

Hawaii's Race to the Top Annual Performance Report

[Review the State-reported Year One APR](#)

- Comprehensive Approach to Education Reform**
- Local Educational Agency (LEA) Participation**
- Student Outcomes Data: State Assessment Results**
- Student Outcomes Data: NAEP Results**
- Student Outcomes Data: Closing Achievement Gaps**
- Student Outcomes Data: Graduation Rates and Postsecondary Data**
- College and Career-Ready Standards and Assessments**
- Data Systems to Support Instruction**
- Great Teachers and Leaders**
- Turning Around the Lowest-Achieving Schools**
- Education Funding and Charter Schools**
- Emphasis on Science, Technology, Engineering, and Mathematics (STEM)**
- Progress Updates on Invitational Priorities**
- Year One Budget**

[Download Hawaii's State-reported Year One Annual Performance Report](#)

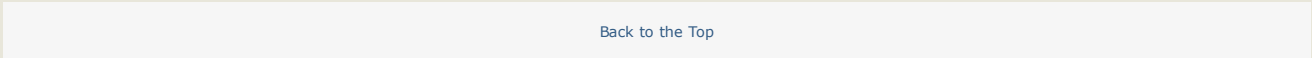
The Hawaii State-reported Year One Annual Performance Report will be posted here when available.

[Download Hawaii's Year One State-specific Summary Report](#)

The Hawaii Year One State-specific Summary report will be posted here when available.

[Download Year One State-reported Annual Performance Report for All Race to the Top Grantees](#)

The Year One State-reported Annual Performance Report for all Race to the Top Grantees will be posted here when available.



[Back to the Top](#)

This PDF compiles Hawaii's Year One Race to the Top Annual Performance Report (APR) from www.rtt-apr.us as of January 20, 2012. To learn more about the APR, including definitions and terms used, please visit <http://www.rtt-apr.us/about-apr>. Supporting files provided by the State in its APR are included at the end of this PDF. Please visit www.rtt-apr.us for an accessible version of the content contained in this PDF.

State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

Hawaii's State-reported Progress in Comprehensive Education Reform

State-reported response: Hawaii—APR Submission: Comprehensive approach to education reform

This past year, Hawaii embarked upon a whole system transformation effort with more clearly articulated roles and responsibilities across the central office, complex area and schools. Catalyzed by the Race to the Top award (RTTT), the Hawaii State Department of Education (HIDOE) has begun to advance a set of comprehensive reforms across four major strands of work: standards and assessments, human resource management, data systems, and turning around persistently under-performing schools.

Meeting the aggressive performance goals demands the entire state rally around this agenda, which is why we have also solidified cooperative partnerships that better align our actions vertically from Pre-Kindergarten to institutions of higher learning and horizontally across the K-12 system. Early results of the 2011 Hawaii State Assessment are in: the percentage of students scoring proficient or above on the Mathematics exam rose from 48% to 54%, while English Language Arts performance held steady at 66%. At the same time, the achievement gap between elementary-age Native Hawaiian students and their statewide peers in ELA was reduced from 12% to just over 9% in the past school year.

What follows is a description of accomplishments under year one of Hawaii's Race to the Top reform efforts.

SECTION A: SYSTEM ALIGNMENT AND PERFORMANCE MONITORING

Hawaii's initial Race to the Top implementation efforts in Year 1 have focused on building the infrastructure of supports that will enable and sustain profound change throughout the State's public school systems. While much has been accomplished, Hawaii has faced a few unexpected delays along the way, due in part to welcoming a new governor who took office in December 2010 and

transitioning from an elected Board of Education to one appointed by the governor and confirmed by the State Senate in April 2011. While the new Governor and Board unanimously support HIDOE's RTTT reform agenda, they have required time to fully familiarize themselves with Hawaii's RTTT application and approved Scope of Work and integrate these with their own strategic visions and plans for Hawaii's public school system. In addition, the State has encountered a much-publicized disagreement with the Hawaii State Teachers Association over non-RTTT contract negotiation issues that have impacted collective bargaining for RTTT reforms. However, our challenges have only served to spur Hawaii's resolve to move forward with a renewed sense of urgency and purpose.

