

Hawaii Consolidated State Plan for the Every Student Succeeds Act (ESSA) Executive Summary

“(Planning for the Every Student Succeeds Act) is a major opportunity to change the face of public education in Hawai‘i for the better. Our innovation economy depends on a well-educated workforce to meet the state’s goals in renewable energy, locally grown food production, environmental stewardship and more.”

– Governor David Y. Ige

“When we unite with the success of our students in mind, great things are possible.”

– Superintendent Kathryn Matayoshi

Hawaii envisions an education system that embodies the Hawaii Department of Education (HIDOE) vision and mission and provides a learning environment that reflects the culture-based values of Na Hopena A‘o (HĀ). This vision is affirmed in all of the products that reflect more than a year of extensive stakeholder engagement in planning for public education – for the near-term and in the long-run: Governor David Ige’s aspirational and visionary Hawaii’s Blueprint for Public Education (Blueprint), the Board of Education and Department of Education’s updated Strategic Plan, and the state’s plan for using Every Student Succeeds Act (ESSA) resources to support Strategic Plan implementation.

Hawaii’s ESSA Consolidated State Plan addresses the 2017-2020 school years, concurrent with the *Hawaii Department of Education and Board of Education Strategic Plan 2017-2020* (HIDOE/BOE Strategic Plan). During the next season, Hawaii will focus our efforts on ensuring students have the skills, values, and supports necessary to succeed throughout our K-12 public education system and to demonstrate they are on a path toward success in college, career, and citizenship to prepare them to contribute positively to our community and global society. ESSA provides critical resources – but also mandates – to help our schools and students achieve equity and excellence for all of our students.

The Governor’s Blueprint and HIDOE/BOE Strategic Plan are organized around three goals:

Goal 1: Student Success

Goal 2: Staff Success

Goal 3: Successful Systems of Support



Every Student Succeeds Act (ESSA) Background

On December 15, 2015, former President Barack Obama signed into law the Every Student Succeeds Act (ESSA). ESSA reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), replacing No Child Left Behind as the primary federal law for K-12 education. ESSA requires states to help schools better serve educationally disadvantaged students to ensure every student

succeeds. Hawaii’s proposed plan to the U.S. Department of Education for ESSA builds upon a comprehensive and coherent reform agenda that are embedded within Hawaii’s updated HIDOE/BOE Strategic Plan. The Hawaii Consolidated State Plan reflects the Governor’s Blueprint, which provides a long-term vision and goals for the Hawaii public education system and aligns closely with the HIDOE/BOE Strategic Plan, which outlines the goals and strategies of HIDOE and serves as an action plan for public education for the next three years.

ESSA Consolidated State Plan Requirements

The Hawaii Consolidated State Plan includes a description of our plans for the programs for which we receive federal funds. In this executive summary, plans for the following programs are summarized –

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

This executive summary and the plan are organized according to the template provided by the U.S. Department of Education.

ESSA provides Hawaii with resources to advance equity and excellence in alignment with the Strategic Plan:

<i>Sections of the ESSA Template</i>	<i>Supports these Strategic Plan goals</i>			
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

Title I, Part A: Improving Basic Programs

The purpose of Title I is “to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps” [ESEA Sec. 1001]. Title I, Part A requires long-term goals and interim targets; challenging academic standards for all students; annual statewide assessments for reading/language arts, mathematics, and science; a single statewide school accountability system that meaningfully differentiates all schools and identifies schools needing comprehensive or targeted supports; and school improvement supports provided by the state to increase student achievement. The proposed goals operationalize the Governor’s vision for “accountability and evaluation processes (that) provide clear, coherent and inspiring expectations and visionary goals.”

Goals and Targets for Academic Achievement, Graduation Rate and English Language Proficiency

ESSA requires that states set long-term goals and interim targets for all students and for all student subgroups. Goals must be set for achievement as measured by the state’s assessments of academic standards, for graduation rates, and for English Language Proficiency for students who are English Learners.

