JOSH GREEN, M.D.
GOVERNOR

KEITH T. HAYASHI
SUPERINTENDENT

STATE OF HAWAIʻI
DEPARTMENT OF EDUCATION
KA ʻOIHANA HOʻONAʻAUAO
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

OFFICE OF THE SUPERINTENDENT

May 14, 2026

TO: The Honorable William Arakaki
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi
Superintendent

SUBJECT: Action on updated mathematics content performance standards in compliance with Chapter 302A-201, Hawaii Revised Statutes

1. EXECUTIVE SUMMARY

The Hawaiʻi State Department of Education's (Department) Office of Curriculum and Instructional Design (OCID) has revised the Hawaiʻi Common Core State Standards (CCSS) for Mathematics (Math) pursuant to Section 302A-201, Hawaiʻi Revised Statutes. The standards revision began in September 2024 in collaboration with a consultant, following the process detailed in the Department's Curriculum Management System (CMS). The process was as follows:

- In September 2024, the Department convened an initial standards review workgroup to determine whether the original CCSS for Math needed to be revised or rewritten. The workgroup determined that these standards needed to be revised based on the conditions of time, clarity, and relevancy.
- Beginning October 2024, the Department convened a larger standards revision workgroup to complete an extensive line-by-line review of each standard and provide proposed revisions with rationales.
- In May 2025, the Department worked with the standards revision workgroup to elicit preliminary feedback from internal and external stakeholders, resulting in another round of revisions, including the addition of clarifications and limitations for each standard.

- Through November 2025, the Department worked with the standards revision workgroup to review the line-by-line feedback and make final revisions, resulting in the *Hawai'i Common Core Standards for Mathematics* (HCCS-Math).
- In November 2025, the Department elicited public feedback from internal and external stakeholders for final minor revisions. Collectively, the feedback was supportive of the revisions, with reservations about reorganization of Geometry before Algebra 1, which are addressed in the body of this memo.

The Department recommends the Hawai'i State Board of Education (Board) approve the HCCS-Math for kindergarten through 12th grade (K-12).

2. RECOMMENDATION

The Department recommends Board approval of the HCCS-Math for K-12.

3. RECOMMENDED EFFECTIVE DATE

The Department recommends that the HCCS-Math take effect in school year (SY) 2026-2027, with the following stipulations:

- Elementary school training year: SY 2026-2027
- Elementary school compliance year: SY 2027-2028
- Middle school training year: SY 2027-2028
- Middle school compliance year: SY 2028-2029
- High school training years: SY 2027-2028, SY 2028-2029
- High school compliance year: 2029-2030

The Department schools may implement the original CCSS during training years, but must transition to the HCCS-Math in the given compliance years. Training may continue during the compliance years, but the HCCS-Math must be in use.

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

The Department recommends a staggered compliance schedule for grades K-5 and 6-12 to accommodate the scope of the revisions in the secondary schools.

- Elementary school compliance year: SY 2027-2028
- Middle school compliance year: SY 2028-2029
- High school compliance year: SY 2029-2030

5. DISCUSSION

a. Conditions leading to the recommendation:

OCID oversees the adoption, revision, and rewriting of content area standards through the CMS (*bit.ly/HIDOECMS*), which was developed by OCID in 2020. The CMS provides the Department with guidance and support for conducting periodic standards review on a consistent basis. Within the CMS framework for standards review cycles, math is the second content area to undergo a CMS-based review process.

OFFICE OF
Curriculum & Instructional Design
https://learningdesign.hawaiipublicschools.org/

Hawaii Curriculum Management System and
Instructional Materials Approval Process

Standards Adoption Timeline*

	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 31-32	SY 32-33	SY 33-34	SY 34-35	SY 35-36	SY 36-37
Science																					
Social Studies																					
ELA																					
Mathematics																					
Health																					
Physical Education																					
Fine Arts																					
World Languages																					
ELD** (English Language Development)																					
Computer Science																					
Career and Technical Education***					CTE Pathway Rollout**																
Key	*Light shading indicates the review process.*							*Dark shading indicates the target year for Board adoption.*													

* Board adoption is the first step in standards implementation. See Roles and Responsibilities for tri-level standards implementation functions.
**WIDA ELD standards were adopted in 2009 and are refreshed by WIDA periodically, and the Office of Student Support Services provides ongoing support.
***Career and Technical Education standards will be reviewed on an ongoing basis as needed.

