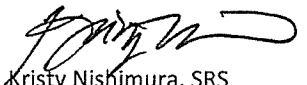
  
Hanh Ngyuen, Principal  
August Ahrens Elementary School

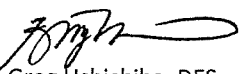
  
for Kent Matsumura, Principal  
Honowai Elementary School,

  
Pat Anbe, Principal  
Kaleiopuu Elementary School

  
Sheldon Oshio, Principal  
Waialeale Elementary School

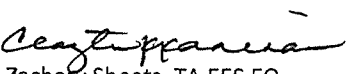
  
for Keith Hui, Principal  
Waipahu Elementary School

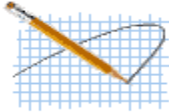
  
Kristy Nishimura, SRS  
Waipahu Complex

  
for Greg Ushichiba, DES  
Leeward District

  
Jody Agolasa, DES  
Pearl City -Waipahu Complex Area

  
for Aileen Kupihea, DES  
Leeward District

  
for Zachary Sheets, TA EES EO  
Pearl City-Waipahu Complex Area



David Pila/HONDO/HIDOE

06/16/2017 11:17 AM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony for Hawaii's ESSA Plan

---

June 16, 2017

To: Board Of Education Members  
Fr: David Pila, School Renewal Specialist (KMR)  
Re: Support of ESSA Plan

As a former principal and now a School Renewal Specialist in the Kaimuki, McKinley, Roosevelt Complex, **I am writing in support without reservation for submission of Hawaii 's ESSA Consolidated State plan .** First of all, this plan needs to be approved by the BOE to allow full implementation for school year 2017-18, which is required by the federal government. Secondly, School leaders' participation in discussions about development of the new strategic plan were conducted via principal meetings and webinars throughout this school year. Development of the plan was discussed and feedback from principals and district EO's provided a well thought out plan to support the needs of ALL students, including our most vulnerable students such as our homeless and foster children, and schools it was written for. Lastly, School leaders' opinion about the impact of the new consolidated state plan for ESSA in supporting school improvement efforts for student learning at schools were examined and scrutinized to create the new plan that would fairly support all schools in Hawaii and the needed funds to support school initiatives to close the achievement gaps, most notably our high-needs students such as economically disadvantage students, students with disabilities, and our English Learners.

In my opinion, the submission of our Hawaii Consolidated State Plan for ESSA is through, comprehensive and addresses areas that will support all schools to provide resources to close the gap for all student categories. This plan will provide needed funds to support school related programs and help district teams to support principals and their schools. This plan needs to be approved immediately.

Mahalo

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
CENTRAL OAHU DISTRICT OFFICE  
1122 Mapunapuna Street, Suite 200  
Honolulu, Hawaii 96819

To: Members of the State of Hawaii Board of Education

From: Glen Iwamoto   
Waimalu Elementary School Principal

James Kau   
Aiea Elementary School Principal

Tom Kurashige   
Aiea Intermediate School Principal

Chad Matsuda   
Gus Webling Elementary School Principal

Blaine Takeguchi   
Pearlridge Elementary School Principal

Shannon Tamashiro   
Aiea High School Principal

Sandra Watanabe  
Alvah Scott Elementary School Principal

Date: June 20, 2017

Re: Hawaii Consolidated Plan for ESSA

The principals in the Aiea Complex read with great interest the Hawaii Consolidated Plan for ESSA. We are in agreement that *"all children should be provided significant opportunities to receive a fair, equitable, and high-quality education"* and *"schools should work to close*

*educational achievement gaps*” that exist in many schools. However, there are two areas of concern we would like to highlight.

One, the aim to “*achieve equity and excellence for all students*” is a notable goal. Our concern lies in how the term “*equity and excellence for all students*” is applied and defined under the Hawaii Consolidated Plan for ESSA, especially for SPED and ELL students. According to the plan, “*Hawaii will close the achievement gap by 2020...all student subgroups will achieve the same high level of excellence that we expect of students statewide.*” To this end, the Hawaii Consolidated Plan created Hawaii’s Academic Measures of Interim Progress and Long-term Goals. The Academic Measures established a proficiency baseline for Language Arts and Mathematics for all student subgroups based on the 2015-2016 statewide assessments. The baseline revealed “*significant variation in student achievement*” among the various student subgroups.

### Hawaii’s Academic Measures of Interim Progress and Long-terms Goals

	Language Arts Proficiency, based on statewide assessments			Mathematics Proficiency, based on statewide assessments		
	Baseline SY 2015-2016	Measurement of Interim Progress SY 2019-20	Long-Term Goal SY 2024-2025	Baseline SY 2015-2016	Measurement of Interim Progress SY 2019-20	Long-Term Goal SY 2024-2025
All Students	51%	61%	74%	42%	54%	69%
Economically disadvantaged	39%	61%	74%	31%	54%	69%
Children with disabilities (SPED)	14%	61%	74%	12%	54%	69%
English learners (ELL)	21%	61%	74%	22%	54%	69%
Native Hawaiian	36%	61%	74%	28%	54%	69%
Filipino	54%	61%	74%	44%	54%	69%
White	67%	61%	74%	54%	54%	69%
Asian (excluding Filipino)	71%	61%	74%	52%	54%	69%
Pacific Islander	29%	61%	74%	22%	54%	69%
Hispanic	48%	61%	74%	38%	54%	69%
Black	52%	61%	74%	35%	54%	69%

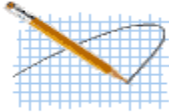
The Academic Measures then set the same proficiency targets for all student subgroups for SY 2019-2020 (Interim Progress) and for SY 2024-2025 (Long-term Goal). The Interim Progress proficiency goals are set at 61% proficient for all student subgroups in language arts and 54% proficient for all student subgroups in mathematics. The Long-term Goal sets proficiency targets even higher at 74% proficient in language arts and 69% in mathematics. According to the Consolidated Plan, *the interim progress measures and the long-term goals reflect equity: all student subgroups achieving same level of proficiency.*

The concerns of the schools lie in the requirement that students who qualify for SPED and ELL services due to their disabilities or barriers that interfere with learning, to achieve the same proficiency benchmarks as students who do not have disabilities or barriers for learning. The stated goal of the Consolidated Plan is to achieve "equity." The authors of the plan use "equity" to mean equal or same. The principals of the Aiea Complex humbly disagree with this definition of "equity." We feel the word "equity" means fair, or reasonable. Is it fair or reasonable to expect students with learning disabilities to perform at the same academic proficiency levels as a non-disabled student?

