



STATE OF HAWAII  
DEPARTMENT OF EDUCATION

P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

June 20, 2017

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

FROM:

  
Kathryn S. Matayoshi  
Superintendent

SUBJECT: Board Action to Authorize Submission of Hawaii's Consolidated State Plan for  
the Every Student Succeeds Act ("ESSA")

1. RECOMMENDATION

The Hawaii State Department of Education ("Department") recommends that the Hawaii State Board of Education ("Board") authorize the submission of the Hawaii Consolidated State Plan for the Every Student Succeeds Act ("ESSA") to the U.S. Department of Education ("US ED") to provide information about how the state will implement ESSA for the program components in the federal template. The Hawaii Consolidated State Plan can be viewed on the Department ESSA website ([bit.ly/HIDOEESSA](http://bit.ly/HIDOEESSA)).

2. RECOMMENDED EFFECTIVE DATE

ESSA law requires full implementation for the 2017-2018 school year. The Department recommends that Hawaii's ESSA implementation begin upon the board's authorization of the consolidated state plan.

Following the Board's approval, the Governor will have 30 days to review the plan in accordance with the ESSA law; the Governor may choose to sign the plan prior to submission to US ED by the September 18, 2017 deadline. Once submitted, Hawaii's consolidated state plan will be reviewed through a federal process.

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

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

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

4. DISCUSSION

a. Conditions leading to the recommendation:

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

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

US ED offers an opportunity to submit a single "consolidated" plan addressing most programs in ESSA rather than individual plans for each program. Receiving ESSA funds requires states to submit a plan that fulfills the requirements of the law. To promote equity, states must apply key requirements of the plan to all schools and students, not only to those receiving ESSA funds or services. While the state's ESSA plan is consolidated, it is not comprehensive. Hawaii is taking advantage of ESSA's flexibility by leading with the state's aspirations, goals and plans as described in Governor Ige's Hawaii's Blueprint for Public Education, Version 2 (posted May 1, 2017) and the Department and Board Strategic Plan, 2017-2020.

The process for developing the recommended consolidated state plan was transparent and ambitious. Starting with the Strategic Plan process, extending to the Governor's Education Summit and ESSA Team outreach, continuing with Strive HI, and including ESSA, the community – including educators, parents and students – have had unprecedented opportunities to have information about the state's education plans as well as engage in discussion about the future of public education in Hawaii. This recommendation follows a Board-authorized 30-day public comment period; the Department shared findings of the public comment period with the Board on June 6, 2017.

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

- January 19, 2016: Board discussed Every Student Succeeds Act ("ESSA"), which reauthorizes the Elementary and Secondary Education Act of 1965 ("ESEA") and replaces No Child Left Behind Act of 2001 ("NCLB").
- February 2, 2016: Board discussed ESSA, which reauthorizes ESEA and replaces NCLB. Impact on the Department of Education and Board joint strategic plan.
- March 1, 2016: Board approved Student Achievement Committee recommendations concerning impact of ESSA transition on Strive HI Performance System for 2015-2016 School Year.
- July 19, 2016: Board approved formal comment to US ED via joint letter with Governor and Superintendent on Federal Notice of Proposed Rulemaking to amend Federal regulations to implement changes contained in ESSA – accountability and state plans.
- August 2, 2016: Department presented an overview and update on Hawaii Department of Education's school accountability system to Student Achievement Committee.
- February 7, 2017: Department presented ESSA Impacts on School Accountability to Student Achievement Committee.
- February 21, 2017: Department presented ESSA impacts on teacher content qualifications to Human Resources Committee.
- February 21, 2017: Department presented on ESSA Impacts on fiscal reporting requirements to Finance and Infrastructure Committee.
- April 4, 2017: Student Achievement Committee deferred approval on recommendation concerning ESSA impacts on school accountability and directed Department to seek public comment on school accountability recommendation concurrent to ESSA draft
- April 18, 2017: Board approved public comment process for ESSA consolidated state plan draft
- May 23, 2017: Board considered Department's recommendation for "ESSA impacts on school accountability" and approved school accountability framework which is aligned with Strategic Plan and fulfills ESSA requirements, in part.
- June 6, 2017: Student Achievement Committee discussed an update on Hawaii statewide assessment program, including ESSA assessments requirements.
- June 6, 2017: Board discussed an update on public comment process for ESSA consolidated state plan draft.

c. Other policies affected:

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

d. Arguments in support of the recommendation:

Hawaii's proposed consolidated state plan for ESSA applies federal resources and requirements to advance equity and excellence for Hawaii's children, particularly for educationally disadvantaged students. The consolidated state plan takes advantage of new flexibilities in the federal law and aligns ESSA requirements with the Department and Board Strategic Plan, 2017-2020 to achieve our state goals. The consolidated state plan maximizes opportunities to advance school improvement for student learning while minimizing action for compliance sake.