The long-term goals are based on the Governor’s vision that “Hawaii will be nationally recognized as having one of the top public education systems in the country by 2025.” Therefore, the state’s long-term goal for high school graduation rate is aligned with the state with the highest graduation rate in the nation (Iowa) and goals for academic achievement are aligned with the academic performance of students in one of the states recognized as the highest performing in the country: Massachusetts (as measured on their statewide assessment Massachusetts Comprehensive Assessment System). Also, the long-term goals for these indicators also align with the state’s “55 by ‘25” goal of having 55 percent of working age adults with a two- or four-year degree by the year 2025. The 55 by ’25 initiative urges all stakeholders and community organizations to make education a high priority from early childhood through college completion, recognizing that student success throughout the education spectrum is necessary to increase the number of adults earning college degrees. The near-term measurements of interim progress for statewide achievement and graduation rate are aligned with the HIDOE/BOE Strategic Plan’s targets for 2020.

	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Long-term goal SY 2024-25
Graduation Rate (statewide)	82%	86%	90%

	Language Arts Proficiency, based on statewide assessments			Mathematics Proficiency, based on statewide assessments		
	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Long-term Goal SY 2024- 2025	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Long-term Goal SY 2024- 2025
Statewide	51%	61%	74%	42%	54%	69%

Hawaii’s statewide assessments which are reported for accountability purposes are Smarter Balanced Assessment for English Language Arts/Literacy and Mathematics, Hawaii State Assessment in Science, Hawaii State Alternate Assessment for students with severe cognitive disabilities, and Kaiapuni Assessment of Educational Outcomes (KAEO) for Hawaiian immersion schools. State assessments meet ESSA requirements and are reviewed separately through a U.S. Department of Education “peer review” process for assessments.

A significant aim of the Governor’s Blueprint and HIDOE/BOE Strategic Plan is to achieve equity and excellence for all students. Thus, the measurements of interim progress identify statewide increases in achievement (excellence) based on the HIDOE/BOE Strategic Plan Indicators. Currently, there is significant variation in student achievement among student groups of different characteristics (student subgroups) as measured by the statewide assessments. The measurements of interim progress for our student subgroups are based on the Governor’s plan that “Hawaii will close the achievement gap by 2020.” Thus, the interim progress measures and long-term goals reflect equity: all student subgroups will achieve the same high levels of excellence that we expect of students statewide.

Hawaii’s Graduation Rates Measurement of Interim Progress and Long-term Goals

	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Long-term goal SY 2024-25
All Students	82%	86%	90%
Economically disadvantaged	76%	86%	90%
Children with disabilities (SPED)	61%	86%	90%
English learners (ELL)	46%	86%	90%
Native Hawaiian	77%	86%	90%
Filipino	89%	86%	90%
White	80%	86%	90%
Asian (excluding Filipino)	90%	86%	90%
Pacific Islander	67%	86%	90%
Hispanic	76%	86%	90%
Black	75%	86%	90%

Note: SY 2015-16 baseline data reflects the graduating class of 2015.

Hawaii’s Academic Achievement Measures of Interim Progress and Long-term Goals

	Language Arts			Mathematics		
	Proficiency, based on statewide assessments			Proficiency, based on statewide assessments		
	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Long-term Goal SY 2024- 2025	Baseline SY 2015-16	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%

Also required by ESSA are setting interim measures of progress and long-term goals for students who are English Learners to achieve English language proficiency. HIDOE will implement a “growth-to-target methodology” to measure students’ progress in achieving English language proficiency. Each student’s English language proficiency is assessed when they enter school, and we expect that the student will become proficient in the English Language within five years. The growth-to-target methodology indicates the extent to which students are progressing toward language proficiency within the identified timeframe. The long-term goal and measurement of interim progress are based on the ELL program’s aspirations of having 90% of our English learners on track to achieve English language proficiency within the appropriate timeframe.

