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

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Title I schools within that grade span. If the multi-level school is identified as one of the lowest-performing 5 percent of Title I schools in any grade span, the entire school would be identified for comprehensive supports and improvement as the school type of the lowest performing grade span. Thus, if the K-5 grade span of a multi-level school is identified as one of the lowest-performing 5 percent of Title I elementary schools, the entire school would be identified as an elementary school needing comprehensive supports and improvement.

Hawaii currently has one K-1 school that does not administer the Smarter Balanced Assessment for language arts and mathematics. HIDOE has selected Teaching Strategies GOLD® as the alternate assessment for the academic achievement indicator for this school. The percentage of students who passed the assessment for literacy and mathematics will be included in the calculation of the school's school and subgroup performance unit scores.

Hawaii currently reports first-year data for newly opened schools and includes these schools in the statewide accountability system during their second year.

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

- a. **Comprehensive Support and Improvement Schools.** Describe the State's methodology for identifying not less than the lowest-performing 5 percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Hawaii views schools identified for comprehensive support and improvement as schools with performance challenges that warrant the extensive support from federal and state resources to improve.

The lowest-performing 5 percent of all schools receiving Title I, Part A funds identified for comprehensive support and improvement are referred to as CSI-All Students or CSI-All schools and will be identified as follows:

1. Identify the number of Title I schools statewide, ~~that is necessary to meet the minimum 5 percent comprehensive support and improvement school requirement.~~
2. Identify the proportion to which elementary, middle, and high schools comprise of all Title I schools statewide.
3. Based on the proportion ~~that of~~ each school type ~~comprises determined~~ in Step 2, identify calculate the corresponding count of Title I schools ~~required for of~~ each school type that makes up the bottom 5 percent.
4. Select the Title I schools, excluding the schools identified based on low graduation rate, with the lowest school performance unit score

to equal the number of schools identified in Step 3 for each school type.

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- a. Multi-level schools will be separated into grade spans and each grade span will be compared to the schools within the respective school type for identification purposes. For example, a K-12 school would be divided into three grade spans – K-5, 6-8, and 9-12. The K-5 grade span will be compared to elementary schools, the 6-8 grade span will be compared to middle schools, and the 9-12 grade span will be compared to high schools. Should a multi-level school be identified for comprehensive support and improvement in more than one school type, the school will be identified for comprehensive support and improvement as the school type of the lowest performing grade span.

Hawaii ~~proposes-began to~~ identifying CSI-All schools for comprehensive support and improvement beginning Fall 2017 using SY 2016-17 student outcomes.

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Hawaii will identify all schools with a graduation rate of 67 percent or lower for comprehensive support and improvement. The graduation rate will be calculated using the four-year adjusted cohort graduation rate methodology as required.

Schools with a graduation rate of 67 percent or lower identified for comprehensive support and improvement are referred to as CSI-Graduation or CSI-Grad schools.

Hawaii ~~proposes-began to~~ identifying CSI-Grad schools for comprehensive support and improvement beginning Fall 2017 using the graduation data from the previous year. For Fall 2017 identification, the graduation rate of the class of 2016 will be used.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Hawaii proposes to identify public schools in the State receiving Title I, Part A funds with at least one subgroup that received additional

targeted support under ESEA section 1111(d)(2)(C) and did not meet the exit criteria for comprehensive support and improvement (see “Exit Criteria for Schools Receiving Additional Targeted Support”).

These schools are referred to as **CSI-Consistently Underperforming** or **CSI-CU** schools. Title I schools identified for additional targeted support due to at least one low performing subgroup of students that have not satisfied the statewide exit criteria for schools identified for additional targeted support within three years will be identified for comprehensive support

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and improvement. Schools identified for additional targeted support would no longer require additional support to improve if the subgroups that led to the identification improved enough to exceed the threshold score set by the lowest performing Title I school in their grade span in the year they were initially identified.