The CMS specifies that the standards review process is initiated by OCID through the convening of an initial stakeholder workgroup reflecting many Department role groups. This stakeholder workgroup was convened for two full-day sessions in September 2024 to consider the local and national conditions impacting the math standards to date, per the requirements of the CMS. These conditions are described on the following pages:

- Condition 1 - Time: The Department adopted the CCSS on June 18, 2010. The standards have not been revised in the subsequent 15 years of implementation. However, many states have revised, amended, or rewritten their standards since the widespread adoption of the CCSS in 2010.[1]

- Condition 2 - Clarity: The workgroup determined that there was a need to provide more clarity due to the following factors: inconsistent understanding and implementation of the CCSS for math by the field; an excessive number of standards in certain grade levels and courses; redundancy of standards, especially between middle and high school; and high school standards organized into broad categories that cut across multiple courses. These issues highlighted the need for increased focus and deeper clarification to support teaching and learning, while streamlining and strengthening the mathematics storyline, particularly the transition from middle to high school.

- Condition 3 - Relevancy: Nationally, several states have introduced Algebra 2 alternatives, such as Quantitative Reasoning (QR) and data science, to broaden course offerings and better prepare students for pathways that align with their post-secondary aspirations. Data reasoning and statistics, for example, are increasingly important for navigating the world and there exists a nationally recognized effort to improve data literacy for all.

In light of these conditions, the initial review workgroup determined that a revision to the original CCSS was necessary and timely.

Upon determining that the standards must be revised, OCID then convened a standards revision workgroup to review each standard and provide line-by-line feedback to each standard, cluster, and domain, as well as proposed revisions as appropriate. This diverse group comprised Department teachers and administrators across all levels of education, including charter schools. Participants included math educational specialists from various state offices (Office of Hawaiian Education; Office of Strategy, Innovation and Performance; and Office of Talent Management), and resource teachers specializing in early childhood and special education. The group also featured higher education faculty members from multiple higher learning institutions, facilitated by a consultant. This standards revision group met four times for full-day review and revision sessions in October and November 2024. An accompanying rationale was provided for each revision.

Preliminary internal and external stakeholder feedback was elicited on K-8 revised standards and proposed reorganization of high school standards in May 2025 by disseminating digital surveys within various stakeholder groups. OCID

[1] EdGate. (2024). United States standards. *https://edgate.com/standards/us-state-map*

worked with the standards revision workgroup to compile the actionable feedback provided from survey respondents, making applicable changes where necessary with written rationales. Public feedback from internal and external stakeholders was elicited on this more recent draft of the standards in November and December 2025 and again revisions were made through February 2026.

Collectively, feedback was generally supportive of the revisions. There were some questions and considerations regarding the sequence of implementation for Geometry + Probability and Algebra 1 + Data Analytics. However, the Department notes that course sequencing is at the discretion of the school principal, and the standards are written to support either course sequence.

Key actions by the standards revision workgroup included:

- Writing clarifications and limitations where deemed necessary to support deeper understanding by the field, with the goal of unpacking the standards for the user, resulting in stronger implementation. Clarifications are designed to help ensure the standards are consistently interpreted, while limitations establish the precise boundaries to prevent the standard from being misapplied.

- Intentionally and collaboratively reorganizing standards to streamline and strengthen the progression of math concepts from middle into high school.

- Modernizing high school standards to reflect mathematical modeling and data by including the topics of probability with Geometry and Data Analytics with Algebra 1.

- Reorganizing high school standards by course to create a more cohesive, streamlined storyline, beginning with Geometry + Probability, followed by Algebra 1 + Data Analytics, then either Algebra 2 or Quantitative Reasoning.

- Designing a new course called Quantitative Reasoning with accompanying standards that are relevant and rigorous. This course is designed to be mathematics for all students, by Hawai‘i, for Hawai‘i, focusing on data analysis, financial literacy, modeling, and decision-making. This naturally integrates into career academies and Career and Technical Education (CTE) programs by: supporting technical coursework; strengthening industry-relevant skills; fostering partnerships between mathematics departments and CTE programs; and providing the opportunity to increase mathematical engagement through place-based relevance and responsibility.

The final result of the CMS review process is the HCCS-Math.

The revisions varied in extent, beginning with modest updates in elementary school and becoming more significant through middle and high school:

- At the elementary level, where there were minor revisions, two new standards were added, one in kindergarten to support measurement and data, and one in 1st grade regarding the use of money. Wording was also changed to increase clarity.

- At the middle school level, where there were moderate revisions, key standards were reorganized and duplicate standards were reduced to create a clear alignment between middle and high school. The Linear Relationships Domain was created to strengthen an algebra throughline. Statistics and Probability was renamed to Data Literacy, with changes elevating data analysis.

- At the high school level, major revisions include reorganizing standards into a course-by-course structure, replacing the previous generalized categories. The high school standards have also been redesigned to reflect modernized college and career readiness needs, addressing the evolving academic landscape. Geometry includes Probability, while Algebra 1 emphasizes data analytics. Algebra 2 has been restructured to strengthen focus and coherence. A newly developed QR course offers a rigorous alternative to Algebra 2, focusing on data analysis, financial literacy, modeling, and decision-making, while maintaining access to relevant fourth-year mathematics and postsecondary opportunities.