The consolidated state plan was developed following extensive stakeholder engagement; this level of community participation in education planning is unprecedented. Governor David Ige formed his ESSA Team, which held town hall meetings and an Education Summit, to develop Hawaii's Blueprint for Public Education (Blueprint), an aspirational and visionary plan for public education. Additionally, the Hawaii State Teachers Association and Senate Education Chair Michelle Kidani held ESSA informational sessions across the islands. Through online information, social media, and communication with all Department employees, the Department provided multiple opportunities for stakeholders to learn about the federal law as well as the draft consolidated state plan [*See Attachment B: Hawaii Department of Education Every Student Succeeds Act Summary of Statewide Engagement*]. Additionally, the Department convened or participated in more than 230 meetings for information sharing and feedback on ESSA topics since 2016. These meetings included all of the stakeholder groups for which ESSA requires consultation in Sec. 1111(a)(1)(A).

The Department presented components of its plans for ESSA and the draft of the consolidated state plan at Board meetings beginning January 2016, as listed in section 4b. The Board approved a public comment process that was open from April 18, 2017 through May 18, 2017. The process garnered nearly 8,000 views of the draft plan, more than 4,000 views of the executive summary, and 458 responses to the online survey. Additionally, the Council of Chief State School Officers organized a "critical friend" review of Hawaii's draft plan for compliance as well as best practice.

Included in the recommended consolidated state plan are descriptions and other information that address the requirements, as identified in the US ED template, for each of the following programs:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies;
- Title I, Part C: Education of Migratory Children;

- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk;
- Title II, Part A: Supporting Effective Instruction;
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement;
- Title IV, Part A: Student Support and Academic Enrichment Grants;
- Title IV, Part B: 21st Century Community Learning Centers; and
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act).

The proposed plan takes into consideration the Blueprint and stakeholder feedback and aligns with the Strategic Plan, while also meeting ESSA legal requirements. The Governor's Blueprint provides the basis of our consolidated state plan's aspirational goals for achievement and equity. The programmatic requirements for ESSA described in the consolidated state plan are aligned with the Strategic Plan to ensure federal resources and requirements are used in service of realizing our strategic objectives to support student success. This is particularly appropriate since the Strategic Plan is the Board-approved three-year action plan and since the congressional authorization of ESSA is concurrent with the duration of Hawaii's Strategic Plan.

Sections of the ESSA Template		Supports these Strategic Plan goals		
Title I-A	Low income populations, accountability	1	2	3
Title I-C & D	Migratory, Incarcerated & at-risk youth	1		3
Title II-A	Access to qualified teachers	1	2	
Title III-A	English Learners, tracks proficiency rates	1	2	
Title IV-A & B	Extended learning programs	1	2	3
Title IX (McKinney-Vento)	Services for homeless youth	1	2	3



Once the Board authorizes submission of the recommended plan, the Department will finalize the document for submission and provide the Governor with the ESSA-required 30 days for review and the opportunity to sign the document. This timeline will allow the state's plan to be submitted to US ED to meet the September 18, 2017 federal deadline and in advance of the upcoming school year when the ESSA law implements fully. The upcoming school year begins on August 1, 2017 for teachers and August 7, 2017 for students (multi-track schools begin on July 10, 2017).

Board approval of the consolidated state plan on June 20, 2017 will allow schools to begin the year with a board-approved state plan which include programs to support teaching and learning aligned with ESSA requirements. This provides schools, complexes, and state offices with direction and support from Hawaii's education policy leaders as the school year begins.

e. Arguments against the recommendation:

Opponents of Board approval of the consolidated state plan may be interested in taking more time for additional opportunities for feedback, revising the plan in a new direction, or allowing time for the new Superintendent to revise the plan.