Table A.12 provides an example of a school identified for additional targeted support in Fall 2017 being identified for comprehensive support and improvement in Fall 2020. School A is identified for comprehensive support and improvement in Fall 2020 because its Subgroup A continues to have a subgroup performance unit score lower than the threshold set by the lowest performing Title I school in its grade span. School B no longer needs additional support because both subgroups showed significant improvement and no longer have subgroup performance unit scores lower than the threshold score. Only Title I schools identified for additional targeted support will be identified for comprehensive support and improvement as required by ESSA.

Table A.12. Example of escalation from additional targeted support to comprehensive support and improvement

School		Identification in Fall 2017	School/Subgroup Performance Unit Score		Identification in Fall 2020
			Fall-2017	Fall-2020	
Threshold: Lowest-Performing School		Comprehensive Support & Improvement	22.3	—	—
School A	Subgroup A	Additional Targeted Support	22.0	22.1	Comprehensive Support & Improvement
	Subgroup B		19.5	22.5	
School B	Subgroup A	Additional Targeted Support	18.4	24.6	No additional support needed
	Subgroup B		21.1	23.8	

Title I schools that do not exit additional targeted support status will be designated for comprehensive support and improvement beginning in Fall 2020.

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Hawaii will identify schools for comprehensive support and improvement based on low performance and low graduation rate once every three years beginning in Fall 2017. Hawaii will also identify schools previously identified for additional targeted support for comprehensive support and improvement once every three years

beginning Fall 2020.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Hawaii will identify schools for targeted support and improvement based on the performance of each school’s subgroups that have a minimum of 20 students. Hawaii proposes to define a “consistently underperforming” subgroup as any-subgroup of students with a subgroup performance unit score that falls in the lowest 10% of all subgroups-schools for at least two consecutive years. If at least one subgroup in a school has a subgroup performance unit score in the lowest 10% of all subgroups-schools unit scores in both Year 1 and Year 2 for two consecutive years, the subgroup would be considered consistently underperforming and the school would be identified for targeted support and improvement. Subgroup performance will be compared to the performance of other subgroups within the same grade spansubgroup’s respective school type.

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

- ~~1. [Year 1] Of the schools not identified for comprehensive or additional targeted support, identify the schools with at least one subgroup with a subgroup performance unit score that falls in the lowest 10% of all subgroups for their respective school type identified. These schools will be notified that they may be identified for targeted support and improvement should their underperforming subgroup’s performance fall in the lowest 10% of all subgroups the following year.~~
- ~~2. [Year 2] Of the schools identified in Step 1 the previous school year, select the schools in which the previously identified underperforming subgroups continue to have a subgroup performance unit score in the lowest 10% of all subgroups for their respective school type identified in Step 1. These schools will be identified for targeted support and improvement based on at least one consistently underperforming subgroup.~~

Hawaii ~~proposes began to~~ annually identifying schools for targeted support and improvement due to consistently underperforming subgroups annually beginning in fall 2018.

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

~~Hawaii proposes to identify for additional targeted support any school with at least one~~ any “consistently underperforming” subgroup whose subgroup’s unit score is equal to or lower than the highest unit score of Title I schools identified for CSI-All by school type (elementary, middle and high school).

- Identification for additional targeted support is derived from the eligible pool of targeted support and improvement schools’ subgroups by school type (elementary, middle and high school), and uses the CSI-All highest unit score threshold, by school type, for the identification of schools.
- Hawaii will identify schools for additional targeted support based on the performance of each school’s subgroups that have a minimum of 20 students.
- The identification of additional targeted support schools is considered an escalation of support for the lowest performing subgroups.