Under the aligned and determined leadership of new Governor Neil Abercrombie, newly appointed Board of Education, Superintendent of Education Kathryn Matayoshi, and Legislative leaders, Hawaii had unprecedented success in the 2011 legislative session in passing key legislative acts to effectuate aspects of the State's RTTT implementation plan. Superintendent Matayoshi has led the way in aggressively building partnerships with both public and private sectors to aid in the transformation of our public schools. Key partners and commitments include:

- The Hawaii P-20 Council, made up of legislative, business, early education, philanthropic, and community leaders, has set a goal for 2025 that 55% of Hawaii's working age adults to have a two-or four-year college degree and 100% of Hawaii's working age adults are college- and career-ready, having skills and knowledge to earn a living wage.
- The Hawaii Community Foundation, a statewide public foundation dedicated to investing in people and solutions that benefit every island community, has pledged staffing resources to support specific Race to the Top goals and activities.
- The Harold K.L. Castle Foundation announced it will double a prior investment pledge and commit \$10 million to Hawaii's public education reform efforts over the next four years. The funding is intended to support and accelerate Hawaii's Race to the Top, as well as other bold education reform initiatives aimed at closing student achievement gaps and preparing all graduates for college, career and citizenship.
- Kamehameha Schools is a private educational trust whose mission is to provide educational opportunities for Native Hawaiian learners. Although they serve nearly 7,000 students in their 31 preschools and three K-12 campuses, the majority of Native Hawaiian learners are served by Hawaii's public schools. Kamehameha Schools is an essential partner in HIDOE's Race to the Top goal to reduce the Native Hawaiian achievement gap by 50% in five years and by 100% by 2018 and has committed to align their resources in early childhood education, literacy instruction services, school improvement, and post-high school support to achieve this goal. Most notably, Kamehameha Schools provided funding for two high schools in the Waianae-Nanakuli Zone of School Innovation to support their New Tech High School programs during the first year of RTTT implementation.
- The Learning Coalition (TLC) is a non-profit 501(c)(3) organization focused exclusively on improving the quality of Hawaii's public educational system. TLC has partnered with HIDOE and provided funding and support for RTTT initiatives that include development of a teacher evaluation and compensation system based on student growth indicators; alignment of practices for hiring and retaining effective teachers and principals; and expansion of HIDOE's K-12 data systems into a statewide longitudinal data system.

Building Capacity and Aligning HIDOE's Organizational Functions

HIDOE is building capacity through the following actions:

- Reallocation of federal and state funds to align with and support HIDOE's Strategic Plan and Race to the Top efforts.
- Establishment of a Strategic Project Oversight Committee (SPOC). SPOC meets weekly to vet and approve project plans for HIDOE's Race to the Top initiatives, identify progress and areas of challenge, and to resolve major systemic challenges.
- The Reorganization of Offices within HIDOE is intended to develop an organizational structure that executes/delivers and ensures the sustainability of the outcomes of HIDOE's Strategic Plan and Race to the Top efforts.
 - A major component of the Reorganization was the creation of the Office of Strategic Reform (OSR) to provide targeted state-level support and leadership for reform, including program management support for key Race to the Top initiatives. In all, OSR supports 26 projects grouped into five portfolios. HIDOE's RTTT lead position, originally titled the Executive Assistant for School Reform, was revamped in June 2011 and upgraded to an Assistant Superintendent for Strategic Reform.
 - The Reorganization also resulted in the establishment of an expanded community affairs unit to

more effectively share information and build additional community partnership.

SECTION B: STANDARDS AND ASSESSMENTS

Developing and Adopting Common Standards

Hawaii's academic content standards consistently rate among the most rigorous in the country. Inspired by the vision of a shared set of rigorous, high-quality standards across states, Hawaii joined 47 other states, the District of Columbia, and two territories in committing to the Common Core State Standards (CCSS) Initiative. Hawaii was the 10th state to formally adopt the final version of the CCSS after the Board of Education's unanimous vote on June 17, 2010. The CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and CCSS for Mathematics define the knowledge and skills students need to succeed in college and careers when they graduate.

Hawaii's CCSS implementation strategy is organized around a five-phase professional development plan. Phase I (Awareness/Familiarity) began in Fall 2010 with the development of crosswalk documents showing how the Hawaii Content and Performance Standards (HCPS) III compare to the CCSS. During this phase, content specialists spoke with all school principals across the State about the adoption of the CCSS, as well as Hawaii's plan for implementation.