  The Algebra 2 course continues to support students aspiring to attend post-secondary institutions that require Algebra 2 for admission, as well as those pursuing programs of study that require calculus.

  Most importantly, the revised high school standards address the need to serve the goals of every student.

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

On May 11, 2010, the Board's Curriculum, Instruction and Student Support Committee recommended the adoption of the draft CCSS to the full Board.

On May 20, 2010, the Board adopted the draft CCSS at its General Business Meeting.

On June 7, 2010, the Board adopted the final CCSS at its General Business Meeting.

The CCSS has subsequently been in place in Hawai‘i since June 7, 2010.

c. Other policies affected:

The proposed action is in alignment with the following current policies:

- *Policy E-102: Academic Mastery and Assessment*
  The HCCS-Math ensures that all students are gaining the academic skills they need to succeed on the K-12 pathways and throughout their lives by providing the foundation for educators to implement a standards-based system of education that incorporates high expectations for all students.

- *Policy 102-3: Statewide Content and Performance Standards*
  Through the adoption of the HCCS-Math, the Board will continue to ensure high academic expectations by adopting statewide content standards, aligned with the most current research and evidence around effective math instruction, that specify what students in all public schools must know and be able to do.

d. Arguments in support of the recommendation:

The HCCS-Math represents the collective work of Department teachers and administrators across all levels of education, including charter schools; Department educational specialists in Mathematics and from other state offices (including the Office of Hawaiian Education, the Office of Strategy, Innovation, and Performance, and the Office of Talent Management), resource teachers for Early Childhood and Special Education; and higher education faculty members from multiple higher learning institutions, with facilitation provided by a consultant throughout the process. The recommendations have gone through two rounds of stakeholder feedback, including one round of public feedback collected from Department stakeholders and community members.

Key benefits to adopting HCCS-Math:

- Clarifications and limitations have been written to support deeper understanding by the field, with the goal of unpacking the standards for the user, resulting in stronger implementation support as we elevate shifting of practices based on latest research.

- Standards have been reorganized and streamlined to strengthen the progression of mathematics concepts from middle into high school.

- High school standards have been modernized to reflect mathematical modeling and data by including the topics of probability with Geometry and

Data Analytics with Algebra 1, and aligns to the shift in the national landscape for mathematics.

- High school standards have been reorganized by course to create a more cohesive, streamlined storyline, beginning with Geometry + Probability, followed by Algebra 1 + Data Analytics, then either Algebra 2 or Quantitative Reasoning.

- A new course called Quantitative Reasoning has been designed with accompanying standards that are relevant and rigorous that addresses a greater need for multiple opportunities to better align with students' future goals and aspirations. This course is designed to be mathematics for all students, by Hawai'i, for Hawai'i, focusing on data analysis, financial literacy, modeling, and decision making. This naturally integrates into career academies and CTE programs by:
  - supporting technical coursework;
  - strengthening industry-relevant skills;
  - fostering partnerships between mathematics departments and CTE programs; and
  - providing the opportunity to increase mathematical engagement through place-based relevance and responsibility.

e. Arguments against the recommendation:

- Some proponents of the original CCSS may argue that the standards are sufficiently rigorous for achieving grade-level mathematics concepts and skills, and that emphasis should be placed instead on how to effectively teach the standards with evidence-based practices.[2]

  The Department agrees that effective instruction and evidence-based practices are critical to the student's mathematical understanding. A key factor in the decision to revise the standards included the importance of bridging content with instruction by elevating evidence-based practices and the Standards of Mathematical Practice, which will be accomplished through statewide training on the revised standards.

- Some may argue that if Geometry is recommended as the entry course into high school, students would not have sufficient exposure to algebraic concepts prior to taking Algebra I after Geometry.

[2] Achieve the Core. (2020). Priority instructional content in English language arts/literacy and mathematics. *https://achievethecore.org/page/3267/priority-instructional-content-in-english-language-arts-literacy-and-mathematics*

The Department has determined that the 8th grade standards contain sufficient algebraic concepts to be prepared for Geometry + Probability in 9th grade. Prior to arriving at this recommendation, the workgroup compared and analyzed the standards in the middle and high school courses to ensure that either entry sequence could be an option. The 8th grade standards sufficiently prepare students for Geometry + Probability or Algebra 1 + Data Analytics at high school entry. For students who may take Algebra 1 + Data Analytics during 8th grade, taking Geometry + Probability during 9th grade will still enable students to take Algebra 2 as the next course in their math sequence. It should also be noted that this sequence is a recommendation, and the principal may determine the sequence for their school.