~~Hawaii will identify schools with at least one low performing subgroup of students for additional targeted support. Schools needing additional targeted support will be identified based on the following criteria:~~

- ~~1. Identify the lowest school performance unit score of the schools identified for comprehensive support and improvement due to low performance for each school type (elementary, middle, and high school). This will serve as the threshold for the identification of schools for additional targeted support.~~
- ~~2. Of the schools not identified for comprehensive support and improvement, select the schools with at least one subgroup with a subgroup performance unit score that is equal to or lower than score for their respective school type identified in Step 1.~~

~~Hawaii proposes begin to identifying schools’ subgroups with low performing subgroups of students for additional targeted support beginning Fall 2017 (using SY 2016-17 student outcomes), and will identifies schools’ with low performing subgroups of students for additional targeted support every three years. For additional targeted support identification, subgroups must have a minimum of 20~~

~~students.~~

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Hawaii will not be including additional statewide categories of schools.

- vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Hawaii continues to require schools to have a minimum participation rate of 95 percent for the annual statewide assessments. Hawaii proposes to apply a non-proficient outcome to any non-participant in each student group ~~all~~ ~~all~~ students and each subgroup ~~not~~ ~~not~~ meeting the 95 percent participation requirement up to 95 percent of such group. For example, if 85 of 100 students participated in the assessments, 10 students would be added to the denominator to total 95 students, or 95 percent of the student group. Thus,

the number of students who met proficiency of the 85 who participated would be divided by 95 when calculating the school's academic achievement rate. For example, if 50 of the 85 students were proficient, the academic achievement rate for this school would be 50/95 or 52.6 percent. The addition of ~~the~~ 10 students with a non-proficient outcome to the denominator lowers the academic achievement rate.

HIDOE will require schools that do not meet the 95 percent participation requirement to create a plan for corrective action to increase student participation in statewide academic assessments.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

As a unitary SEA and LEA, HIDOE is responsible for not only awarding school improvement funds and monitoring and evaluating the use of such funds, but is also responsible for facilitating school improvement activities for schools identified for comprehensive or targeted support and improvement. Increasing student achievement in schools identified for comprehensive and targeted support will be a collective effort with the school, complex area, and state working closely together to ensure the appropriate resources are provided and supports are in place to best facilitate school improvement. Table A.13 outlines some of the school improvement activities at the state, complex area, and school levels.

Table A.13. HIDOE Tri-Level Structure of Support for School Improvement

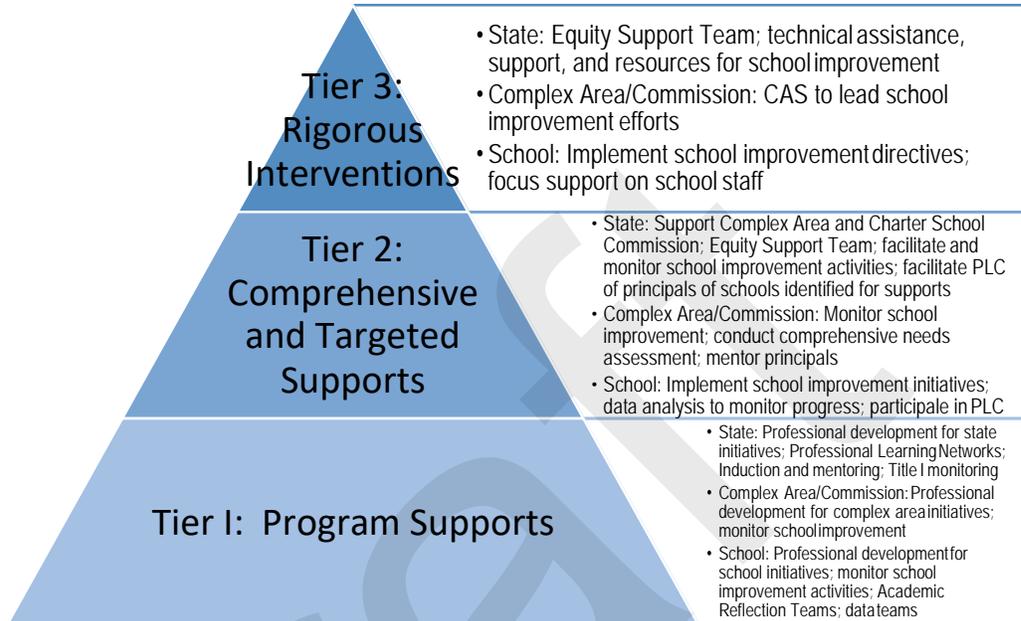
<p>State</p>	<ul style="list-style-type: none"> ● The School Transformation Branch facilitates school improvement activities at the state level and monitors the complex area and school use of Title I funds and Title I compliance. ● The Office of Curriculum, Instruction and Student Support will provide professional development activities to increase student learning. ● The Office of Human Resources will support complex areas and schools in ensuring equitable access to excellent educators. ● The Monitoring and Compliance Office will monitor for state Title I compliance.
<p>Complex Area</p>	<ul style="list-style-type: none"> ● Complex area staff and the Commission's Federal Programs team will provide differentiated support to schools and act as the liaison for school improvement between the state and the schools ● Complex and Charter Academic Officers, complex area resource teachers, and Title I Linkers facilitate and monitor school improvement activities at the complex area level. ● Complex area staff and the Commission's Federal Programs team will monitor the progress of schools identified for comprehensive and targeted support and improvement in meeting the objectives outlined in their school improvement plans.
<p>School</p>	<ul style="list-style-type: none"> ● School leadership will guide the implementation of school-wide initiatives designed to increase student achievement with the support of complex area staff or the Commission's Federal Programs team. ● School Academic Reflection Team will monitor progress and school improvement activities at the school level. ● School administrators will serve as the liaison between the school and the complex area to ensure school improvement needs are met.