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

Other agencies have been consulted in developing components of the consolidated state plan, including the Office of the Governor, Legislature, Department of Human Services, Office of Hawaiian Affairs, Public Charter School Commission, Executive Office on Early Learning, State of Hawaii Early Learning Advisory Board, State Office of Career and Technical Education, Workforce Development Council, Hawaii Teacher Standards Board, and the University of Hawaii.

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

Principals' testimony at the May 23, 2017 Board meeting on school accountability reflected the reaction of many who participated in the broader ESSA process. People were appreciative of the opportunities to learn about ESSA and to provide input into the process of developing the Hawaii consolidated state plan for ESSA. There are a variety of opinions about how the state should address various aspects of ESSA, including components of ESSA which are not included by US ED in the consolidated plan. Many stakeholders have shared that they have felt that their perspectives have been recognized and may have been included in the revised consolidated state plan. When stakeholders have had a difference of opinion than what is included in the revised consolidated state plan, some are satisfied that their perspectives were heard and considered while others continue to campaign for their points of view to be adopted in the consolidated state plan.

Areas where there is a fair amount of agreement with the revised plan are:

- Alignment of ESSA with Strategic Plan and the Governor's Blueprint;
- ESSA school accountability being used specifically to support schools with the most struggling students rather than serving as the statewide system for school accountability (new "Strive HI" adopted by the Board on May 23, 2017);
- The major ethnic and racial groups for which the Department will monitor and report achievement so that it reflects our student population (i.e., including Filipino, Native Hawaiian and Pacific Islander);
- Timeline and supports for schools identified for ESSA support and improvement based on schools' comprehensive needs assessments and the school communities' assessment of opportunities and assets;
- For schools to "exit" identification for ESSA support and improvement, consideration of multiple measures and holistic review of whether students' are progressing and schools have developed capacity to sustain improvements;
- Commitment to development of statewide assessments in the language of instruction, KAEO, for Kaiapuni students;
- Support for highly vulnerable student populations (i.e., foster children, migratory children, children experiencing homelessness) in alignment with Strategic Plan

Goal 1, especially Objective 2: "WHOLE CHILD. All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities;"

- Renewed focus on student success for English Learners through new ESSA assessment and accountability requirements;
- Streamlining paperwork for schools and maintaining flexibility related to Title I Part A funding to schools to support their academic plans based on their students' needs and schools' priorities; and
- More transparency through new reporting about students, teachers, and financial expenditures (though much of this will occur through implementation and is not detailed in our ESSA plan).

There are aspects of the plan that some organizations or individuals have concerns. These issues have been discussed at the various stakeholder meetings, Board meetings on ESSA-related topics, and in the public comment process. Some frequently discussed issues where there had been a continued diversity of opinions are:

- Basis of long-term goals for academic achievement statewide and goals and targets for student subgroups which many described as "too ambitious;"
- Differing opinions about how to identify low performing schools (i.e., which indicators and measures should be used and the relative consideration of the different measures);
- The types, frequency and duration of academic assessments;
- Appropriate interventions for low-performing schools (e.g., significantly raising teacher pay to ensure recruitment and retention for "hard-to-staff" schools); and
- The appropriate number of students with a particular characteristic ("student subgroup") for the student data to be reported publicly since some have advocated for larger "n-size" and some have advocated for smaller "n-size."

h. Educational implications:

The consolidated state plan proposes to align ESSA funding requirements with the Strategic Plan to advance equity and excellence for all students. The Department, complex areas and schools may use federal funds to support and assist schools, and eligible schools may use federal funds to support their implementation of evidence-based and innovative strategies to advance teacher effectiveness and student success.

i. Facilities implications:

Capital improvement projects are not allowable uses of ESSA funds covered by the consolidated state plan.

j. Financial implications:

Hawaii receives significant annual federal funding from the programs covered by the ESSA plan. For fiscal year 2017, the Department received over \$76.8 million for programs included in the consolidated state plan. Receipt of future federal funding

for Hawaii public schools is dependent upon US ED approval of Hawaii's ESSA consolidated state plan and Congressional appropriations.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

KSM:la  
Attachments (2)

c: Office of Strategy, Innovation, and Performance



# Hawaii Department of Education Every Student Succeeds Act Summary of Statewide Engagement

In January 2016, the Hawaii Department of Education began to solicit input that would impact development of the Every Student Succeeds Act (ESSA) Consolidated State Plan. Public engagement occurred statewide through a variety of forums, culminating in a final plan presented to the Board of Education on June 20, 2017.