As an added potential benefit, having Geometry + Probability as the 9th grade course could increase the likelihood of all freshmen taking the same math course as a cohort, which in turn supports the concept of small learning communities as students transition into high school.

f. Other agencies or departments of the State of Hawai‘i involved in the action:

- Office of Student Support Services (Special Education and Inclusive Practices);
- Office of Strategy, Innovation, and Performance (Assessment and Accountability Branch);
- Office of Hawaiian Education (Kaiapuni Education and Nā Hopena A‘o);
- Office of Talent Management (Personnel Development Branch);
- Hawai‘i Technology Academy and DreamHouse ‘Ewa Beach Public Charter Schools;
- Executive Office of Early Learning;
- Hawai‘i P-20, University of Hawai‘i at Mānoa; and
- Institutions of higher education including the University of Hawai‘i at West O‘ahu, Hawai‘i Community College, Kaua‘i Community College, Maui Community College.

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

The Department elicited feedback from various internal and external stakeholders regarding the proposed standards revisions, sharing a preliminary internal Department survey and a subsequent public-facing external survey. The public survey was publicized via departmental communications via the Huddle, as well as on the Department's social media. The feedback opportunity was also shared at the complex area superintendent leadership meeting and complex area math professional learning community meetings.

Analysis of the feedback shows strong support for the proposed standards, with 79% of respondents broadly aligning with the overall changes and praising the shift toward conceptual understanding and flexible thinking. A significant portion of those in favor also provided specific, constructive criticism to enhance and supplement the proposed changes. However, broad alignment varied when viewed by grade band and specific high school courses. While the percentages of respondents aligning with the K-2, 3-5 and Algebra 2 standards were extremely high (>90%), percentages softened in areas that underwent moderate to significant revisions. Alignment for Algebra 1 and grades 6-8 was at 80%, with Geometry at 71%.

Among respondents with reservations, the prevailing concern focused on the proposed sequence of high school courses: Geometry + Probability → Algebra 1 + Data Analytics → Algebra 2. Responses regarding the proposed sequence were split roughly in half (56% in favor): some respondents "really liked" the move to have Geometry + Probability first in the sequence; however, some others were "very concerned," often arguing that Geometry + Probability requires algebraic skills that students may not have mastered by 9th grade.

However, due to the high redundancy of algebraic concepts in 8th grade and high school Algebra 1, the revision workgroup intentionally focused on making sure that 8th grade expectations and Geometry + Probability standards are well aligned. The standards are therefore written to support either sequence. In addition, course sequencing remains at the discretion of the school principal.

h. Educational implications:

The HCCS-Math for kindergarten through 12th grade will strengthen students' foundations in number sense and key fluencies. The standards reflect the Department's commitment to preparing Hawai‘i public school graduates for their post-secondary aspirations and to be contributing members of Hawai‘i's future workforce.

i. Personnel implications:

During SY 2026-2027 through SY 2028-2029, OCID will provide ongoing professional development around the content and implementation of the standards, impacting educators at both the complex area and school levels.

OCID will comply with all Office of Talent Management and contractual requirements in the process of providing training.

The Board's Approved Supplemental Budget Request to the Legislature for Fiscal Year 2027 included math coach positions to support mathematics education.

j. Facilities implications:

Not applicable.

k. Financial implications:

The Department will rely on existing resources and personnel to support schools and teachers with the implementation of the HCCS-Math. Further, the Department will actively seek grants to support ongoing professional learning.

6. OTHER SUPPLEMENTARY RECOMMENDATIONS

Not applicable.

Thank you for your consideration.

KTH:tu
Attachment

c: Office of Curriculum and Instructional Design

HAWAIʻI STATE DEPARTMENT OF EDUCATION

Office of Curriculum and Instructional Design

Action on updated mathematics content performance standards in compliance with Chapter 302A-201, Hawaii Revised Statutes

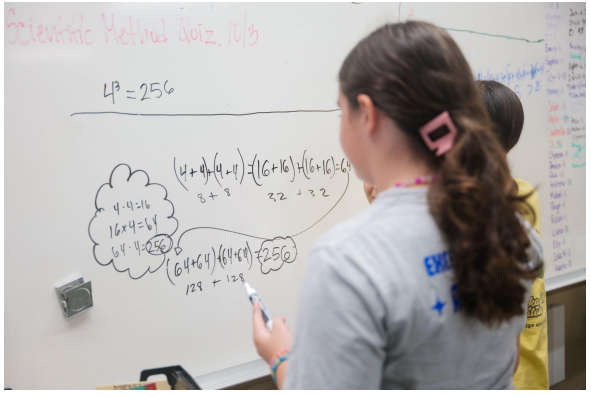
Hawaiʻi State Board of Education
Student Achievement Committee
May 14, 2026

Dr. Teri Ushijima, Assistant Superintendent, Office of Curriculum and Instructional Design

The Department's recommendations

Approval of: *Revised Hawai'i Common Core Standards for mathematics*

- **Impact**
  - All K-12 students
  - All school administrators
  - All elementary school teachers
  - All middle school mathematics teachers
  - All high school mathematics teachers