	Baseline SY 2015-16	Measurement of Interim Progress SY 2019-20	Long-term goal SY 2024-25
English Learners’ English language proficiency	60%	73%	90%

School Accountability

The Hawaii Consolidated State Plan describes the school accountability system under ESSA as the mechanism through which we identify the schools with the most struggling students to determine where we should direct school improvement funds and resources. In a departure from school accountability under No Child Left Behind or the state’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver, Hawaii will *not* use the federal school accountability

system to rate and rank all schools; the proposed revisions to Strive HI (referred to as “Strive HI 3.0”) will serve as the statewide accountability system for all public schools.¹ ESSA-based accountability will be used more strategically to identify schools with the most struggling students or struggling student subgroups for support and improvement.

HIDOE has identified the following subgroups to include in the school accountability system for the purpose of monitoring subgroup performance and achievement gaps: Economically disadvantaged students, children with disabilities (SPED), English Learners, Native Hawaiian, Filipino, White, Asian (excluding Filipino), Pacific Islander, Hispanic, and Black. We have added student subgroups of Native Hawaiian, Filipino, and Pacific Islander to the minimum required by ESSA since Native Hawaiian and Filipino students make up the two largest ethnic groups of students in our multicultural state, and Pacific Island students struggle the most on academic indicators.

The minimum number of students that HIDOE has determined necessary to carry out the requirements of ESSA is 20. Subgroups of at least 20 students – at the school level – will be reported and also identified for targeted support when the subgroups are identified to be low achieving based on ESSA-required indicators. However, schools will have the information about every student to address individual students’ needs.

The following table indicates the five indicators that ESSA requires to be included in the school accountability system, the measures for each indicator, and the grades of students whose outcomes will be included in the indicator.

ESSA-required Indicators	Measures	Grades
Academic Achievement	Percentage of students who are proficient on the annual statewide assessments for Language Arts and Mathematics	3-8, 11
Other Academic Indicator: Academic Progress (elementary and middle school)	Language Arts and Mathematics Median Growth Percentile, based on statewide assessments	3-8
Graduation Rate (high school)	4-year Adjusted Cohort Graduation Rate ²	High School
Progress in Achieving English Language Proficiency	Percentage of English learners on-target to English language proficiency	K-12
State-selected Measure of School Quality or Student Success	Percentage of students who are chronically absenteeism (15 or more days absent)	K-12

Hawaii selected student growth in language arts and mathematics as our “other academic indicator” for elementary and middle schools (whereas ESSA specified graduation rate as a high school measure). This continues the effort begun under ESEA Flexibility Waiver to consider school’s overall achievement as well as progress being made in achievement for school accountability. 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.” This continues a

¹ For more information or to provide feedback about Strive HI: <http://bit.ly/StriveHISystem>

²<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/Strive-FAQs.aspx#indicatorsgrad>

measure introduced under the ESEA Flexibility Waiver and expands the measure to apply to all schools, 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.

To best support schools with the most struggling students, ESSA requires states to identify schools for comprehensive and targeted support and improvement based on the results of the ESSA-required indicators. Hawaii will implement the identification and supports based on the minimum federal requirements for the purpose of identifying schools with the most struggling students and struggling student subgroups:

Identification	Criteria for identification	Timeline
Comprehensive Support and Improvement	Lowest-performing 5% of Title I schools in each “grade span” (elementary, middle and high) as determined by the ESSA-required indicators, which are embedded within Strive HI school accountability system	To be identified every three years beginning with Fall 2017
Comprehensive Support and Improvement	Any high school with a graduation rate of 67% or lower	To be identified every three years beginning with Fall 2017
Additional Targeted Support	Any school with at least one subgroup performing as low as the schools identified for comprehensive support and improvement	To be identified every three years beginning with Fall 2017
Targeted Support and Improvement	Any school with at least one subgroup determined to be “consistently underperforming”	To be identified annually beginning with Fall 2018

Increasing student achievement in schools identified for comprehensive or targeted support will be a collective effort with the school, complex area, and state working closely together to ensure the appropriate resources are provided and supports are in place to best facilitate school improvement. HIDOE’s School Transformation Branch, the Complex Area Superintendents, and the Public School Charter Commission will monitor school improvement efforts. Supports will be provided through public education’s “tri-level” structure of state offices, complex areas and schools to support school improvement for student success.