## Statewide Meetings

The Hawaii Department of Education convened or participated in over **230 meetings** to share information and gather feedback on ESSA, including meetings with:

Governor | Legislative Leaders | HSTA  
School Leaders | Teacher Leader Work Group  
Native Hawaiian Education Advocates  
Charter Schools & Commission | Community Partners  
Teacher Education Coordinating Committee  
Hawaii State Student Council | HE'E Coalition

## Board of Education

Between January 19, 2016 and June 6, 2017, the Board of Education heard **35 presentations** on topics impacting ESSA and acted as a public forum, collecting **450 pieces testimony** on these topics.

From January 2016 to June 2017, there were:

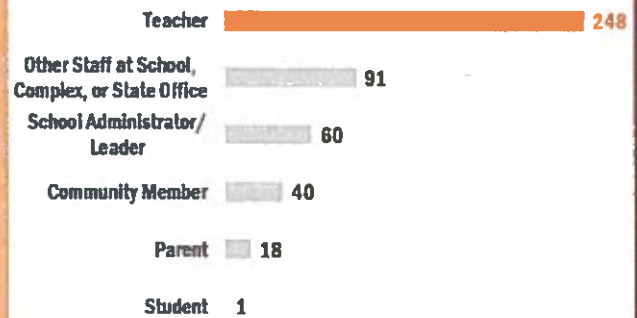
- 273** pieces of written testimony.
- 176** pieces of oral testimony.
- 22** general board meeting presentations.
- 13** committee presentations.

Visit [bit.ly/HIDOEESSA](http://bit.ly/HIDOEESSA) to learn more or connect with us at [HawaiiPublicSchools.org](http://HawaiiPublicSchools.org)



## Public Comment

**458 people** participated in a public comment period to provide feedback on Hawaii's ESSA Consolidated State Plan through an **online survey** between April 18 and May 18, 2017.



During the public comment period, there were:

- 7,989** views of the draft consolidated plan.
- 4,149** views of the executive summary of the plan.
- 1,350** views of the feedback page on the website.
- 186** plays of the ESSA video.
- 105** views of the public comment press release.

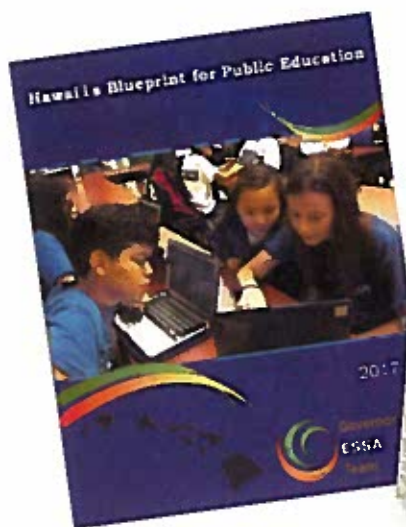
## Plan Alignment

The Consolidated State Plan draft is aligned with **Hawaii's Blueprint for Public Education** and the **2017-2020 Strategic Plan**, both created through unprecedented stakeholder engagement.



- 2,125** meeting attendees
- 1,019** summit attendees
- 20** meetings/forums
- 2,573** survey responses
- 108** focus groups
- 9** community meetings





## Board action to authorize submission of Hawaii's consolidated state plan for the Every Student Succeeds Act ("ESSA")

Board of Education | June 20, 2017

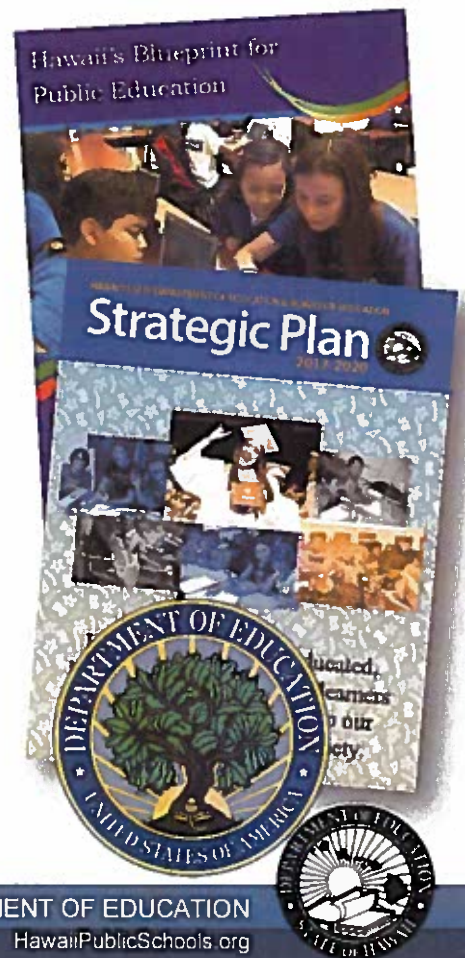
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## Today's objectives