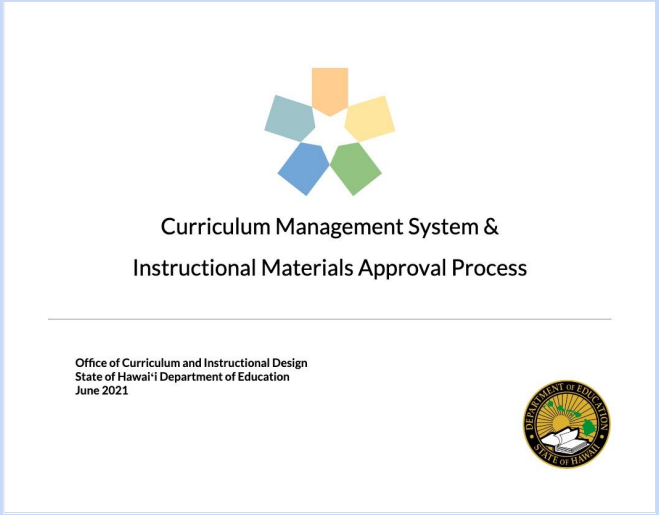
Ka'elepulu Elementary

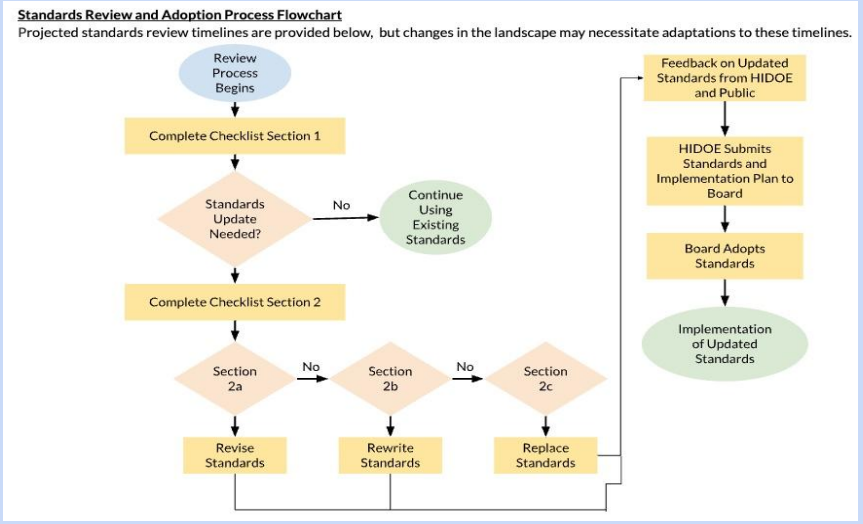
- **Targeted compliance dates**
  - Elementary training year - School Year 2026-27
  - Elementary launch year - School Year 2027-28
  - Middle training year - School Year 2027-28
  - Middle launch year - School Year 2028-29
  - High training years - School Year 2027-28 and School Year 2028-29
  - High launch year - School Year 2029-30

Curriculum Management System (CMS)

Guidance regarding standards revision and instructional materials adoption

Developed in 2020 and finalized June 2021





Standards revision process

September 2024 Initial Review Group

Determined need for mathematics standards revision

- Administrators
- State educational officers
- Complex area educational specialists
- State and complex area resource teachers
- Classroom teachers
- University faculty

October 2024 - November 2025 Revision Group

Provided line-by-line feedback and wrote revisions with rationales, clarifications and limitations

- Administrators
- State educational officers
- Complex area educational specialists
- State and complex area resource teachers
- Classroom teachers
- University faculty

January - February 2026 Revision Group

Reviewed public feedback and wrote revisions with rationales

- Administrators
- State educational officers
- Complex area educational specialists
- State and complex area resource teachers
- Classroom teachers
- University faculty

Stakeholder feedback process

Conducted winter 2025

Department Preliminary Feedback

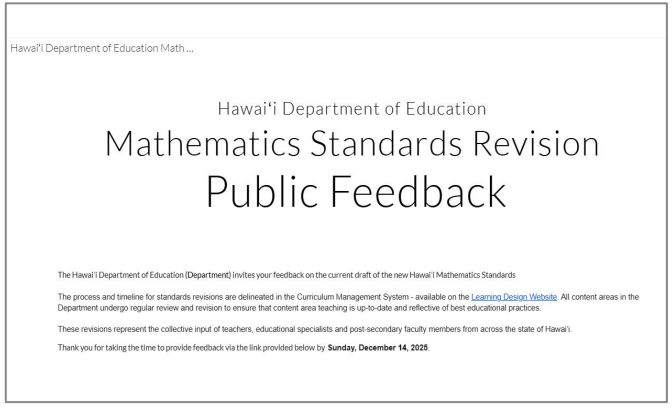
K-8 Standards Revision: Feedback - Round 1

Mahalo nui for taking the time to provide preliminary feedback for our Hawai'i State Mathematics Standards revision efforts. Your perspective is invaluable to us. We appreciate your dedication to improving the mathematics experience for all of our students.