Roles of Tri-level Supports

State	<ul style="list-style-type: none"> • Facilitates school improvement activities at the state level • Provides differentiated supports to schools identified for comprehensive support and improvement • Provides professional development activities to increase student learning • Supports complex areas and schools in ensuring equitable access to excellent educators • Monitors the use of Title I funds and Title I compliance • Charter Commission: Renews performance contracts for charter schools
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Complex Area	<ul style="list-style-type: none"> • Provides differentiated support to schools and acts as the liaison for school improvement between the state and the schools • Facilitates and monitors school improvement activities at the complex area level • Monitors the progress of schools identified for comprehensive and targeted support and improvement in meeting the objectives outlined in their school improvement plans
School	<ul style="list-style-type: none"> • Guides the implementation of school-wide initiatives designed to increase student achievement with the support of complex area staff or the Commission's proposed Federal Programs team • Monitors progress and school improvement activities at the school level • Communicates with the complex area staff or the Commission's proposed Federal Programs team to ensure school improvement needs are met

Title I, Part C: Education of Migratory Children

The purpose of Title I, Part C is –

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. To help migratory children benefit from State and local systemic reforms. [ESEA Sec. 1301]

A little more than 2,000 students in Hawaii (1%) are considered “migratory” because they transfers to schools across Hawaii school complex boundaries or move from another state because of their parent/guardian’s employment as a migratory agricultural worker or fisher. The Hawaii Migrant Education Program helps migratory students overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life in order to transition successfully throughout their educational experiences. The Hawaii Migrant Education Program prioritizes services to migratory students who are failing or at risk of failing to meet HODOE’s content and performance standards and whose education has been interrupted during the regular school year. The Hawaii Migrant Education Program is unique in that migratory students qualify for services by crossing school complex lines *or* by

qualifying by moving into the state. Thus, most migratory movement of Hawaii's students occurs within the state rather than from outside the state.

Based on a comprehensive needs assessment of Hawaii's migratory students, services are provided to assist students who experience transitions between schools and have lower levels of academic achievement than their non-migratory peers. Migratory funds are provided to schools to use in alignment with schools' needs assessments of their students, including migratory students. Schools typically provide tutorial assistance for core classes and other Response to Intervention supports including extended learning opportunities. Additionally, high schools often provide credit recovery opportunities and assistance in completing their Personal Transition Plans to facilitate high school graduation. Schools may also choose to offer family literacy programs or preschool learning opportunities.

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

The purpose of Title I, Part D is –

1. To improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet;
2. To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities. [ESEA Sec. 1401]

HIDOE provides funds and support to the Department of Public Safety and the Department of Human Services' Hawaii Youth Correctional Facility to deliver the educational services for their populations of incarcerated youth. Approximately 90 youth (0.05% of public school students) are currently served by this program. HIDOE also provides technical assistance and monitors the educational services provided by the two state agencies.

HIDOE partners with the Hawaii Youth Correctional Facility and other public agencies, such as the Department of Human Services and the Department of Health, in developing comprehensive plans to help incarcerated youth transition out of the Youth Correctional Facility back into their communities. This partnership ensures the appropriate services are provided for these youth to allow for a seamless transition.

HIDOE also provides youth as well as adults incarcerated in a Department of Public Safety correctional facility the opportunity to earn a Hawaii Adult Community School diploma. Earning a diploma will provide these youth and adults better opportunities for employment or post-secondary education upon their release.