This stance is not to be construed as being opposed to the closing of achievement gaps that now exist among student subgroups, or the elevating of all students to higher achievement levels. The principals of the Aiea Complex are committed to closing the achievement gaps and increasing student achievement. What we are proposing is looking at more reasonable or fair ways to measure academic progress or increases in student proficiency than holding all students, regardless of circumstances, to the attainment of the same proficiency levels. Perhaps, academic growth can be used as the measure of progress or increase in learning. Benchmarks could be set as "each student will demonstrate one year's growth in learning when compared to the previous year" or "every student will demonstrate one grade level growth each year."

Two, *"Hawaii also selected a measure of attendance (chronic absenteeism: 15 or more days absent) as its state-selected measure of school quality or student success."* The Hawaii Consolidated Plan cites that *"...this measure...is based on the HIDOE/BOE Strategic Plan and the BOE's aggressive goals to reduce chronic absenteeism by 2020, since school attendance is critically important to student success and chronic absenteeism is widely viewed as an indicator that suggests a school has struggling students."* As school administrators we know the importance of student attendance and the impact it makes on school success. We deal with the problem every day. All of us invest a great deal of time, effort, and resources to inform parents, do home visitations, work with the students, file court petitions; all to get students to school. We are not opposed to using student attendance as a measure of school quality or student success. What we are seeking is more support from the courts and the board to enforce the compulsory education laws. Many people are surprised when they learn the schools cannot compel parents to send their child to school. The school are not empowered to enforce the compulsory education laws nor should they be. Many students and parents who do not comply with the compulsory education laws know they will not face any legal consequences. It is frustrating for schools to deal with chronically absent students, but it is even more frustrating to work within a system that does not enforce the laws, but will hold the school responsible for having chronically absent students.

Any assistance you can give to address these two concerns will be greatly appreciated.



Jamie M Dela Cruz/KAELEPULU/HIDOE

06/16/2017 02:28 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

---

June 16, 2017

To: Board of Education Chairperson Lance Mizumoto,  
Vice Chairperson Brian De Lima,  
Members of the Board of Education

From: Principal Jamie M. Dela Cruz, Ka'elepulu Elementary School  
Principal Gay Kong, Keolu Elementary School

Subject: Board Action to Authorize submission of Hawaii's consolidated state plan for the  
Every Student Succeeds Act (ESSA)  
June 20, 2017, Board of Education of Education General Business Meeting

The urgency of planning for school year 2017-2018 compels me to advocate the approval of the recommended submission of Hawaii's consolidated state plan for the Every Student Succeeds Act (ESSA). ESSA requires full implementation of the plan beginning school year 2017-18. Having a plan in place provides all schools and all students common guideposts to strive for success. If we begin the upcoming school year without a state-approved plan schools' planning process/progress will be severely impacted due to lack of guidance and alignment statewide.

Our schools, no matter the communities, have diverse populations. The plan allows us to receive support from federal funds which provide us the resources to close the achievement gaps, most notably our high-needs students such as economically disadvantaged students, students with disabilities, and English learners, as prioritized in our Strategic Plan and the Governor's Blueprint. ESSA supports and impacts schools through funding and supporting the development of effective teachers through a tri-level system providing educators with appropriate professional development opportunities to meet their unique needs. ESSA provides professional development for highly qualified mentors who support developing teachers to refine their practice. This, in turn, positively impacts our diverse populations and communities. ESSA provides for:

Title II: Educator Effectiveness

- Ensuring effective teachers and school administrators for all students in all schools
- Supporting beginning teachers through induction and mentoring

- Providing professional development to support state, complex area, and school initiatives
- Building leadership capacity from teacher leaders to school principals

The highest impact on students and achievement is through interactions with high quality educators. Please support schools through the approval of the recommended submission of Hawaii's consolidated state plan for the Every Student Succeeds Act (ESSA).

"Every student deserves a great teacher not by chance but by design."  
~Douglas Fisher, Nancy Frey, and John Hattie

**Mr. Jamie M. Dela Cruz**  
**Proud Principal**

O: 808-266-7811 F: 808-266-7813




---

*CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Please do not forward or include another party in this communication without expressed permission. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender.*





Gay Kong/KEOLU/HIDOE

06/16/2017 02:43 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

---

June 16, 2017

To: Board of Education Chairperson Lance Mizumoto,  
Vice Chairperson Brian De Lima,  
Members of the Board of Education

From: Principal Jamie M. Dela Cruz, Ka`elepulu Elementary School  
Principal Gay Kong, Keolu Elementary School

Subject: Board Action to Authorize submission of Hawaii's consolidated state plan for the  
Every Student Succeeds Act (ESSA)

June 20, 2017, Board of Education of Education General Business Meeting

The urgency of planning for school year 2017-2018 compels me to advocate the approval of the recommended submission of Hawaii's consolidated state plan for the Every Student Succeeds Act (ESSA). ESSA requires full implementation of the plan beginning school year 2017-18. Having a plan in place provides all schools and all students common guideposts to strive for success. If we begin the upcoming school year without a state-approved plan schools' planning process/progress will be severely impacted due to lack of guidance and alignment statewide.

Our schools, no matter the communities, have diverse populations. The plan allows us to receive support from federal funds which provide us the resources to close the achievement gaps, most notably our high-needs students such as economically disadvantaged students, students with disabilities, and English learners, as prioritized in our Strategic Plan and the Governor's Blueprint. ESSA supports and impacts schools through funding and supporting the development of effective teachers through a tri-level system providing educators with appropriate professional development opportunities to meet their unique needs. ESSA provides professional development for highly qualified mentors who support developing teachers to refine their practice. This, in turn, positively impacts our diverse populations and communities. ESSA provides for:

Title II: Educator Effectiveness

- Ensuring effective teachers and school administrators for all students in all schools

- Supporting beginning teachers through induction and mentoring
- Providing professional development to support state, complex area, and school initiatives
- Building leadership capacity from teacher leaders to school principals

The highest impact on students and achievement is through interactions with high quality educators. Please support schools through the approval of the recommended submission of Hawaii's consolidated state plan for the Every Student Succeeds Act (ESSA).

*CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Please do not forward or include another party in this communication without expressed permission. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender.*

Sincerely,  
Gay Kong  
Keolu Elementary Principal  
266-7818 Ext 226  
391-5230(cell)

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
HONOLULU DISTRICT OFFICE  
4967 KILAUEA AVENUE  
HONOLULU, HAWAII 96816

Meeting: June 20, 2017 General Business Meeting  
Agenda Item: Every Student Succeeds Act (ESSA) Plan  
Position: Support

Dear Honorable Board Chair, Lance Mizumoto and Honorable Members of the Board,

We, the Farrington Kaiser Kalani Complex Area administrators are in strong support for the approval of the Hawaii Consolidated State Plan that addresses the requirements of the Every Student Succeeds Act (ESSA). As Complex Area Superintendent, Principals, and Educational Officers that support schools, we were all given the opportunity to provide input into the ESSA Plan. We all participated in providing feedback to influence a plan that was reflected our unique context and supported the students and schools of Hawaii.

Ongoing participation for input and feedback via surveys and face-to-face meetings were provided to learn more about the direction of our Department. We understand that the ESSA plan aligns with our State Strategic Plan and provides overarching guidance while leaving discretion to the schools to determine customized priorities and needs of our community; our schools' focus is reflected in our school Academic Plan. The critical shift is a balance to address more comprehensive supports, response and high quality services to build qualities, experiences, skills and knowledge important to the growth and needs of our students. It is an important first step to engage in innovation rather than make decisions solely driven by federal compliance.

We also feel that it will be critical for our Department to have the ESSA plan in place as we begin the 2017-2018 school year. We will be able to plan for implementation and ensure all stakeholders are informed as we prepare to welcome our students in August.

Thank you for accepting and considering our testimony that supports the approval of the Hawaii State Department of Education ESSA plan.

Testimony in Support of Approval of ESSA Plan for BOE Meeting June 20, 2017

**Farrington Kaiser Kalani Complex Area Superintendent, Principals and Complex Area Educational Officers**



Donna Lum Kagawa, Complex Area Superintendent  
Farrington Kaiser Kalani Complex Area



Tim Hill, DES  
Farrington Kaiser Kalani Complex Area



Loretta Yee, SRS  
Farrington Kaiser Kalani Complex



Tiare Uli'i, CAO  
Farrington Kaiser Kalani Complex Area



Dean Nakamoto, DES  
Farrington Kaiser Kalani Complex Area



Cody Kikuta, SRS  
Farrington Kaiser Kalani Complex Area



Joan Funamura, SRS  
Farrington Kaiser Kalani District



Wendy Kau, DES  
Farrington Kaiser Kalani Complex Area

Testimony in Support of Approval of ESSA Plan for BOE Meeting June 20, 2017

Farrington Kaiser Kalani Complex Area Superintendent, Principals and Complex Area Educational Officers



Mavis Tasaka, Principal  
Dole Middle School



Cindy Sunahara, Principal  
Unapuni Elementary School



Fred Yoshinaga, Principal  
Fern Elementary School



Laura Vines, Principal  
Kalihi Kai Elementary School



Alfredo Carganilla, Principal  
Farrington High School



Laura Ahn, Principal  
Kalihi Uka Elementary School



Patricia Dang, Principal  
Kapalama Elementary School



William Grindell  
Kalihi Elementary School



Arnie Kikkawa, Principal  
Puuhale Elementary School



Ronnie Victor  
Kalihi Waena Elementary School



Bert Carter  
Kaewai Elementary School



Lorelei Aiwohi  
Kalakaua Middle School

Testimony in Support of Approval of ESSA Plan for BOE Meeting June 20, 2017

Farrington Kaiser Kalani Complex Area Superintendent, Principals and Complex Area Educational Officers



Sean Tajima, Principal  
Niu Valley Middle School



Shannon Goo, Principal  
Hahaione Elementary School



Justin Mew, Principal  
Kaiser High School



Jason Yoshimoto, Principal  
Kamiloiki Elementary School



Sean Tajima, Principal  
Niu Valley Middle School

**Farrington Kaiser Kalani Complex Area Superintendent, Principals and Complex Area Educational Officers**



Kinau Gardner, Principal  
Kahala Elementary School



Frank Fernandes, Principal  
Kaimuki Middle School



Mitchell Otani, Principal  
Kalani High School



Christina Small, Principal  
Liholiho Elementary School



Bonnie Tabor, Principal  
Waikiki Elementary School



Ryan Amine, Principal  
Wilson Elementary School

Angel Ramos, Principal  
Hawaii School for the Deaf and Blind





## Native Hawaiian Education Council

---

June 19, 2017

Mr. Lance A. Mizumoto, Chair  
Mr. Brian De Lima, Vice Chair  
State of Hawai'i, Board of Education  
1390 Miller Street, Room 309  
Honolulu, Hawai'i 96813

Via: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

Re: **June 20, 2017 General Board Meeting VI. Action Item D. Board Action to authorize submission of Hawaii's consolidated state plan for the Every Student Succeeds Act ("ESSA") - SUPPORT**

Dear Chair Mizumoto and Vice Chair De Lima,

**We generally support Hawai'i's Consolidated State Plan for ESSA, recommend Board authorization/approval action regarding its submission, and have commendations and recommendations for the Department and Board to consider.** The Council's comments re: were detailed and transmitted in correspondence to the Board in its April 4<sup>th</sup>, May 23<sup>rd</sup> and June 2<sup>nd</sup>, 2017 written testimonies and we affirm our comments and continuing commitment as guided by the Native Hawaiian Education Vision and Mission, the Native Hawaiian Education Platform and the Council's 2017-2018 education priorities also previously submitted.