During Phase II (Understanding), which took place between January 2011- March 2011, content specialists in English Language Arts (ELA) and Mathematics again traveled around the entire State to provide professional development for teams of five people from each school. These training sessions were designed to raise awareness of how the CCSS are aligned to college- and career-ready expectations, as well as how they compare to Hawaii's current standards. A total of 1,361 educators were trained statewide during Phase II and returned to their schools with professional development training videos on implementing the CCSS and text complexity to aid in presenting the information to their colleagues. The tools, as well as others, are available to all teachers on Hawaii's Standards Toolkit website at www.standardstoolkit.k12.hi.us. Additionally, a curriculum survey of all schools has identified which core curriculum programs are already in place in ELA and Mathematics to inform Phase III.

Phase III (Internalization), began in April 2011 and provided all grade K-2 teachers in the state two full days of professional development focused on aligning their current curriculum programs to the CCSS, as well as one full day of professional development for grade 11-12 teachers in English and Algebra II.

In January 2011, teachers of grades K-2, 11th and 12th grade ELA, and Algebra II began implementing the CCSS. Standards-based report cards for grades K-2 have been realigned to Common Core State Standards, and beginning in October 2011, teachers will report each student's progress on the CCSS.

Furthermore, teachers in grades 3-10 are already implementing aspects of the CCSS that include Mathematical practices and for ELA, the written argument and text complexity. This year's progress positions the State to promptly implement portions of CCSS K-12 without compromising student performance on the Hawaii State Assessment (HSA), which is aligned with HCPS III. Professional development on CCSS has been integrated with the training and protocols for RTTT data coaches and STEM mentors to ensure consistency.

Developing and Implementing Common, High-Quality Assessments

HIDOE will continue to measure student progress using the HSA until assessments aligned to the CCSS are completed. In Summer 2010, Hawaii partnered with Delaware and Oregon to share items developed for each state's summative assessment item bank. As a result, HIDOE has increased the depth and breadth of its assessment test item pool. Hawaii is also improving feedback to teachers on student performance through enhanced and timelier reporting tied directly to ongoing instruction:

- Every school implemented the on-line, adaptive HSA in SY 2010-11. The Online Computer Adaptive HSA reporting system provides scores immediately upon completion. The system also provides teachers, administrators and students with immediate feedback and access to student results at the strand level by student, school, and complex area.
- Data for School Improvement (DSI) offers an online repository of high-quality, standards-aligned

formative assessment items. The DSI, launched in August 2010, is augmented by coordinated professional development. For the first time, all teachers and leaders have access to the same, high-quality, formative assessment items which enable teachers to develop their own individualized assessments, score student responses, securely store the results, and use the data to drive instruction. Though not predictive of performance on the HSA, the formative items provide teachers with ongoing insight into student performance.

Commitment to Multi-State Assessment Development

HIDOE joined the SMARTER Balanced Assessment Consortium (SBAC) as a fully committed governing state. SBAC consists of 21 Governing states and 9 non-voting Advisory states that are developing common summative assessments based on the CCSS with the goal that all students leave high school college- and career-ready. SBAC is also charged with developing a library of formative assessment tools, strategies, and professional development products. In its initial year of existence, SBAC solidified its governance structure, established policies and procedures guiding its operations, and created working groups to organize its members and to set about doing its work.

Moving toward a College- and Career-Ready Diploma

Currently, Hawaii offers two high school diploma options, the Board of Education Recognition diploma and the default high school diploma. Students must opt to complete the college- and career-ready requirements to earn the BOE Recognition Diploma. Hawaii has had a two-pronged strategy so that all students will earn a diploma that prepares them to be college- and career-ready.

First, through the Step Up campaign coordinated by Hawaii P-20 Partnerships for Education, students are encouraged to choose the BOE Recognition Diploma. Step Up communicates value of the rigorous diploma through a mass media campaign; employment, college admissions and scholarship incentives for students who earn the diploma; and a speakers bureau. Also, the campaign includes a pledge program where students commit as 8th or 9th graders to earn the BOE Recognition Diploma. More than 12,000 students in the Classes of 2013, 2014 and 2015 have already committed to earn the rigorous diploma.