Title II, Part A: Supporting Effective Instruction

The purpose of Title II is to provide funds to –

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. [ESEA Sec. 2001]

A long-standing vision, articulated in a 2010 comprehensive proposal for federal funds for transformation of public education, is that every child will have an effective teacher in every classroom and effective leader at their school. Hawaii’s goal, articulated in the HIDOE/BOE Strategic Plan, is to ensure all HIDOE offices and schools have a high-performing culture where employees receive the training, support, and professional development to contribute effectively to student success. HIDOE will support staff success through professional development and preparation initiatives to develop and grow our educators to support student success and continuous improvement as well as preparation of teachers, leaders and other education support staff to ensure well-qualified applicant pools of candidates are prepared to support student success objectives and serve all students across our geographically and multiculturally diverse state.

Title II, Part A funds contribute to initiatives to support student learning objectives by preparing, placing, and developing our teachers and leaders to meet their students’ needs, increase their effectiveness of their instructional practices, increase teacher retention, and develop leadership at all levels of the organization. As stated in the HIDOE/BOE Strategic Plan, education is a “people business.” Research, student feedback and our own experiences confirm that competent and committed teachers have the greatest influence on student achievement beyond students’ families. Hawaii’s greatest investment and primary strategy to retain teachers is supporting teachers’ professional and collegial practice through coaching and mentoring so that they are successful in the classroom with their students. Hawaii will use a combination of evidence-based strategies and innovative strategies to develop our educators to become more effective in addressing needs of our students.

Developing, licensing, hiring and placing teachers

HIDOE will continue to work with partners in educator preparation programs and the Hawaii Teacher Standards Board to prepare the teacher candidates that our students need. The monthly Teacher Education Coordinating Committee meetings, mandated by Section 304A-1202 of the Hawaii Revised Statutes, provides a consistent forum for collaboration to identify the needs of our schools, opportunities to better prepare educators to have the skills and dispositions needed to be effective, and innovative approaches to preparing and licensing teachers, particularly for shortage fields or regions. As part of the effort, HIDOE will continue data-sharing with educator preparation programs so that programs have follow-up information about the success of their graduates and can make program adjustments as needed.

HIDOE will experiment with new strategies to recruit teachers so that all students have equitable access to prepared and effective teachers. This includes exploring new recruitment strategies for hard-to-staff schools, starting with the schools identified under ESSA-required school accountability for comprehensive support and improvement that have teacher shortage concerns. These programs may include loan forgiveness, “grow your own” programs starting with high school career pathways for students interested in teaching as a career, and housing allowances for remote or rural locations. We will use a continuous improvement cycle of Plan-Do-Check-Act to identify and further develop successful innovative strategies and end unsuccessful practices that do not yield desired results.

Supporting beginning teachers

Approximately 20% of Hawaii’s teachers are in their first three years in the profession and many of them are placed in schools that are considered hard-to-fill. Of these beginning teachers, approximately 25% are starting their careers prior to earning a professional teaching license. Providing every student with an effective teacher and retaining our quality teachers requires a quality induction program that accelerates beginning teacher development. HIDOE is committed to sustaining and expanding its comprehensive and statewide induction and mentoring program. Supported by a variety of funds including Title II, Part A, complex areas each have an induction and mentoring program which provides job-embedded supports and individual mentors for beginning teachers in their first two years as probationary teachers, in accordance with Board Policy 204-1. These complex area-based programs follow Hawaii Teacher Induction Program Standards and statewide supports for complex area-based services will continue to be provided from HIDOE’s Office of Human Resources using a professional learning network model. For 2017-2020, induction and mentoring will be expanded to better support teachers and principals to address instructional strategies and student supports for students with disabilities and English Learners and to support instruction in the Hawaiian language through the Kaiapuni program.

Developing teachers

HIDOE has a tri-level approach to providing ongoing and sustained professional development to support the professional growth, improvement, and advancement of teachers. Professional development activities related to curriculum and instruction are offered at the state, complex area, and school levels with the purpose ranging from the implementation of statewide initiatives to addressing school-specific needs.