Please note: this invitation is extended specifically to you. Should you know someone who would also be a valuable participant, please feel free to share their contact information with me, and I will forward the relevant details.

This form is asking for feedback on revisions for K-8 standards and a proposal for a new high school sequence of courses. The high school standards revision feedback opportunity will be shared in a separate form.

Public Feedback



Hawai'i Department of Education Math ...

Hawai'i Department of Education

Mathematics Standards Revision

Public Feedback

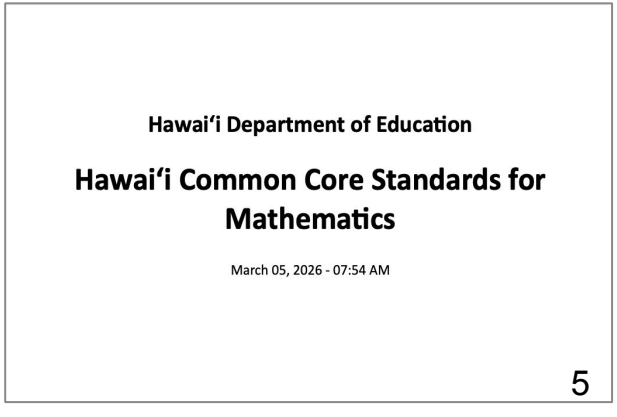
The Hawai'i Department of Education (Department) invites your feedback on the current draft of the new Hawai'i Mathematics Standards

The process and timeline for standards revisions are delineated in the Curriculum Management System - available on the Learning Design Website. All content areas in the Department undergo regular review and revision to ensure that content area teaching is up-to-date and reflective of best educational practices.

These revisions represent the collective input of teachers, educational specialists and post-secondary faculty members from across the state of Hawai'i.

Thank you for taking the time to provide feedback via the link provided below by **Sunday, December 14, 2025**.

OCID Revision of Math Standards



Hawai'i Department of Education

Hawai'i Common Core Standards for Mathematics

March 05, 2026 - 07:54 AM

5

Key updates to the revised mathematics standards

Kindergarten-Grade 5

- Added two new standards to support measurement/data and the use of money
- Revised language in some standards for clarity

Grades 6-8

- Reorganized key standards
- Reduced duplicate standards (aligned with 9-12th)
- Created Linear Relationships domain (strengthens Algebra throughline)
- Renamed Statistics and Probability to Data Literacy

Grades 9-12

- Reorganized standards by course - Geometry, Algebra 1, Algebra 2, Quantitative Reasoning
- Modernized courses to reflect mathematical modeling and data:
  - Geometry + *Probability*
  - Algebra 1 + Data *Analytics*

Middle school standards proposed changes

- Streamline algebraic and geometric topics to remove redundancy and give space for developing deeper conceptual understanding:
  - Focus on building foundational algebraic concepts to support high school standards; and
  - Move some geometry concepts to high school.
- Elevate data literacy, aligning to the evolving community and workforce expectations.
- Revise standards for clarity around specific skills.
- Increase focus applying measurement formulas over memorization.