We **understand** that the Consolidated State Plan for ESSA: 1) Outlines Hawai'i's compliance with requirements of the ESSA law which contains significant specific mandates regarding academic standards, student testing, school accountability and teacher qualifications; 2) If approved by the United States Department of Education (USDOEd), will allow for federal funding to help schools better serve educationally disadvantaged students; and 3) Reflects those points of intersection and alignment with BOE/DOE Strategic Plan 2017-2020 or the Governor's aspirational Blueprint for Public Education as it relates to ESSA, knowing that there are many more details, concepts, perspectives and priorities in the Strategic Plan and Blueprint that reflect what is important to Hawai'i (e.g., Policy E-3, Na Hopena A'o Hawaiian medium pathway, school and student supports, whole child, authentic assessments, students with disabilities, multilingualism).





We **commend** the Department for the: 1) Acknowledgement of Hawai'i's two official languages—English and Hawaiian; 2) Holistic public education framing of early education, Hawaiian medium/Kaipuni education and public charter schools; 3) Acceleration of and commitment to the Kaipuni Assessment for Educational Outcomes (KAEO) development for grades 5-8, including field testing in Spring 2018; and 4) Extensive outreach to stakeholders state wide to educate, inform, engage, listen and review the final draft plan as presented, including continuous collaboration on how to balance and address the federal ESSA requirements with the context that is unique to Hawai'i.

In moving forward with the provisions of ESSA, implementation of the BOE/DOE Strategic Plan and the Governor's Blueprint for Public Education, we **recommend** the Department:

1) ***ESSA Indicators as Identifiers.*** Implement the provisions of ESSA, particularly the significant weights of "Academic Achievement and "Academic Progress" (80%) with fidelity, meaning the markers truly are used to **identify (not punish)** schools and student sub-group populations needing the most help academically, applying the "Whole Child" philosophy in constructing and applying interventions;

2) ***ELA/Math Proficiency Interim and Long Term Targets and Graduation Rates.*** Provide schools and complexes with data and holistic, integrated, timely and sustained supports to address, bridge and traverse gaps between "baseline", "interim" and "long term" targets for "Student Sub-Groups";

3) ***Title II, Part A: Supporting Effective Instruction.*** Include all teachers in our public education system, including Kaipuni and charter school teachers to support effective instruction. Primary areas of need include: A) The need for more intensive recruit, retain and reward strategies to address needs in Kaipuni and charter school settings; and B) Supporting multiple educator and administrator pathways; and C) Developing and employing multiple strategies: (e.g., licensing, placement);

4) ***Official Languages—English and Hawaiian.*** Move forward boldly, asserting state control over education including our right to education systems in two official languages as mediums of education, those who are enrolled in Hawaiian medium education should be treated equitably as to opportunities and resources;

5) ***Ends Policy E-3 Na Hopena A`o (HA).*** Continue to acknowledge, support and advance the systemic implementation responsibility and work of the Office of Hawaiian Education for this foundational Board policy throughout the internal Department system and in the State as part of the Governor's aspirational Blueprint for Education.

6) ***Charter Schools.*** Support and work with the State Public Charter School Commission (SPCSC) and its Executive Director and staff to: A) Inform and provide input to their strategic planning effort, vision and planning process; B) Recognize and learn from the innovative curriculum, instruction and assessment practices in existence; and C) Map the ESSA reporting and support opportunities and the Strive HI 3.0 Framework to the SPCSC contract and academic framework elements in an effort to holistically communicate aligned accountabilities



Lance A. Mizumoto, Chair  
Brian De Lima, Vice Chair  
June 19, 2017  
Page 3

clearly to schools, families, communities and other stakeholders while balancing charter tenants of access, autonomy and accountability; and

7) ***Other Recommendations.*** A) Emphasize in the annual report card, more whole child holistic elements of emphasis, weighting, value; B) Use student GPA similar to Hawai'i Community College System's Achieving the Dream. The research shows that Cumulative High School GPA of 2.6 and above had a positive correlation to student success in college math and English; and C) Annual expenditures at the school level should be easily understood for the school students, families and communities.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail ([sylvia@nhec.org](mailto:sylvia@nhec.org)) or office telephone (808.523.6432) with any questions.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff



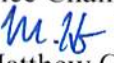


STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
**WINDWARD OAHU DISTRICT**  
46-169 KAMEHAMEHA HIGHWAY  
KANE OHE, HAWAII 96744

DATE: Monday, June 19, 2017

TO: The Honorable Lance A. Mizumoto  
Chairperson, Board of Education

The Honorable Brian DeLima  
Vice Chairperson, Board of Education

FROM:   
Matthew C.W. Ho  
Complex Area Superintendent, Castle-Kahuku

SUBJECT: Agenda Item: Hawai'i's Consolidated State Plan for the Every Student Succeeds Act

On behalf of the sixteen schools and their administrators of the Castle-Kahuku Complex Area in the Windward District, I completely support the Department's submission of Hawai'i's Consolidated State Plan for the Every Student Succeeds Act (ESSA). Hawai'i's Consolidated State Plan for the ESSA is aligned to the Governor's Blueprint, the Department's Strategic Plan, and the vision of the Department.

During the past school year, I participated in several focus groups, discussions, and community/stakeholder meetings conducted by the Department, as well as with the Education Institute of Hawaii. I believe my personal and professional views and perspectives to increase student achievement through student, staff, and school supports is accurately reflected in Hawai'i's Consolidated State Plan for the ESSA.

Accountability and interim measures of progress (including the Educator Effective System and statewide student assessments) identified in the Consolidated State Plan for the ESSA is responsible, reasonable, and provident. The Consolidated State Plan for the ESSA identifies goals to increase the achievement of disadvantaged students to close the achievement gap with providing differentiated supports based on school needs based on the Strive HI 3.0 Performance System.

The Consolidated State Plan for the ESSA will allow the Department to receive federal funding which will help to provide resources to close the achievement gaps, specifically our high-needs students including our economically disadvantaged students, students with disabilities, and English language learners (ELL).

With a significant ELL student population in the Castle-Kahuku Complex Area, the need and support for these students to develop English language skills is imperative. The Consolidated State Plan for the ESSA will provide the means to monitor the effectiveness of our language instruction programs, while ensuring students who exit the program have acquired the skills necessary to succeed beyond the classroom with transition support in the first two years of exit.

I request that the Board of Education authorize submission of the Consolidated State Plan on June 20, 2017 so we are able to move forward this plan to our Governor, for his review and to develop an implementation plan.