At the state-level, HIDOE has two primary strategies for developing our teachers to increase their effectiveness: ensuring subject matter competence and facilitating professional networks on priority system-wide initiatives. First, ESSA requires that schools identify teachers who are not licensed or state-certified for all subjects or grade levels they are teaching and to report teachers’ status; ESSA expands this requirement to all subjects and grades, not just “core” classes. Based on stakeholder feedback, HIDOE’s Office of Human Resources is improving upon the prior criteria for “highly qualified” teachers by offering multiple ways to demonstrate subject matter competence and support and encourage teachers, especially those in smaller schools or those teaching high-needs students, to increase their preparation to teach multiple subjects.

Second, HIDOE's Office of Curriculum, Instruction and Student Support supports statewide networks on key high-leverage strategies. These networks directly support Professional Learning Networks (PLNs) who then, in turn, support schools. For 2017-18, all complex areas will participate in four shared networks of practice: evidence and research-based strategies for well-rounded curriculum, social-emotional learning, inclusive practices, and 9th-grade on-track. The PLNs provide information, build capacity, and provide opportunities for educators in complex areas and schools to discuss innovations, evidence-based strategies and Bright Spots to support student success.

Complex areas support their schools through professional development based on their schools' needs, particularly needs shared within a K-12 complex of schools that share a feeder pattern of students. Complex areas receive Title II, Part A funds to support complex-based initiatives. To be responsive to community needs, maintaining complex-level Title II, Part A funds has been a priority as Title II, Part A funding has diminished in recent years.

From a teacher's perspective, most professional development is provided by a school or self-initiated. Professional development – through training opportunities, individual or collaborative planning time – is a key enabling activity for any significant improvement effort at a school. Schools identify these needs and activities in their Academic and Financial Plans and use a variety of sources including state and Title I funds, as applicable, to support professional development for their teachers. Since 2013, the State of Hawaii has provided the equivalent of thirteen paid work days as part of the school year calendar to support teachers' planning and professional activities. Annually, teachers develop Individual Personal Development Plans or provide evidence of their teaching practice and student learning and have professional conversations about their professional development goals with their supervisor, often their principal.

Leadership Development

HIDOE recognizes the importance of shared and effective leadership at all levels. A number of partners support a continuum of leadership development, reflecting the distributed leadership model promoted by HIDOE's Leadership Institute, which is housed within HIDOE's Office of Human Resources. The Leadership Institute, which was established in 2013, is committed to developing Leadership Competencies for leaders throughout the state's education system that reflects our Na Hopena A'o values and ensure that our leaders are student-focused and develop adaptive and ethnical leadership skills:

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

Leadership initiatives include teacher leader groups that advance project-based learning, teacher voice, and teachers as peer leaders offering professional development opportunities. In fact, the Hawaii State Teachers Association has become one of the most vibrant providers of training for teachers.

The role of Title II, Part A funds going forward is unclear. The ESSA law already authorized lower funding for the program than the state received previously and President Trump's Fiscal Year 2017 budget proposed to eliminate the program entirely. However, professional development is critical to success of our educators and students, so we will continually reexamine all sources of funds and continue to invest in developing our educators.

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

The purpose of Title III is –

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
 2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
 3. To assist teachers, principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
 4. To assist teachers, principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
 5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.
- [ESEA Sec.3102]

Among HIDOE students in School Year 2016-17, 12,924 (7%) were identified “English Learners” due to their English language proficiency. The most common five languages spoken by Hawaii’s English Learners are Ilocano, Chuukese, Marshallese, Tagalog, and Spanish. Hawaii views the students’ home languages and cultures as assets, as affirmed by its multi-lingual education policy (Board Policy 105-14). Hawaii’s English Language Learner (ELL) Program goals are to ensure students with limited English proficiency have access to educational opportunities to attain English language proficiency, develop high levels of academic attainment in English, and meet challenging academic content and achievement standards all students are expected to meet.

When students enter Hawaii’s schools and their home language is not English, the school assesses the students’ English language proficiency. Based on these assessment results, students may be identified for support in the ELL program. The ELL program is designed for students to achieve

English proficiency – sufficient to exit the ELL program – in five years or less, based on their initial assessment of English proficiency. Once students exit the ELL program, schools monitor students’ progress for two years to ensure successful transition without ELL-specific supports.