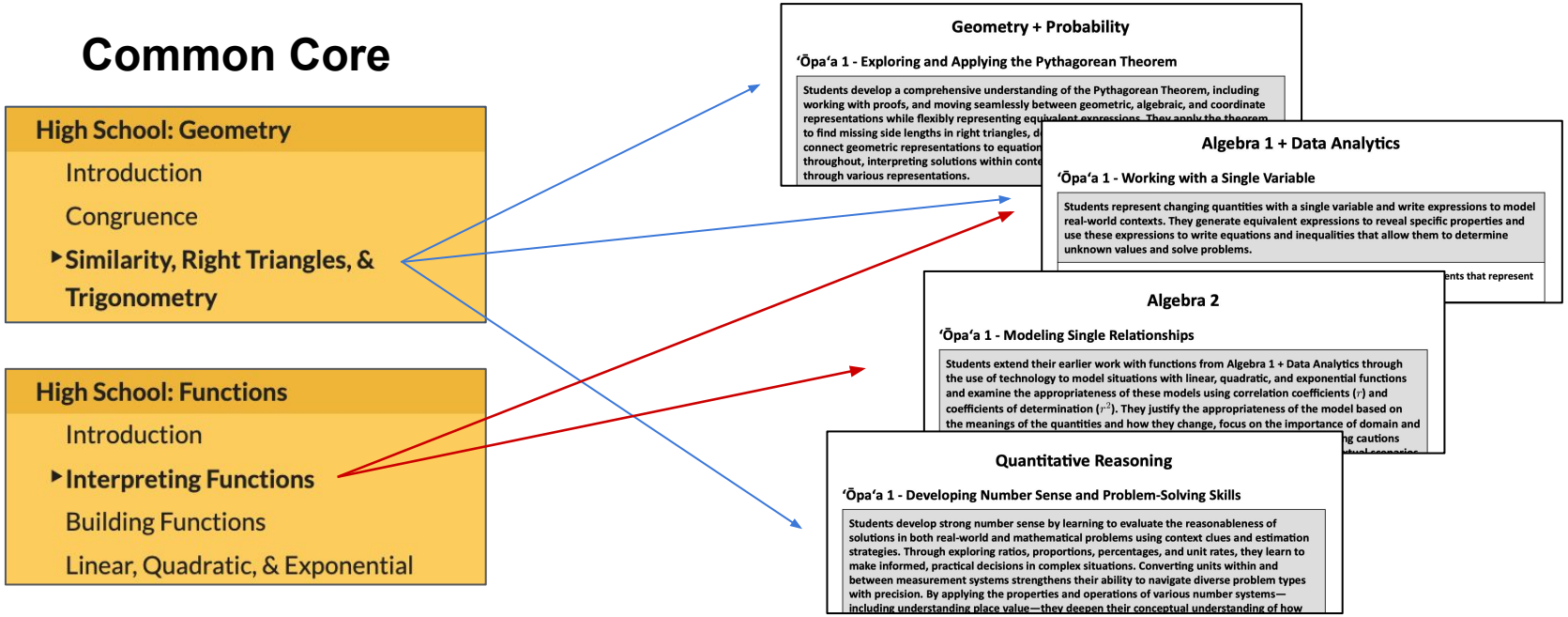
Kaimukī Middle

Kalani High

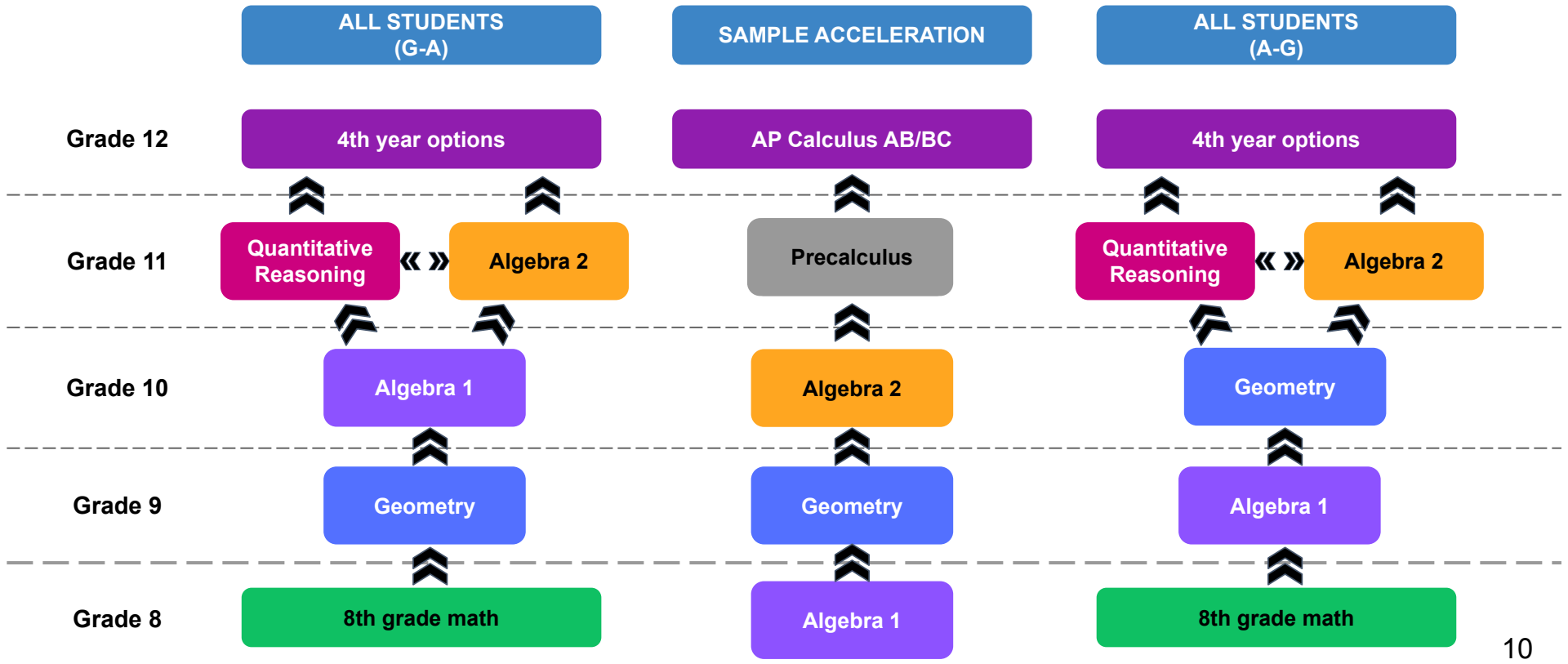
Middle school standards proposed changes