DAVID Y. IGE  
GOVERNOR



KATHRYN S. MATAYOSHI  
SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
HOKULANI ELEMENTARY SCHOOL  
2940 KAMAKINI STREET  
HONOLULU, HAWAII 96816-1789

June 15, 2017

Board of Education General Business Meeting  
Tuesday, June 20, 1:30 p.m.

Agenda Item: ESSA Plan  
Position: Support  
From: Laurie Luczak, Principal

It's hard for me to fathom that anyone involved in education, even tangentially, wouldn't want EVERY child to be creative, enthusiastic about life, and inquisitive. Neither can I imagine anyone in this room, or reading this testimony, ever volunteer their family member or neighbor, to live a humdrum existence or to settle for mediocrity. Education doesn't just open doors; it builds minds, hearts, and souls while saving lives.

EVERY Student Succeeds Act (ESSA) addresses societal challenges: equity, opportunity, and empowerment. Maslow was spot on when he developed his hierarchy of need. Think of your own positive and life-changing experiences. I'll bet that equity, opportunity, and empowerment were all present. That's what we want for our learners. We want them involved in the present. We want them excited and hopeful about the future. We want them to be inspired and to inspire through positive energy. But that's difficult when you're hungry, when you're wondering where you will sleep, when you aren't accepted socially because you didn't bathe because you couldn't, or when you feel that you are unable to fully engage due to lack of knowledge and skill. Frustration builds when you are unable to communicate because of language differences, not because of will, but because you were born elsewhere. It's hard to move forward when the quagmire of life envelopes you and you are powerless because at six-years old (or sixteen) you are dependent on every single adult in your life regardless of their capacity to live and act responsibly. Children shouldn't be hostages to the decisions of adults. But they are and we can help.

Schools are necessities of life and are havens, especially for the vulnerable school dependent children who need to be supported not thwarted. And to assist them, the adults in every school need to be passionate, caring, knowledgeable, and empowered through ongoing training, professional development, and opportunity.

We do not have the right to judge who has opportunity and who doesn't, whether we are speaking of young learners or adult learners. ESSA and the connected Strategic Plan helps people grow. We are in the people business where everyone should be thriving and not merely existing, and ESSA and the Strategic plan will help do that. Please support us.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

841 Bishop St., Suite 301  
Honolulu, Hawaii 96813



Telephone: 808 926-1530  
Contact@HEECoalition.org

June 20, 2017

Hawaii Board of Education  
General Business Meeting  
Lance Mizumoto, Chair  
Brian De Lima, Vice Chair

Aloha Chair Mizumoto, Vice Chair De Lima and Members of the Committee,

We would like to **support** Board action to authorize submission of Hawai'i's Consolidated State Plan for the Every Student Succeeds Act ("ESSA").

Hui for Excellence in Education, or "HE'E," is a statewide coalition of diverse stakeholders committed to working collaboratively to identify opportunities to improve public education in Hawai'i. HE'E seeks to be the focal point for community and parent engagement while serving as a public resource for educational policy.

As public education advocates, HE'E members have engaged in community meetings for the Governor's Blueprint, the Strategic Plan and the State's ESSA Plan. We appreciate the extensive outreach of the Governor's Task Force, the Board of Education and the Department of Education in getting community feedback on the various plans. We understand that the ESSA Plan outlines what the state will do to comply with the federal law, which allows us federal resources to advance equity and excellence for all students. We also acknowledge that the ESSA plan, which focuses on federal compliance, is only part of the State's Strategic Plan, which is a representation of our educational goals for the state of Hawai'i. The Strategic Plan and STRIVE HI 3.0 Performance System have already been approved. Therefore, we think it is prudent that the Board authorize this plan now, so that there is alignment in all of the plans, giving school leaders the clarity they need for the beginning of the school year.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

## HE'E Member List

Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

\*Castle Complex Community Council

\*Castle-Kahuku Principal and CAS

Coalition for Children with Special Needs

\*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

Harold K.L. Castle Foundation

\*Hawai'i Afterschool Alliance

\*Hawai'i Appleseed Center for Law and Economic Justice

\*Hawai'i Association of School Psychologists

Hawai'i Athletic League of Scholars

\*Hawai'i Charter School Network

\*Hawai'i Children's Action Network

Hawai'i Nutrition and Physical Activity Coalition

\* Hawai'i State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

\*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

\*Kaua'i Ho'okele Council

Keiki to Career Kaua'i

## Kupu A'e

\*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the Odds

\*Native Hawaiian Education Council Our Public School

\*Pacific Resources for Education and Learning

\*Parents and Children Together

\*Parents for Public Schools Hawai'i

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

*Voting Members (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

June 20, 2017

Hawai'i Board of Education  
General Business Meeting  
Lance Mizumoto, Chair  
Brian De Lima, Vice-Chair

Aloha Chair Mizumoto, Vice Chair De Lima and Members of the Committee,

We would like to **support and comment on the** Board Action to authorize submission of Hawai'i's Consolidated State Plan for the Every Student Succeeds Act ("ESSA").

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA).

We are committed to equity in education through either of the state's official languages, English and Hawaiian. We are concerned for specified groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools relative to others.

We are generally supportive of the DOE's recommendation to authorize the submission of the Hawai'i Consolidated State Plan for ESSA. We understand that the ESSA Plan outlines how Hawai'i will comply with the requirements of the ESSA law. We understand that ESSA law has significant mandates, especially regarding academic standards, student testing, school accountability and teacher qualifications.

Approval of the state's plan by the US DOE will allow for federal funding to help schools better serve educationally disadvantaged students.

In particular, we acknowledge the following:

- We are pleased that the plan states that Hawai'i has two official state languages-English and Hawaiian. Further, KAE0 assessment development for grades 5-8 will be on a fast track with the target of rolling out a field test in the Spring of 2018. While the field test is being administered, the requirement of having Kaiapuni students take the Smarter Balanced Assessment will be waived.
- Filipino, Native Hawaiian and Pacific Islander will be disaggregated into their own groups. While Native Hawaiian and Pacific Islander groups are already in state reporting, the addition of Filipino as its own group is welcomed, since Filipinos are the second largest ethnic group in the State
- We appreciate the section on "English language acquisition and language enhancement" (Title 3, Part A, sub part 1, pp. 91-97), however there needs to be more intention to include multilingualism for an equitable education for our EL students. Research shows when EL students maintain their home languages through dual language programs, students better learn academic content and English proficiency. In addition, EL students deserve qualified licensed EL teachers. These additional inclusions support Board policy 105.14 and the Governor blueprint's vision of "pathways for multilingualism." (pp. 153-154).



