

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	Hawaii State Department of Education (HIDOE)
Request Approved	May 23, 2013
Request Amended	June 5, 2014
ESEA Flex Monitoring Activity	Part B Desk Monitoring
Monitoring Review Date(s)	January 7, 8, and 13, 2015
Exit Conference	February 6, 2015
Interviews Conducted	Debra Farmer, Sandra Goya, Leila Hayashida, Barbara Krieg, Monica Mann, Sharon Nakagawa, Ronn Nozoe, Tammie Picklesimer, Lyndsay Pinkus, Brian Reiter, Tom Saka, Stephen Schatz, Stephanie Shipton
U.S. Department of Education (ED) Monitors	Molly Budman, Melissa Siry Gordon, Michael Wells

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and process to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation*. This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility*. This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps*. When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.

- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- HIDOE has aligned its reform efforts and internal systems and processes to leverage progress toward outcomes. The State’s Strategic Plan, approved request for ESEA flexibility, and Race to the Top plan all focus on six key priority strategies: Common Core State Standards (CCSS); comprehensive system of student supports (CSSS), including response to intervention; formative instruction and data teams (FIDT); Educator Effectiveness System (EES); induction and mentoring (IM); and academic review teams (ART). HIDOE views the six strategies as the way Complex Areas and schools will make progress.¹
- The State provided each Complex Area a Complex Area Support Team (CAST) team for SY 2013-2014 and SY 2014-2015, composed of six dedicated “leads” to support implementation of each of the six priority strategies. In addition, the State has instituted a series of data collection mechanisms including continuum rubrics, CAST strategy meetings, and stocktake meetings to allow it to continuously evaluate and revise its project implementation across all principles of ESEA flexibility based on multiple sources of data.
- HIDOE has designed a comprehensive and integrated monitoring process through the use of its CAST teams, described above. The CAST teams monitor implementation of each of the six priority strategies and provide individualized technical assistance to Complex Areas and schools, as needed. All Complex Areas with Focus and Priority schools and charter schools designated as Focus and Priority Schools receive additional support and oversight through a State-funded Complex Academic Officer of Charter Academic Officer.
- HIDOE engages in a variety of activities to support full implementation of the CCSS, including support through its CCSS CAST lead; access to CCSS-aligned implementation protocols, crosswalks, curriculum frameworks, webinars, and sample performance tasks for ELA and mathematics on the State’s standards toolkit website; access to additional resources through the Open Educational Resources project; and selection of statewide curriculum materials.

¹ Hawaii has a unique educational structure as the only State with a State Department of Education that is both the SEA and the LEA. The HIDOE-operated public schools are organized into complexes made up of a high school and its feeder schools. A Complex Area typically represents two or three complexes grouped together, and is led by a Complex Area Superintendent. HIDOE has a total of 15 Complex Areas.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Meeting Expectations
Principal Evaluation and Support Systems (3.B)	Meeting Expectations

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- HIDOE should consider conducting analyses or review to determine if the policy decision to move the Tripod Student Survey from a separate Student Perspectives component to the Core Professionalism component of the Educator Evaluation System is being implemented consistently across the State and is having the intended impact.
- In order to ensure that relevant and timely data is accessible and digestible to all stakeholders including parents and communities, HIDOE should consider streamlining both the data it reports as well as its data reporting mechanisms consistent with the requirements of ESEA.
- Through the process for renewing the SEA's ESEA flexibility request, HIDOE should update its plan for implementing its principal evaluation system consistent with the renewal requirements pertaining to Principle 3 described in the document titled *ESEA Flexibility Guidance for Renewal Process* (November 13, 2014).