1. Refresh information on approach, purpose and timeline for developing consolidated state plan for ESSA.
2. Summarize key highlights of the revised ESSA plan that support Governor Ige's Blueprint and the BOE and DOE Strategic Plan.
3. Answer questions.
4. Recommend that the board authorize submission of the revised ESSA plan.



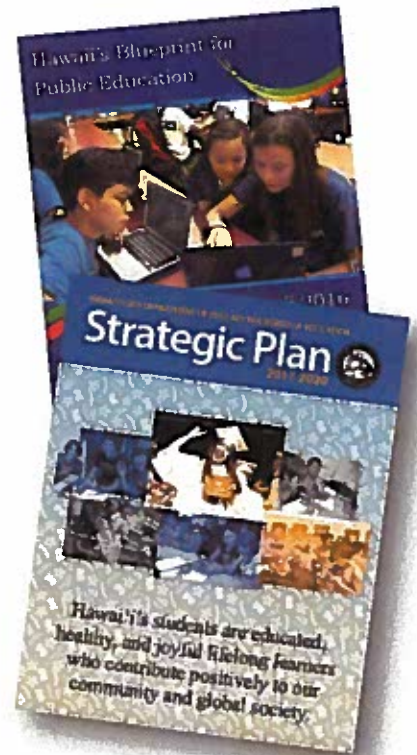
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# Hawaii's approach

- Take advantage of new flexibilities.
- Align ESSA requirements with Hawaii's vision.
- Take a fresh look at our approaches to advance student success:
  - ✓ Maximizing opportunities to improve schools and student learning.
  - ✓ Minimizing action for compliance sake.
- Engage stakeholders.



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## A common framework for Hawai'i's public schools





# Role of ESSA plan



Secure federal resources of ESSA which is authorized by Congress through FY2020.

*Instructions from US ED Secretary DeVos, 3/13/17:*

- "... include only those descriptions and information that are absolutely necessary for the Department's consideration of each State's plan."
- "... do what is best for children, while also maintaining essential protections for subgroups of students,... provide parents with quality, transparent information about how (ESSA) will be implemented in their State so that all children can reach their full potential."

## ESSA implements fully in 2017-18

Section 8204 (C)(1), Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (2010)

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# Hawaii's approach

ESSA to provide resources to advance equity and excellence in alignment with the Strategic Plan.