We encourage the BOE to authorize submission of the Consolidated State Plan for ESSA, but with consideration to add the importance of multilingualism for equitable education and EL teacher licensure to address the achievement gap for our EL students.

Thank you for your consideration and the opportunity to testify.

Mahalo,

Cheri Nakamura  
Sylvia Hussey  
Patricia Halagao  
Brook Chapman DeSousa  
Ka'ano'i Walk  
Kanakolu Noa  
David Miyashiro  
William Pila Wilson

DAVID IGE  
GOVERNOR

Mark Hackelberg  
PRINCIPAL



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
**KEALAKEHE INTERMEDIATE SCHOOL**  
74-5062 ONIPA'A STREET  
KAILUA-KONA, HAWAII 96740  
PH: 808-313-3000 FAX: 808-327-4315

KATHRYN MATAYOSHI  
SUPERINTENDENT

ARTHUR SOUZA  
COMPLEX AREA SUPERINTENDENT

June 19, 2017

Board of Education Chairperson Lance Mizumoto

Aloha,

My name is Mark Hackelberg, I am the Principal at Kealakehe Intermediate School in Kailua-Kona. I am writing in support of the Board of Education to authorize the submission of the consolidated plan for Every Student Succeeds Act (ESSA).

- **Participation in the development process:** As a Principal on a neighbor island, I have taken advantage of opportunities to be involved in the development process, at the Governor's Education Summit, the Education Institute in Hawaii, and principal meetings. In my opinion the process has been transparent, with stakeholder input used to streamline and rewrite the ESSA plan.
- **Timing of the board's action:** With the beginning of a new school year just weeks away, it is imperative that the Board act with urgency on the submission. The passage of this plan will insure all Hawaii schools start the year with a unity of purpose. When coupled with the Strategic plan, Strive Hi 3.0 and the Governor's Blueprint for Education, the ESSA plan allows for a consistent theme, increased student achievement.
- **Impact of the plan on schools:** As a school impacted by a high percentage of economically disadvantaged and English Language Learners the plan allows schools to receive federal funds to provide us the resources to close the achievement gaps, as prioritized in our Strategic Plan and the Governor's Blueprint. These funds also provide needed supports to our most vulnerable students such as our homeless and foster children. Because of this financial assistance we will be making changes to our classroom structure in my ELL population. We will implement a co-teaching model for our ELL students in an immersion setting. We will also be using federal funding to support the transition to middle school. By hiring coaches we will continue to use our vision statement "Relationships are the heart of all learning" as a foundation to better student achievement.

Thank you for allowing me to share my thoughts on this important topic.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Hackelberg".

Mark Hackelberg

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



## KAMEHAMEHA SCHOOLS®

Date: June 20, 2017  
To: Board of Education, General Business Meeting  
When: 1:30 p.m.  
Testifier: Wai‘ale‘ale Sarsona  
Agenda Item: VI. D. Board Action to authorize submission of Hawaii’s consolidated state plan for the Every Student Succeeds Act (“ESSA”)

E ka Luna Ho‘omalua Mizumoto, ka Hope Luna Ho‘omalua De Lima, a me nā Lālā o ka Papa Ho‘ona‘auao, aloha! My name is Wai‘ale‘ale Sarsona and I serve as the Managing Director of the Kūamahi Community Education Division of Kamehameha Schools. Our Strategic plan guides us to contribute to the communities’ collective efforts to improve Hawai‘i’s education systems for Native Hawaiian learners. *We are encouraged by and in support of the updated Hawai‘i consolidated state plan for the Every Student Succeeds Act (“ESSA”).*

We support the inclusion of the Department’s decision to immediately expand the administration of the KAE0 to grades 5 through 8, with field testing beginning in Spring 2018. Most importantly, while the field test is being administered, the requirement of participation in the Smarter Balanced Assessment by Ka Papahana Kaiapuni students will be waived. The KAE0 (Kaiapuni Assessment of Educational Outcomes) addresses significant problems with the prior Hawai‘i State Assessment for Kaiapuni (Hawaiian language immersion) students. The previous Assessment was an English language *translation* while the KAE0 was created in the Hawaiian language and more accurately measures Kaiapuni student progress. We are sincerely grateful for the opportunity to engage in meaningful discussion with the Department and other Hawaiian education stakeholders to honor the two official languages of Hawai‘i’s public education system.

Founded in 1887, Kamehameha Schools is an organization striving to advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

‘A‘ohe hana nui ke alu ‘ia. No task is too large when we all work together! Mahalo nui.



**Bill Arakaki/KAUAIDO/HIDOE**

06/19/2017 01:22 PM

To testimony\_boe@notes.k12.hi.us  
cc Tammi Chun/OSIP/HIDOE@HIDOE  
Subject Testimony - Every Student Succeeds  
Act (ESSA) Plan

---

NAME/ORGANIZATION: Kauai Complex Area Superintendent, Kapaa-Kauai-Waimea Principals and  
Kauai District Educational Officers

MEETING: General Business Meeting - Tuesday, June 20, 2017

AGENDA ITEM: Every Student Succeeds Act (ESSA) Plan

POSITION: Support

To the Honorable Board Chair Lance Mizumoto and Honorable Members of the Board: I am attaching our Kauai Complex Area letter of support for the agenda item - ESSA Plan on the General Business Meeting, Tuesday, June 20, 2017. We are in support of the ESSA Plan. Please contact me at 274-3502 or email at bill\_arakaki@notes.k12.hi.us if you have any questions. Mahalo!

William N. Arakaki  
Kauai Complex Area Superintendent

Office: 808-274-3502  
FAX: 808-275-3508  
3060 Eiwa Street, Rm 305  
Lihue, Hawaii 96766

Follow me on Twitter: @CASArakaki

KCA Mission: "Kauai Complex Area empowers and guides schools to inspire and educate children to become adaptive, innovative, contributing members of their community"

Motto: "We Care for and prepare All Students for Careers, College, and Citizenship in the 21st Century"

"Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message."