Second, Hawaii has been working to upgrade the requirements of the state's regular high school diploma to reflect college- and career-ready standards and making it compulsory for all students so that graduates will have STEM competencies and be prepared for workforce or college without the need for remediation. HIDOE envisions 90% of students graduating and earning the College- and Career-Ready (CCR) diploma by SY 2018.

HIDOE had been working with the Hawaii State Board of Education (BOE), the policy setting body that has authority over the requirements for graduation (i.e., Policy 4540 on High School Graduation Requirements and Commencement), to effect this change. The elected Board had originally supported HIDOE's RTTT plans for a CCR diploma for all students, but this support waned in the intervening months. However, this past year saw a truly transformational shift as a public referendum changed the Board from an elected Board to an appointed one in April 2011. The new Board has reversed the previous Board's outgoing ruling and its Student Achievement Committee directed HIDOE to present a recommendation for the new CCR Diploma which meets the following criteria: 1) college- and career-ready for all; 2) one diploma; 3) flexibility and options for students; and 4) rigorous standards.

On June 21, 2011, HIDOE presented a new proposal to the BOE for a CCR diploma which would be mandatory for all students and based on students achieving proficiency in the Common Core State Standards. The Student Achievement Committee voted to advance a recommendation to the full Board for a mandatory CCR diploma, beginning with students entering high school in SY 2012-13. The full Board approved the proposed changes to Policy 4540 in September 2011.

Providing Proactive Student Support Services for Early Intervention and Prevention

During SY 2010-11, HIDOE redesigned the Comprehensive Student Support System (CSSS) to be a more integrated and responsive system that better supports all students in a more proactive way. The CSSS foundation addresses 1) high quality leadership, 2) curriculum, instruction and assessment, and 3) a comprehensive student support continuum. This redesign reinforces the goal in HIDOE's strategic plan that all students have the necessary attitudes, knowledge, and skills to be college and/or career ready.

The CSSS and Response to Intervention (RTI) approach have been merged together into one comprehensive approach. Essentially, CSSS has been enhanced by weaving in components of RTI, including universal screening, frequent progress monitoring, tiered interventions, and formalized problem solving processes. Hence, the Continuum of Proactive Student Supports provides the processes and procedures for schools to address and improve student achievement. It includes a full range of tiered interventions, programs, supports and/or services of a continuum of integrated and proactive supports to improve student's academic and behavioral performance within and beyond the classroom. Data teams will drive the implementation of this new approach.

As a companion to the redesigned CSSS, the electronic Comprehensive Student Support System (eCSSS) was also revamped to align with these enhancements. One example is the development of the Hawaii Early Warning System (HEWS). HEWS displays a dashboard that identifies students as "on-track," "approaching-off track," and "off-track." Thresholds to identify at-risk students include monitoring school attendance, course performance, disciplinary incidents, and marks for General Learner Outcomes. Hawaii has begun the launch of HEWS and the improved CSSS in SY 2011-12.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

HIDOE has finalized STEM competencies aligned to General Learner Outcomes (GLOs) that will be used with the CCSS to define expectations for a rigorous course of study in STEM. These competencies make explicit how students demonstrate mastery of science, technology, engineering, and mathematics across the curriculum and all grade levels.

HIDOE is also cultivating relationships with many STEM-related businesses, government agencies, educational institutions, and community organizations to formally define its STEM Network. The network is modeled after STEM Centers in Washington, Ohio, New York, Idaho, and Colorado that provide resources to teachers and connect students with mentors and internship opportunities. This summer, Hawaii initiated a collaborative effort with the University of Hawaii's Experimental Program to Stimulate Competitive Research (EPSCoR) to revise the state's Science and Technology Plan in light of recent STEM activities.

In addition, HIDOE is working to prepare more students, especially those from underrepresented groups, for advanced study and careers in STEM fields. HIDOE completed a statewide assessment of laboratory facilities and devised a renovation plan to ensure students are taught in safe and appropriate science settings. HIDOE is partnering with institutions of higher education to recruit and graduate highly qualified STEM teachers. As of July 2011, HIDOE has hired 14 STEM master teachers to mentor complex area support staff, teachers, and principals to build their capacity in implementing and supporting STEM learning. Specifically, the STEM mentor teachers will develop instructional resources, demonstration lessons, observe and coach classroom teachers, and develop relevant assessments.