- Change the domain name of Expressions and Equations (EE) to ***Expressions, Equations and Inequalities (EEI)*****:**
  - Move inequalities standards from 6th and 7th grade to 8th grade.
- Change Statistics and Probability (SP) Domain to ***Data Literacy: Statistics and Probability (DL):***
  - Increase the emphasis on ***represent and interpret*** throughout the DL Domain.
- Replace Grade 8 Functions (F) Domain with a new domain: ***Linear Relationships (LR):***
  - Create an emphasis on linear relationships and shift the formal introduction of functions to Algebra 1; and
  - Create new clusters and standards within the LR Domain with a combination of previous EE and F standards.
- Adjust 8th grade Geometry:
  - Add a new cluster with a set of standards focused on arcs and sectors; and
  - Shift some standards to high school geometry (e.g., Pythagorean Theorem, parts of systems, transversals, part of transformations).

Sample of high school standards reorganization



Math Pathways Proposed Design

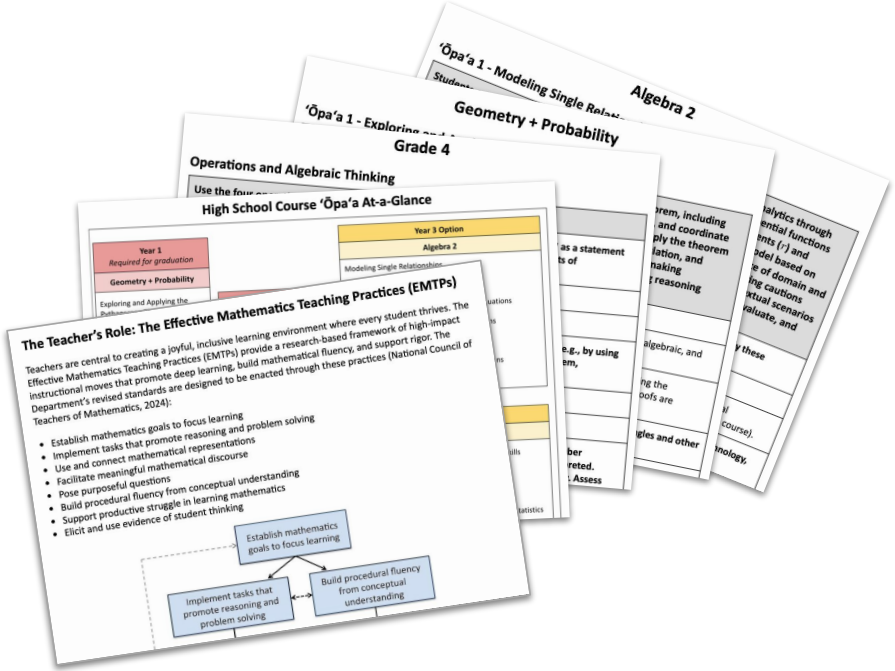


Hawai‘i Common Core standards for mathematics

	Original	Revised
K-Grade 2	69	71
Grades 3-5	79	79
Grades 6-8	81	77
High school	113*	92**

**Note: Does not include the optional (+) standards in the original Common Core State Standards, which were also not expected to be addressed on high stakes assessments.*

***Note: Does not include standards for the new Quantitative Reasoning course.*



Examples of clarifications and limitations

7.G.2 Know the formulas for the area and circumference of a circle and use them to solve problems.	
Clarifications	a. Give an informal derivation of the relationship between circumference and area of a circle. b. Solve real-world problems using circles and circumference.
Limitations	• Limit equations to the forms $px + q = r$ or $p(x + q) = r$, where p, q, and r are rational numbers.

Clarifications further explain/detail expectations around the standard including what should be assessed as part of the standard. They must be viewed as supporting the standard rather than representing the standard in its entirety. They are indicated with letters throughout the standards document.

The **limitations of a standard** describe the boundaries and restrictions in the scope of a particular [grade level/course] standard [for a grade level or course]. They are indicated with bullets throughout the standards document.

Recommended timeline for standards implementation

Compliance dates: School Years 2027-28, 2028-29 and 2029-30

Spring 2026

- Presentation to the Student Achievement Committee
- Possible Board approval

Summer 2026

- Statewide memo
- Plan Train-the-Trainer

Fall 2026

- Effective date
- Statewide information sharing

School Year 2026-27

- Elementary training
- Statewide information sharing

School Year 2027-28

- Elementary launch
- Secondary training
- Ongoing statewide support

School Year 2028-30

- Secondary launch
- Ongoing statewide support

What support can the Board provide?

1

Consider the Department's recommendation to approve the *Hawai'i Common Core Standards for Mathematics.*

2

Continue to advocate for the Department's ongoing standards training and mathematics coaching initiatives.