**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
**HONOLULU DISTRICT OFFICE**  
4967 KILAUEA AVENUE  
HONOLULU, HAWAII 96816

June 20, 2017

To: Members of the Board of Education

From: Steven M. Shiraki, Ph.D., Complex Academic Officer  
Kaimuki, McKinley, Roosevelt Complex Area

Re: Testimony in Support of Board Action to Authorize Submission of the Hawaii  
Consolidated State Plan for the *Every Student Succeeds Act (ESSA)*

Via: Email: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

Good afternoon. My name is Steven Shiraki and I am the Complex Academic Officer with Kaimuki, McKinley, and Roosevelt Complex Area. I am writing in support of the Department's Consolidated State Plan to meet the requirements of the *Every Student Succeeds Act (ESSA)*.

In my current position, I work directly with schools to support a comprehensive framework of school improvement. Personally, and professionally, I have found the plan to be quite comprehensive in its focus and scope. The development of the plan has incorporated input and feedback from a range of leaders and stakeholders, internal and external to the Department. Additionally, the plan is clearly designed to promote equity and excellence for all students, particularly those students whose are most vulnerable. Finally, the plan is well-designed in the manner that it supports the Department's implementation of the Strategic Plan.

May I encourage the Board to move to approve the plan and its submission with appropriate expediency, as this action will allow all of us, at the state, complex, and school level, to begin to build a framework of understanding of the key components of the plan, along with system wide plans for implementation during the coming school year. The clarity around the consolidated state plan will allow schools to continue to meet the goals of the Strategic Plan and prepare for the challenging work of school improvement at the outset, during a time of critical accountability for the entire Department.

Thank you for the opportunity to offer testimony in support of this measure and also for your timely consideration of my request.

DAVID Y. IGE  
GOVERNORKATHRYN S. MATAYOSHI  
SUPERINTENDENT

**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
**OFFICE OF THE COMPLEX AREA SUPERINTENDENT**  
**KAUAI SCHOOLS**  
3060 EIWA STREET, ROOM 305  
LIHUE, HAWAII 96766

June 16, 2017

Meeting: General Business Meeting – June 20, 2017  
Agenda Item: Every Student Succeeds Act (ESSA) Plan  
Position: Support

Dear Honorable Board Chair Lance Mizumoto and Honorable Members of the Board:

The Kauai complex area superintendent, Kapaa-Kauai-Waimea principals and Kauai District educational officers are in strong support for approval of the Hawaii Consolidated State Plan which addresses the requirements of the Every Student Succeeds Act (ESSA). As the complex area superintendent, principals of schools and educational officers who support the schools, we were given the opportunity to provide input into the ESSA Plan. We all participated in providing feedback because we wanted a plan that was customized and supported the students and schools of Hawaii.

By participating in the surveys and sharing in meetings, we understand that the ESSA plan aligns with our state plans and does not drive our plans. The importance is we can focus on the needs of our students and be innovative rather than federal compliant.

It is also important for our system to have the ESSA plan in place as we begin the 2017-2018 school year. We want the ability to continue planning as we prepare to welcome our students in August.

Thank you for accepting and considering our testimony that supports your approval of the State's ESSA plan.



## Testimony Signature Sheet

Kapaa-Kauai-Waimea Complex Area Superintendent, Principals and Complex Area Educational Officers:

Paulina, Principal	DES - KCA
Dana Padua, Principal	DES - KCA
Allison Carrer, VP, Allure	Waimanalo High School
Sabra L. Kauka	Hawai'i State District Coord. Kauai
Gail Nakaahiti CABM	Kauai Complex Area
Chesae Cabral/Kaimura	DES - KCA
Brent Mizutani	SRS - KCA
USA Miracles	SRS - KCA
Nely Caberto	DES - KCA
Linda Uyehara	Principal - Koloa
Jason Yoshida	Principal - King Kaunua
Erik Burkman	Principal - Kalaheo Elementary
Corey Nakamura	Principal - Wilcox Elementary
William W. Aialai	Complex Area Superintendent



**S E A C**  
**Special Education Advisory Council**

**919 Ala Moana Blvd., Room 101**

**Honolulu, HI 96814**

**Phone: 586-8126 Fax: 586-8129**

**email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)**

June 20, 2017

**Special Education  
Advisory Council**

Ms. Martha Guinan, *Chair*  
Ms. Dale Matsuura, *Vice Chair*  
Dr. Patricia Sheehey, *Vice  
Chair*  
Ms. Ivalee Sinclair, *Vice Chair*

Lance Mizumoto, *Chair*  
Hawaii State Board of Education  
P. O. Box 2360  
Honolulu, HI 96804

Ms. Brendelyn Ancheta  
Dr. Robert Campbell, *liaison  
to the military*

Ms. Deborah Cheeseman  
Ms. Annette Cooper  
Ms. Gabriele Finn  
Mr. Sage Goto  
Ms. Valerie Johnson  
Ms. Bernadette Lane  
Ms. Kaili Murbach  
Ms. Stacey Oshio  
Ms. Kau'i Rezendes  
Ms. Charlene Robles  
Ms. Rosie Rowe  
Mr. James Street  
Dr. Todd Takahashi  
Dr. Daniel Ulrich  
Mr. Steven Vannatta  
Mr. Gavin Villar  
Dr. Amy Wiech  
Ms. Jasmine Williams  
Ms. Susan Wood

Amanda Kaahanui, *Staff*  
Susan Rocco, *Staff*

Dr. Christina Tydeman, *liaison  
to the Superintendent*

RE: Agenda Item VI. D. Board Action to authorize submission of  
Hawaii's consolidated state plan for ESSA

Dear Chair Mizumoto and members of the Board,

SEAC has a keen interest in the Every Student Succeeds Act (ESSA) Hawaii Consolidated State Plan as a vehicle for ensuring excellence and equity for all of Hawaii's public school students, and especially those students who receive IDEA supports through their IEP. SEAC has submitted testimonies regarding ESSA accountability at four Board of Education meetings between March 1, 2016 and April 4, 2017. We also provided oral input at the ESSA Community Partners Meeting on May 1, 2017, and presented written comments to Asst. Superintendent Chun on May 18th. The comments below summarize our positions on a number of segments of the draft plan. We hope that you receive and act on them in the spirit in which they are provided--to assist the Department in meeting the unmet needs of students with disabilities, and to improve the supports to and working environment of the educators who serve them.