Students’ progress in achieving English proficiency and in making academic progress are assessed by classroom teachers and also annually through statewide assessments that monitor progress and identify students’ needs. The ELL program staff in HIDOE Office of Curriculum, Instruction and Student Support (OCISS) conducts on-going needs assessments and program evaluations and provides guidance, technical assistance, and support to complex areas and schools to facilitate and monitor student progress. OCISS ELL program staff are also coordinating with the HIDOE’s Office of Human Resources to collaborate with educator preparation programs to develop professional development pathways to EL licensure using teaching standards and InTASC (Interstate Teacher Assessment and Support Consortium) model core teaching standards for current teachers and teacher candidates.

It is challenging to support all EL students in all school situations given the diversity of students’ home languages and since many schools do not have significant concentration of EL students that share the same home language. The dual goals of English proficiency and academic achievement are supported by a key OCISS-led state strategy of inclusive practices. Inclusive practices allow EL students to receive appropriate quality instruction in general education classrooms as much as possible to facilitate the dual goals. Tri-level supports will be provided for inclusive practices which includes professional development for teachers that integrates English language acquisition strategies in content area training (e.g., training for Next Generation Science Standards) to meet the needs of diverse learners including EL students.

Schools who are eligible for Title III funds on the basis of their student population will determine appropriate services for their EL students and may use Title III funds in alignment with their academic plan and allowable usage of Title III funds, which includes language instruction education program, professional development on English language development for ELL teachers and content area teachers, parent engagement, and extended learning opportunities for EL students.

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

The purpose of the Student Support and Academic Enrichment Grants is to improve our students’ academic achievement by increasing the capacity of the state, schools, and local communities to –

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. [ESEA Sec. 4104]

Please note that this use of Title IV-A funds under ESSA is new and funds will be administered as a block grant to states. This iteration of Title IV has never been funded since it is included within the federal fiscal year 2017 budget that has not been acted upon by Congress.

HIDOE will use Title IV, Part A funds to advance key objectives of the HIDOE/BOE Strategic Plan: well-rounded education, whole child education, and prepared and resilient students (based on successful transitions). Title IV, Part A funds will provide supports to increasing equitable access to all courses, academic as well as elective; exploring innovative learning options for students who are struggling in the tradition classroom setting; and supporting interdisciplinary approaches to teaching.

Through its tri-level structure, HIDOE will also provide statewide professional development opportunities to advance HIDOE/BOE Strategic Plan student success objectives, complex-based facilitation of articulation across schools to create school environments in which students feel safe and supported to foster student learning for all students, and school-level supports that promote equitable access to well-rounded and rigorous educational opportunities for all students, particularly high-needs students who are the most vulnerable. Depending on the level of funding, supports may include communities of practice based on renewed academic standards for subjects other than English Language Arts and Mathematics, the integration of technology to provide extended learning opportunities, promotion of social and emotional learning, and equitable access to accelerated coursework that demonstrates college and career readiness, such as early college courses or Advanced Placement exams.

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

The purpose of Title IV, Part B is to provide opportunities for school communities to establish or expand activities in community learning centers that –

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. [ESEA Sec. 4201]

The 21st Century Community Learning Centers (CCLC) program supports school and community-based plans to advance well-rounded and whole child education; to create

environments in which our students are safe, healthy and supported; and to partner with families and communities to actively and meaningfully engage them in their children's education. The Title IV, Part B program provides funding to foster innovation to meet and exceed our educational goals and provide adequate resources to support school and community-based plans for student success.