The School Transformation Branch helps to facilitate a system and culture of public education work to effectively organize financial, human, and community resources in support of student success [HIDOE/BOE Strategic Plan, Goal 3]. Its focus is on a multi-tiered system of supports (Figure A.2). The School Transformation Branch will support Complex Area Superintendents and staff as well as the Public Charter School Commission’s Federal Programs team as they provide supports to their schools identified for support and improvement. The Commission is proposing to designate staff to serve as its federal programs support staff to focus on coordinating the school improvement efforts supported by Title I and school improvement funds for schools identified for support and improvement. The Commission’s Federal Programs team will consist of a Federal Programs Manager, the Charter Academic Officers, the resource teacher, and the Title I Linkers.

The School Transformation Branch will provide schools support directly and through the complex areas and the Commission’s Federal Programs team by providing them with Complex/Charter Academic Officers, who facilitate school improvement efforts and provide technical assistance to schools identified for comprehensive and targeted support and improvement;

complex area resource teachers, who provide support and technical assistance to schools implementing support and improvement plans; and Title I Linkers, who monitor the use of Title I funds.

Figure A.2. Multi-Tiered System of Supports



The School Transformation Branch will also facilitate monthly meetings of the principals of the schools identified for comprehensive support and improvement. This newly-formed professional learning community will provide principals with a forum to discuss the challenges they are facing in their school improvement processes and to strategize on how to best support their teachers and students. These monthly meetings may include complex area support staff, such as the complex or charter academic officer, or state office personnel, such as a personnel or education specialist, who will be best to help address the challenges and support the implementation of school improvement strategies for the schools identified for comprehensive support and improvement.

Hawaii will create an Equity Support Team, a team consisting of the Assistant Superintendents from HDOE state offices and their designees, to provide differentiated support to better assist schools identified for comprehensive support and improvement. These supports would include ensuring equity in the distribution of personnel and resources to the identified schools and providing assistance in navigating state office procedures to secure desired resources. The Equity Support Team will visit the schools identified for comprehensive support and improvement, assess each school's needs to determine the supports needed, and address systemic issues that inhibit the implementation of school improvement plans. Should schools identified for comprehensive support and improvement need rigorous

interventions, the Equity Support Team will provide more intensive supports to these schools.