**Nā Hopena A'o Competencies**

SEAC is in support of including of the **HĀ** framework of outcomes in the State Plan as a means of advancing the Department's vision and mission. As you know, SEAC has embraced the **HĀ** framework as the basis for our Vision of Inclusive Education. We are asking for the Department's partnership in disseminating this vision for including students with disabilities in the general education environment and working together towards its implementation.

**Minimum "n" Size for Statewide Accountability System**

SEAC's unwavering position for the past four years is that the Department should adopt an "n" size of 10 students to in order to





### **Minimum “n” Size for Statewide Accountability System (cont.)**

ensure that more academically vulnerable students are identified and provided supports. By your own calculations, using your proposed “n” size of 20 will exclude 15% of special education students and 36% of students who are English Learners. By contrast, an “n” size of 10 excludes only 5% of special education students from accountability reporting. In addition, the U.S. DOE uses 10 as the minimum number for reporting data related to special education and student discipline, as well as for protecting student privacy.

### **Long-term Goals for Academic Achievement and Graduation Rates**

SEAC supports the Board’s and the Department’s bold commitment to equity in academic achievement and graduation rates. While some students with disabilities may not be able to achieve equal outcomes due to the nature or severity of their disability, SEAC asserts that the large majority of students served in special education have the potential to perform comparably to their peers without disabilities given the right supports. It is far better to set ambitious visionary goals than to repeat the low expectations of the past.

### **State-selected Measure of School Quality or Student Success**

SEAC is in agreement that chronic absenteeism, defined as missing 15 or more days in a school year, is an important accountability measure affecting student outcomes. The rate of chronic absenteeism for special education students in SY 15-16 (24.2%) was almost double the rate for non-special education students (13.7%). To reduce this barrier to student success, SEAC recommends setting a distinct plan for reducing special education absenteeism, in addition to the 9% target for all students by SY 19-20.

### **Identifying Schools for Support and Improvement**

SEAC is in support of the plan to identify schools for support by school type--elementary, middle and high school--as a means to increase fairness and offer additional supports at all grade levels. We are confused, however, as to whether all 290 schools are covered under the ESSA plan, or only Title I schools. On page 42, the draft plan states that “the minimum required percentage of **Title I schools** identified for comprehensive support and improvement will be maintained at no less than 5%.” Two sentences later, the plan states that “**All** schools with low-performing or consistently underperforming subgroups will be identified for targeted support and improvement.”

SEAC emphatically recommends that the ESSA State Plan apply to all of Hawaii’s public schools. Under previous iterations of the Strive HI accountability system, we have seen schools acknowledged as recognition schools at the same time that their special education student population was consistently near the bottom of the achievement gap. The promise of ESSA is that student subgroup performance must be accounted for and prioritized for intervention, when appropriate, so that ALL students receive an education that meets their needs and prepares them for success as adults.

### **Supports for Educators - Induction and Mentoring**

SEAC has heard consistently from our own teacher members as well as representatives from the



### **Supports for Educators - Induction and Mentoring (cont.)**

Hawaii State Teachers Association that there are not enough assigned special education teachers to provide quality mentoring and induction to special education teachers who are new to the field and/or encountering instructional challenges in the classroom. While the plan states a commitment to expanding induction and mentoring efforts to better support special education teachers (as well as other targeted groups), there are not enough specifics to ensure accountability.

### **Teacher Certification**

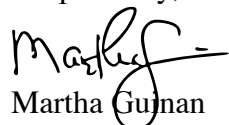
The assurances the draft plan is offering regarding teacher certification does not acknowledge the special education teacher who may be instructing students in multiple subject areas throughout a school day. While SEAC members' consensus is that it is not practical for special education teachers to demonstrate subject matter competence in all areas they are assigned to teach (for example, by passing PRAXIS in each subject), SEAC does recommend that the Department require special education teachers to complete some minimum requirements/coursework and demonstrate subject knowledge. SEAC would like clarification of the Department's plan for certifying special education teachers.

### **Appendix C: Stakeholder Feedback Groups**

In the interest of accuracy, SEAC's membership also includes stakeholders from the following categories: parents, military, higher education, representatives of private school students, and early childhood leaders.

Thank you for this opportunity to weigh in on the **ESSA Hawaii Consolidated State Plan Draft**. SEAC looks forward to working with the Board and the Department on the implementation and evaluation of the approved plan.

Respectfully,



Martha Guinan  
SEAC Chair



Ivalee Sinclair  
Legislative Committee Chair

June 19, 2017

Lance A. Mizumoto, Chairperson  
Brian De Lima Vice Chairperson  
State of Hawai'i, Board of Education  
1390 Miller Street, Room 309  
Honolulu, Hawai'i 96813

Dear Chair Mizumoto, Vice Chair De Lima, and Members of the Board of Education,

I would like to support and comment on the VI. D. Board Action to authorize submission of Hawaii's consolidated state plan for the Every Student Succeeds Act ("ESSA").

I am a Professor of Education and an advocate for our immigrant, multilingual, and English learner (EL) community. I am a former BOE member and Vice Chair and Chair of the Student Achievement Committee (2014-2016).

I am generally supportive of the DOE's recommendation to authorize the submission of the Hawaii ESSA plan. However, I would like to see an additional reference to multilingualism in education as a research-based and effective programmatic approach to ELs students to acquire English proficiency and academic content in the ESSA section on English Language Acquisition and Language Enhancement (Title 3, Part A, sub part, pp. 91-97).


Therefore, I recommend the amendment bolded & highlighted below in **red** to be inserted under the section:

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

**English Language Acquisition and Language Enhancement through Multilingualism**  
**The Multilingualism for Equitable Education 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 EL students' languages and cultures are included in a meaningful and equitable education, they are better able to learn academic content and acquire the official language medium of education, be it English or Hawaiian. On May 2, 2017, the HDOE 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 EL learners by expanding diverse language program options based on research.**

Thank you for your consideration and opportunity to testify.

Sincerely,



Patricia Espiritu Halagao, Ph.D.