SECTION C: DATA SYSTEMS TO SUPPORT INSTRUCTION

Implementing a Statewide Longitudinal Data System

The Race to the Top grant has enabled Hawaii to build on its existing longitudinal data system (LDS) framework through the following steps: connect to additional data sets, expand access to the data, develop and implement a training strategy, and develop systems and procedures to ensure data quality. In fact, Hawaii met all 12 elements of the America COMPETES Act and achieved its target of fulfilling the final element in SY 2010-11.

Access to Data for Educators. The K-12 LDS provides access to student-level achievement, assessment, enrollment, and attendance metrics. Data from the LDS is available to users in dashboards that provide at-a-glance, commonly requested information such as attendance, enrollments, and course marks. All principals, complex area staff, and school administrators have been trained in the use of the dashboard since the fall of 2010. Rollout to teachers is currently underway; pilot groups of teachers in each complex area were trained in SY 2010-11 and are providing feedback. Enhancements and role-specific dashboards are planned once sufficient feedback and usage data have been gathered and analyzed.

New data, such as Hawaii State Assessment results, have also been added to the LDS. Thus, test results can be viewed online through the dashboard the day after a test has been administered. Advanced analytics and reporting have also been implemented, with over a hundred reports

currently available and many more under development. School administrators are already using the LDS as a tool to analyze their performance over the course of the year and prepare for the year ahead. In addition, performance metrics have been established to measure use of the LDS by schools and teachers.

Cradle to Career Development. Similarly, the P-20 statewide longitudinal data system (SLDS) project seeks to incorporate early childhood, K-12, postsecondary, and workforce data in a comprehensive system that will inform decision-making processes from teacher evaluations, to school-level accountability, institutional planning, and students' choices for course registration.

Working with Hawaii P-20, HIDOE, UH and the State of Hawaii Department of Labor and Industrial Relations executed a Memorandum of Understanding (MOU) between the agencies in May 2011 that facilitates data sharing and affirms the importance of longitudinal data to improve the educational and workforce outcomes for the citizens of Hawaii. Through the MOU and subsequent amendments, additional data, such as wage records, have been linked with student enrollment data and analyzed. Hawaii P-20 has begun the process of expanding the MOU to include agencies responsible for early childhood services. Also, partner agencies have committed to funding continued data analyses and reporting including K-12, higher education and wage data to meet America COMPETES requirements and to inform decision-making.

Data Quality. A Data Governance Office (DGO) was created in HIDOE in 2011, and has played a key role in managing and promoting the effective use of the K-12 LDS through the following efforts: evaluating data sources for inclusion in LDS; developing criteria and specifications for reports and metrics; and coordinating training for data use, quality, analysis, and ethics. In addition, the DGO has begun institutionalizing data governance structures and processes into the corporate culture of HIDOE, and has set about developing policies and procedures to regulate data-related matters. These measures, along with existing application and network security, and database management practices already in place, instill a high degree of confidence in the data and the systems.

Using Research to Guide Policy and Decision-making. HIDOE is the lead agency for Hawaii's Partnership for Educational Research Consortium (HPERC), which provides the research base and analyses to answer policy questions and inform critical policy and continuous improvement decisions. The partnership includes Kamehameha Schools, Hawaii P-20, and the University of Hawaii, among others.

In December 2010, HPERC convened a research study symposium to analyze the results and implications of national and local educational research in relation to improving educational practice in Hawaii's public schools. This inaugural symposium focused on mathematics instruction and academic achievement among underrepresented groups, particularly English Language Learners, Special Education, and Economically Disadvantaged students.

More recently, in the summer of 2011, HPERC completed development of a database system to support the review and approval of research and data requests. When fully implemented, the system will facilitate managing requests to conduct research to help improve instructional practices as well as track requests for HIDOE data. A pilot phase is already underway with external researchers testing the technical and workflow aspects of the new system.

Using Data to Improve Instruction

HIDOE is fully committed to increasing administrators', educators', and instructional leaders' access to high-quality data to improve student learning opportunities and performance.