The 21st CCLC provides supports through the tri-level system. HIDOE's Community Engagement Office will offer high quality services to schools to support student learning, family engagement, and continued efforts to support student achievement in our schools. Significantly, the 21st CCLC will fund community learning centers that provide extended learning opportunities (before school hours, after school hours, or inter-sessions) that meet our students' needs. Community Engagement Office will develop a rigorous and inclusive competitive grant process that addresses our students' needs for supervision, enrichment, and being healthy and that selects partners – nonprofit organizations, complex areas, or private schools (as applicable) – to support our students' needs. Schools identified for support and improvement, based on ESSA-required criteria, partnerships of schools and community organizations, and services for student who are most at-risk of academic failure will be prioritized.

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

The McKinney-Vento Act guides the direction of HIDOE's Education of Homeless Children and Youth Program (HIEHCY). This program has been well-established in HIDOE for many years which provides students with free meals and transportation to remain at their home school despite the location of where they sleep at night. The program's objective is to remove barriers that our students who have unstable living situations face so that they may receive assistance that allows them to engage more fully in their education.

Homelessness is a critical statewide issue in Hawaii that also affects our students. Hawaii currently has the most homeless citizens, per capita, in the United States. During the 2016-17 school year, approximately 3,000 students (2%) identified themselves as experiencing unstable living situations, from "couch surfing" to living in a homeless shelter to being unsheltered. Most schools have identified at least one student who qualifies as "homeless" under the McKinney-Vento criteria, but schools may have as many as 25% of students identified and many students are "hidden homeless" who have not identified their living situations to school officials and are not receiving supports.

ESSA presents opportunities to move HIDOE's HIEHCY program beyond basic compliance to facilitate greater participation and success in school, across grade levels, for children experiencing homelessness. The root cause of these students' challenges is multi-faceted and influenced by being homeless and otherwise unstable with regard to basic human needs. HIEHCY staff are currently conducting more rigorous analyses of students' needs. Moving forward, HIDOE plans for more ambitious efforts to support our students experiencing homelessness. This begins with requesting additional state funding to increase our regionally-based homeless service coordinators to full-time status to increase support for identifying students experiencing homelessness and coordinating services; as of April 13, a legislative budget request is pending.

HIEHCY staff will strengthen its collaborative alliances with other state agencies and nonprofit community organizations, including coordination with the Governor’s Ohana Nui initiative and with the Governor’s coordinator on homelessness, to identify and remove barriers to identifying students as homeless and to providing necessary services so that all students are safe, healthy and supported so that they can fully participate in their education. The HIEHCY program is evolving so that it empowers schools and districts to know their homeless student population and have easy access to a variety of resources for students to participate fully in school and receive necessary and appropriate supports.

Education of Children in Foster Care

Foster children are some of the most vulnerable students in our public schools. Services specifically for foster children were introduced in ESSA and HIDOE is developing a program to specifically address the needs of our students who are in foster care. This approach will involve greater statewide coordination within HIDOE as well as with other state agencies that will be led by the Office of Curriculum, Instruction and Student Support (OCISS). Federal resources for supporting foster care students, like supports for students experiencing homelessness, will come from the Title I, Part A program federal funding.

HIDOE’s Foster Care program is emerging. At the heart of the program is determining the best interest of the child in coordination with the Hawaii Department of Human Services (DHS), including maintaining the opportunity for educational stability for a child, in spite of his/her living situation.

OCISS, in collaboration with DHS, has worked with HIDOE’s Student Transportation Services Branch; Information Technology Services Branch; Data Governance and Analysis Branch; and Performance, Innovation, Planning and Evaluation Branch to identify and articulate the new requirements under the Foster Care provision in Title I, Part A which shall be emphasized and implemented. HIDOE is currently developing guidelines for statewide implementation of the federal “Ensuring Educational Stability for Children in Foster Care” non-regulatory guidance that incorporate key elements of this legislation: best interest determination process for children in foster care, dispute resolution process, transportation procedures and immediate enrollment and records transfer, as well as identifying key points of contact at each school.

The underlying goals are to reduce barriers, provide stability, and increase educational opportunities for children in foster care. HIDOE is committed to the processes and procedures to ensure that collaborative efforts prevail in serving the needs of the foster children so that all of our children feel safe, healthy and supported so they can engage fully in their educational experiences.