## Sections of the ESSA Template

## Supports these Strategic Plan goals

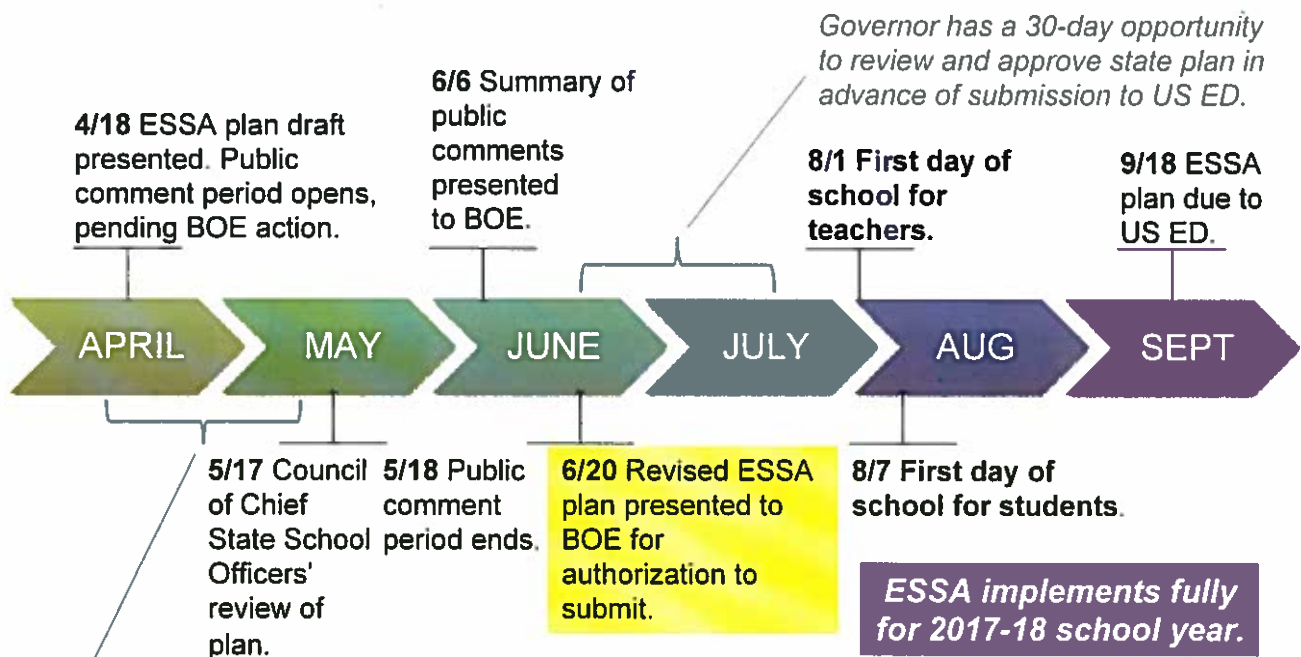
Section	Description	GOAL 1 (Student Success)	GOAL 2 (Staff Success)	GOAL 3 (Successful Systems of Support)
Title I-A	High standards for all students especially economically disadvantaged	1	2	3
Title I-C & D	Migratory, incarcerated & at-risk youth	1		3
Title II-A	Educator effectiveness	1	2	
Title III-A	English Learners	1	2	
Title IV-A & B	Extended learning programs	1	2	3
Title IX (McKinney-Vento)	Services for homeless youth	1	2	3

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# Timeline to submit ESSA plan



*Solicit public comment on ESSA plan draft via media, social media, meetings, and other outreach.*

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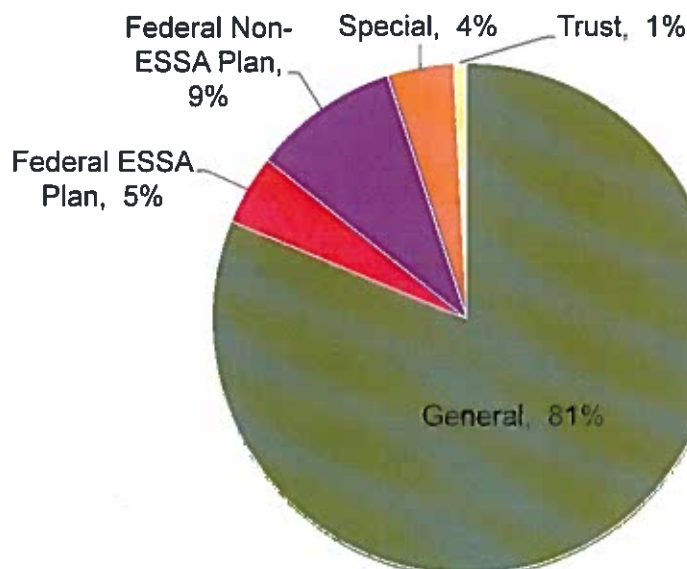
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## ESSA overview

Federal assistance is significant

DOE Operating Budget, Fiscal Year 2018





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# ESSA engagement by the numbers

STATEWIDE MEETINGS		PUBLIC COMMENT		
230+		7,989	4,149	458
Meetings with educators, students, and community groups statewide to share information and collect feedback on ESSA topics since 2016.		Views of the draft Consolidated State Plan during the public comment period.	Views of the executive summary of the plan during the public comment period.	Respondents to the online survey during the public comment period.
BOARD OF EDUCATION		PLAN ALIGNMENT		
450	35	STRATEGIC PLAN		
Pieces of oral and written testimony submitted on ESSA-related topics since 2016.	Presentations at general board meeting or committee meetings on ESSA-related topics since 2016.	 2,573 Survey responses	108 Focus groups.	9 Community meetings.
		BLUEPRINT		
		 2,125 Meeting attendees.	1,019 Summit attendees.	20 Meetings/forums.