Data for School Improvement. As noted above, HIDOE provides access to data (e.g., K-12 LDS Dashboards) to principals, administrators, and teachers to inform instructional strategies, management decisions, and program decisions. In the last year, HIDOE also implemented additional tools—Data for School Improvement (DSI) and online Hawaii State Assessment (HSA)—which provide students' formative and summative assessment performance data to teachers and administrators immediately in order to inform instruction and planning in the classroom in real time.

HIDOE is providing support to educators in using system-wide data through newly formed data teams. Superintendent Matayoshi has mandated that all schools: 1) establish data teams that analyze student achievement on a regular basis; and 2) make the use of formative assessment to drive instructional practice a priority. Sixteen RTTT data coaches were selected and trained in Spring 2011 to:

- Provide professional development, facilitation, coaching, technical support, consultative services, and other appropriate assistance to school-level staff to support the effective use of classroom data to improve instruction through assessment literacy, evidence-based strategies, and a systemic process for continuous improvement.
- Assist schools in building capacity to collect, analyze, and summarize data to drive instructional practices, including assessment data from a variety of classroom, common and system-wide sources.

SECTION D: GREAT TEACHERS AND GREAT LEADERS

Hawaii's Race to the Top application lays out a bold road map that shifts the state's emphasis from teacher and principal qualifications to whether they are effective in raising student achievement. This new vision has prompted the State to rethink current systems of recruitment, placement, training, retention, evaluation, and compensation. Year one has been spent laying the groundwork for an aggressive set of human resource management reforms that revolve around demonstrated performance. Highlights include the following:

Providing high-quality pathways for aspiring teachers and leaders

This year, Governor Abercrombie signed into law legislation passed by the Hawaii State Legislature that gives the Hawaii State Department of Education greater flexibility in establishing alternative routes to certification for principals and vice principals.

Improving teacher and principal effectiveness based on performance

Performance management and human resource training for administrators. To date, principals in 13 out of 15 complex areas have received performance management training that emphasizes practical ways in which administrators can help all school employees to continuously improve in the classroom. The emphasis is primarily on helping principals to evaluate employee performance and provide the necessary supports to school employees throughout the continuum of professional performance. Principals are also provided help in navigating the termination process for employees who fail to improve, despite individualized professional development support. In addition, the training that aspiring principals receive has been augmented to include more detailed techniques to manage school-level human resource matters.

Evaluation redesign. Though the involvement of the teacher's union has stalled due to the current labor dispute, HIDOE remains committed to fair, transparent, and rigorous performance-based evaluation that is designed with the authentic involvement of teachers and principals. Teachers and principals have been involved throughout all stages of development. HIDOE continues to inform both unions of all substantive developments, involve the broader workforce, and engage in the consult and confer process on all formal actions.

Initial evaluation designs were completed in preparation for piloting a new system of teacher and principal support for SY 2011-12 and SY 2012-13. For example, the observation protocols used for Hawaii's current teacher evaluation system, the Professional Evaluation Program for Teachers (PEP-T), have been streamlined. All complex areas evaluate new teachers annually and tenured teachers with satisfactory evaluations once every five years. Each complex area, however, currently uses a variety of observation protocols and rubrics. As the first step in developing a valid and reliable performance evaluation system that incorporates student growth, principals in the ZSI schools have agreed to use the nationally respected observation protocol developed by Charlotte Danielson.

Ensure equitable distribution of teachers and leaders

Recruitment and Placement. Exemplified by contracts that scale up efforts of groups like Teach for America, over the past year, HIDOE has upgraded recruitment and placement of qualified teachers. We are reliant upon measuring highly qualified designations until we are able to calculate effectiveness. The new eHR system is designed to immediately refer out licensed teachers that have the necessary qualifications. Changes in teacher transfer processes this past year ensure only teachers who are licensed or HQ are able to transfer.

The Zones of School Innovation (ZSI) have piloted new, innovative tactics to increase the number of highly qualified teachers in the Zones leading up to SY 2011-12:

- For the first time, HIDOE Office of Human Resources referred only Highly Qualified Teacher applicants to the ZSI schools.
- For the first time, all ZSI principals were given the opportunity to be trained and certified to streamline the interview process for hiring new teachers, which had previously been a role handled exclusively through HIDOE's central Office of Human Resources. Fourteen principals in the ZSI completed the training, resulting in direct control over contacting, interviewing and hiring teacher candidates.
- ZSI principals were exempted from a ban on traveling due to budget restrictions and given the opportunity to participate in out-of-State teacher recruitment trips to target hard-to-fill positions in ZSI schools. In prior years, the State had imposed a no travel policy due to cost saving measures. Nine staff from the ZSI participated in recruiting trips.
- ZSI schools were encouraged to recruit at all local teacher education programs along with OHR's Teacher Recruitment Section.
- Teach for America recruited recent graduates in high-needs subject areas such as Science, Technology, Engineering, and Mathematics.