- a. Exit Criteria for Comprehensive Support and Improvement Schools.
Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

In order to exit, schools identified for comprehensive support and improvement based on the lowest-performing 5 percent of all schools receiving Title I, Part A funds in the State (i.e. CSI-All) must have a school performance unit score greater than the lowest-performing 5 percent of Title I schools within their school type during the final school year of the three-year support and improvement period. They must also demonstrate significant improvement to exit. To demonstrate significant improvement, the school must show increases in its language arts achievement rate; mathematics achievement rate; On-Target to English Language Proficiency rate; graduation rate (if applicable); and must show a decrease in its chronic absenteeism rate in the final year of the three-year support and improvement period.

Schools identified for comprehensive support due to their graduation rate (i.e. CSI-Grad) must show improvement and must have a graduation rate greater than 67 percent the final year of the three-year support and improvement period to exit. If a school was identified in Fall 2017 as a having a graduation rate lower than 67 percent for the Class of 2016, the school must show improvement in its graduation rate over the three-year support and improvement period. It must have a graduation rate greater than 67 percent for the Class of 2019 to exit comprehensive support and improvement status in Fall 2020.

All schools receiving Title I, Part A funds with at least one subgroup that received additional targeted support under ESEA section 1111(d)(2)(C); did not satisfy the statewide exit criteria; and were identified for comprehensive support and improvement (i.e. CSI-CU) must meet the following criteria to exit:

1. In the final year of the three-year comprehensive support and improvement period, the subgroup performance unit score must be higher than the highest CSI-All school's school performance unit score (measured from the end of the three-year comprehensive support and improvement period) in the subgroup's respective school type; or
2. In the final year of the three-year comprehensive support and improvement period, the average of the subgroup performance unit score from the second and third year of the three-year

comprehensive support and improvement period must be higher than the highest CSI-All school's school performance unit score (measured from the end of the current three-year comprehensive support and improvement period) in the subgroup's respective school type; and

3. The subgroup must show increases in its language arts achievement rate; mathematics achievement rate; On-Target to English Language Proficiency rate; graduation rate (if applicable); and must show a decrease in its chronic absenteeism rate in the final year of the three-year support and improvement period.

~~Hawaii proposes to exit schools from comprehensive support and improvement based on the criteria for which they were identified. Schools that were identified due to their graduation rate must show improvement and must have a graduation rate greater than 67 percent the final year of the three year support and improvement period to exit. Thus, if a school was identified in Fall 2017 for a graduation rate lower than 67 percent for the Class of 2016, the school must show an improvement in its graduation rate over the three year period and must have a graduation rate greater than 67 percent for the Class of 2019 to exit comprehensive support and improvement status in Fall 2020.~~

~~Schools identified for comprehensive support and improvement due to low performance must have a school performance unit score placing them above the lowest performing 5 percent of Title I schools within their grade span the final school year of the three year support and improvement period and must demonstrate significant improvement to exit. To demonstrate improvement, the school must show increases in its language arts achievement rate, mathematics achievement rate, On-Target to English Language Proficiency rate, and graduation rate (if applicable) and must show a decrease in its chronic absenteeism rate in the final year of the three year support and improvement period. A school identified for comprehensive support and improvement in Fall 2017 must have a school performance unit score high enough to no longer be among the lowest performing 5 percent of Title I schools within its school type and must demonstrate improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, and graduation (if applicable), and chronic absenteeism rates in Fall 2020.~~

~~For schools identified for comprehensive support and improvement due to persistently low performing subgroups, the subgroups which led to the identification must have a subgroup performance unit score greater than the threshold score that led to their identification for additional targeted support and must demonstrate improvement in its language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates the~~

~~final year of the three-year comprehensive support and improvement~~

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~~period. Thus, to exit in Fall 2023, the subgroups identified as persistently low performing in Fall 2020 must have subgroup performance unit scores higher than the threshold score of their grade span that led to their identification for additional support the year they were initially identified (Fall 2017) and demonstrate improvement in its language arts achievement, mathematics achievement, On Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates.~~