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## Plan highlights

Title I: Goals and measures of progress for academic achievement and on-time graduation

**"To want to be the number one state in terms of educational quality is a vision that I believe we can deliver on."**

*-Incoming Superintendent Kishimoto, June 7, 2017*

**"The learning achievement gaps will begin closing in 2017 and will close by 2020."**

*-Governor's Blueprint, Version 2 (posted May 1, 2017), page 18*

- Statewide goals set at high levels
- Statewide interim measures of progress mirror Strategic Plan targets
- Goals and interim measures of progress for subgroups set at the same high levels
  - Aligns with Governor's Blueprint
  - Communicates our *aspiration* for equity and excellence



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# Plan highlights

## Title I: Challenging academic standards and assessments

- Board-approved standards for language arts, mathematics and science
- State's required assessments streamlined to minimum federal requirements
- Revised plan includes statement that opportunity for ESSA Innovative Assessment Demonstration Authority Pilot will be evaluated when US ED issues application.
- Schools with significant proportion of economically disadvantaged students receive additional federal funds to support students achieving standards ("Title I Basic")



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# Plan highlights

## Title I: ESSA school accountability

- Focused on providing support for schools with the most struggling students and struggling student subgroups
  - Identification of schools based primarily on test scores (proficiency and/or growth), graduation rates, English Language Proficiency, and chronic absenteeism
- Supports will be differentiated based on schools' needs, assets and opportunities:
  - Resources, as needed
  - More oversight and support from Complex Area Superintendent and review by Deputy Superintendent
  - Trouble shooting of systemic issues by Assistant Superintendents
  - Professional learning community of identified schools



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# Plan highlights

## Title I: ESSA school accountability

- Strong ESSA emphasis on reporting and accountability for student subgroups

### "High needs"

- Economically disadvantaged
- Students with disabilities
- English Learners

### "Major ethnic groups"

- Native Hawaiian
- Filipino
- White
- Asian (excluding Filipino)
- Hispanic
- Pacific Islander
- Black



**"Hawaii's public schools will achieve equity and excellence, so that all students can successfully discover and embark on their chosen path in life."**

*DOE and BOE Strategic Plan, 2017-2020  
Executive Summary*



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# Plan highlights

## Titles I & II: Educator effectiveness

- Federal equitable access requirements focused on ensuring quality teachers for all students in all schools
  - Continue induction and mentoring for beginning teachers
  - Targeted initiatives for special education and Na Papahana Kaiapuni teachers
- Professional development will support initiatives that support Strategic Plan priorities



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# Plan highlights

Titles I & III: High needs students: English Learners

- Expectation that students achieve English Language proficiency within five years.
- Higher expectation for English Language proficiency to ensure that English Learners are prepared for success.
- Support through quality instruction through inclusive practices.
- Exit criteria was changed from Level 4.8 to Level 5.0 to ensure our English learners exit with the skills and ability to succeed in school.

SUBGROUP	Number of Students As of 4/1/2017	Proportion of all students
English Learners	12,924	7%



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# Plan highlights

Titles I-C, I-D, IX: Supporting vulnerable students

Federal funds support students being safe, healthy and supported so that they can engage fully in high quality educational opportunities

SUBGROUP	PROPORTION OF STUDENTS As of 4/1/2017	DESCRIPTION
Migratory	2,027	Support for academic development, credit recovery, early years readiness
	1%	
Neglected / Delinquent	250	Support for well-rounded curriculum and whole child education. Partner with Department of Public Safety and Hawaii Youth Correctional Facility to develop H.A.
	0.1%	
Homeless	2,971	Support beyond academics (e.g., afterschool and summer programs and college/career counseling).
	2%	
Foster	851	Support beyond academics to ensure stability.
	0.5%	



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# Learn more; connect!

Strategic Plan	Strive HI	ESSA
<a href="http://bit.ly/DOEBOEStratPlan">bit.ly/DOEBOEStratPlan</a>	<a href="http://bit.ly/StriveHISystem">bit.ly/StriveHISystem</a>	<a href="http://bit.ly/HIDOEESSA">bit.ly/HIDOEESSA</a>



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