The impact on recruitment was particularly striking in the rural Kau-Keaau-Pahoa Complex Area, where the percentage of highly qualified teachers went from 77% in SY 2009-10 to 84% in the beginning of SY 2011-12.

Providing effective support to teachers and principals

Teacher induction and mentoring. In the past, each complex area was responsible for designing and running an induction and mentoring program. This has led to a patchwork of programs and efforts, some better designed and some more effective than others. To reduce the variance and raise the quality, HIDOE developed and introduced statewide Induction and Mentoring standards. These standards introduce a consistent vision of the type of support that new teachers can expect to receive, and in doing so, raise the bar for quality.

Structural Reforms of HIDOE's Office of Human Resources

HIDOE's Office of Human Resources has advanced several important structural reforms in SY 2010-11 to exemplify a new way of doing business:

- Launching eHR: This modernized, newly designed HR system contain employee records, academic/financial plans for staffing, online applications for recruitment, and educator's course records and transcripts. The system consolidates key data that makes it possible for HIDOE to track data on highly qualified teachers and streamline the employment application process.
- Deploying pods of HR professionals to work directly in certain Complex Areas: The State office has deployed staff positions that specialize in labor relations and other important HR skills to several Complex Areas. The purpose was to test whether regional resources are better able to provide HR support to principals in the hopes that principals can hold teachers accountable and have more time to be instructional leaders. The ZSI are piloting this model to inform the expected development of a statewide strategy.

SECTION E: TURNING AROUND PERSISTENTLY LOW ACHIEVING SCHOOLS

The State's lowest performing public schools in Hawaii are expected to make the greatest strides under Hawaii's education reform plan. HIDOE is providing additional resources and support to teachers, leaders, and students in the Zones of School Innovation (ZSI) to make an impact on outcomes. The ZSI are at the forefront of professional development, evaluation systems, and data use in HIDOE. As a result, the state aims to close achievement gaps and turn around persistently struggling schools so that all students are prepared for college, career, and citizenship.

The Zones were identified because the complex areas contain clusters of schools deemed priority schools due to their status as persistently low-achieving based on state assessment scores. Early on, HIDOE decided to focus attention and resources towards entire complex areas instead of individual priority schools. Strategic reform plans were tailored for individual schools, but, in general, call for using research-driven actions and strategies, attracting and retaining highly qualified teachers, developing community partnerships, and offering comprehensive support for students' non-academic needs.

This year laid the foundation for our Turnaround effort. With the 2011 passage of Act 148, Session

Laws of Hawaii , the Superintendent can now reconstitute a HIDOE school and recommend actions including the revocation of a public charter school's charter to the Charter School Review Panel. Next steps are to convene a Task Force on Reconstitution to gather community input.

Prior to RTTT, HIDOE struggled with recruiting and retaining highly qualified teachers in the ZSI. Leading up to SY 2011-12, the ZSI piloted new, innovative recruitment tactics to increase the number of highly qualified teachers. (See Assurance D for additional details)

Targeted Supports

The HIDOE Office of Curriculum, Instruction, & Student Support Special Programs Management Section conducted a comprehensive needs assessment of ZSI schools. With the needs assessment data in-hand, the ZSI held meetings with State Office, complex areas, and school leaders to develop an ambitious, results-driven plan to dramatically change outcomes in ZSI schools.

In the Nanakuli-Waianae (NW) ZSI, Coaches Academy is a professional learning community of teacher leaders, principals, and complex area support staff focused on implementing the ZSI initiatives. In the Kau-Keaau-Pahoa (KKP) ZSI, the Articulation Team is their professional learning community of teacher leaders, principals, and complex area support staff. These two respective professional groups were integral in planning the ZSI transformation and are the leaders who are currently implementing reforms to achieve results.