Schools identified for comprehensive support and improvement due to low performance or persistently low-performing subgroups will also be required to select additional measures from a state-created menu to demonstrate school improvement and will be evaluated by a school improvement review committee. The menu of measures will be created with stakeholder input and will reflect the priorities of our schools. The school improvement review committee, with oversight by the Deputy Superintendent, will review and approve the use of the additional measures and will conduct multiple school visitations to assess the progress the school has made. The school would also provide evidence of the progress made for the committee to review prior to the beginning of each school year for an annual review. Should substantial progress be demonstrated prior to the end of the three-year support and improvement period, the school may request to no longer be identified for comprehensive support and improvement. The school improvement review committee will determine if the school demonstrated sufficient progress and will submit its recommendation to the Deputy Superintendent, who will make the final decision on whether the school should exit or continue to receive support. ~~and should substantial progress be demonstrated prior to the end of the three year support and improvement period, the school may request to no longer be identified for comprehensive support and improvement. The school must demonstrate sufficient progress by the end of the three year support and improvement period to exit comprehensive support and improvement status. The school improvement review committee will determine if the school demonstrated sufficient progress and will submit its recommendation on whether the school should exit or continue to receive support to the Deputy Superintendent, who will make the final decision.~~

Should a school identified for comprehensive support and improvement for graduation rate increase its graduation rate to higher than 67 percent but is be identified as one of the lowest-performing 5 percent of Title I schools in Fall 2020, the school will be treated as a newly identified school for comprehensive support and improvement.

- b. Exit Criteria for Schools Receiving Additional Targeted Support.
Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C),

including the number of years over which schools are expected to meet such criteria.

Schools with at least one subgroup receiving additional targeted support must meet the following criteria to exit:

1. In the final year of the three-year additional targeted support period, the subgroup performance unit score must be higher than the highest CSI-All school's school performance unit score (measured from the beginning of the current three-year comprehensive support and improvement period); or
2. The average of the subgroup performance unit scores from the second and third year in the three-year additional targeted support period must be higher than the highest CSI-All school's school performance unit score (measured from the beginning of the current three-year comprehensive support and improvement period).

Public schools in the State receiving Title I, Part A funds with at least one subgroup that received additional targeted support under ESEA section 1111(d)(2)(C) that do not meet either of the improvement criteria above will be identified for comprehensive support and improvement.

Public schools in the State not receiving Title I, Part A funds with at least one subgroup that received additional targeted support under ESEA section 1111(d)(2)(C) that do not meet either of the improvement criteria above will retain their consistently underperforming identification.

~~For schools identified for additional targeted support as a result of low-performing subgroups, the subgroups which led to the identification must have a subgroup performance unit score greater than the threshold score~~

~~that led to their identification for additional targeted support and must demonstrate improvement by showing increases in their language arts achievement rate, mathematics achievement rate, On-Target to English Language Proficiency rate, and graduation rate (if applicable) and must show a decrease in chronic absenteeism in the final year of the three-year support and improvement period. Thus, to exit in Fall 2020, the subgroups that led a school to be identified for additional targeted support in Fall 2017 must demonstrate improvement in their language arts achievement, mathematics achievement, On-Target to English Language Proficiency, graduation (if applicable), and chronic absenteeism rates and must have a subgroup performance unit score higher than the threshold score that led to their identification.~~

Should a school with at least one subgroup identified for additional targeted support ~~due to the low performance of its subgroups~~ meet the exit criteria ~~so that they are no longer considered low performing~~, but another subgroup in that same school becomes low performing identified for additional targeted support, the school will be treated as newly identified for additional targeted support. ~~For example, if Subgroup A and B achieve a subgroup performance unit score greater than the threshold score that led to their identification and demonstrate improvement in their language arts achievement, mathematics achievement, On-Target to English Language Proficiency, and chronic absenteeism rates but Subgroup C has a subgroup performance unit score lower than the new threshold score, the school will be treated as a newly identified school for additional targeted support.~~