Kamehameha Schools expanded literacy support programs from elementary school assistance to literacy support for Kindergarten through Grade 12. Hawaii P-20 added the Kau-Keaau-Pahoa Complex Area as an additional P-3 demonstration site, providing additional resources and technical assistance targeted towards early childhood through Grade 3 that draws on funding from W.K. Kellogg Foundation, Kamehameha Schools, Harold K.L. Castle Foundation, and Samuel N. and Mary Castle Foundation.

Twenty-one ZSI data coaches were hired to help teachers continuously improve in the KKP and NW ZSI in SY 2011-12. These ZSI data coaches are exclusive to the ZSI and supported through non-RTTT funds, in contrast to the 16 RTTT data coaches mentioned previously in Assurances B and C, which are deployed statewide and funded through RTTT. Similar to the RTTT data coaches, the ZSI data coaches will provide timely data to classroom teachers to support formative instruction practices. Additionally, 20 ZSI Student Success Coaches and Specialists were hired and trained to make timely interventions for student's academic and non-academic needs in the ZSI for SY 2011-12. The KKP ZSI assigned Teach Implement Perfect Sustain (TIPS) Teams, consisting of a ZSI data coach, ZSI student success coach, and two literacy specialists were assigned to each of the nine schools.

Transformation of Struggling Schools. In SY 2010-11, Naalehu Elementary underwent the Transformational School Intervention Model receiving School Improvement Grant support.

Investment in Early Childhood Learning. One of the ZSI needs is for students to enter school ready for kindergarten. In 2009, only 40% of entering kindergarteners in NW ZSI and 60% of entering kindergarteners in KKP ZSI had pre-K experience. Thus, HIDOE collaborated with the Governor's Early Childhood Coordinator, Hawaii P-20, Early Learning Council, and Department of Human Services to increase the number of children in Zones participating in quality early learning programs.

HIDOE completed a preschool needs assessment in SY 2010-11. HIDOE is collaborating with the State Department of Human Services on their Preschool Open Doors Program to offer more early childhood programs to children in both ZSI for SY 2011-12. Preschool Open Doors provides state funded subsidies for children in low household income to participate in early childhood programs. The program gives priority to 4-year-olds and 3-year-olds with special needs (e.g. homeless children, children who speak limited English, children with developmental delays, and children with physical or mental impairments). Through the HIDOE and DHS Preschool Open Doors partnership, additional children living in the ZSI who will enter kindergarten in the ZSI within the next two years will be recruited and subsidized to attend an early childhood program beginning August 2011. This increases families access to quality early childhood options to prepare their children for kindergarten and future success. By September 2011, 125 eligible students were signed up to receive preschool subsidies.

New Tech High. In SY 2010-11, Nanakuli High & Intermediate and Waianae High established New Tech Academies. New Tech Academies use project-based learning and inter-disciplinary instruction to

change pedagogy and engage students in learning. Moreover, all New Tech High ninth grade students were provided with a laptop. The first year has yielded promising results. Analysis by Kamehameha Schools shows that after a year, attendance rates have increased 11% (from 83% to 94%); reading scores improved by two grade levels in a single year; the course failure rate dropped by 45% from last year; parent satisfaction was 17% higher for New Tech parents; and a positive student culture has begun to flourish. Student interviews revealed high levels of engagement and support for the approach.

Extend learning time. Another identified need in the ZSI is to extend the learning time for students and professional development training for teachers. HIDOE recognizes that increased learning time is required to accelerate learning and engage students in activities that will prepare them to be career- and college-ready. Examples of extended learning in the ZSI include:

Extended Learning Time for Students

- HIDOE used ARRA Title I Extended Learning Opportunity (ELO) to provide extended learning time at 100% of schools in both the Nanakuli-Waianae ZSI and all but one school in the Kau-Keeau-Pahoa ZSI. Overall, 31% of students in both ZSI attended afterschool ELO and/or summer ELO programs.
- Nanakuli High New Tech High students received 380 additional minutes of instruction per week during SY 2010-11. For SY 2011-12, the schedule for all students at Nanakuli High was adjusted to increase instructional time by 245 minutes per week.

Act 52, passed in 2011, requires 50% of all public elementary schools to provide a minimum of 915 instructional hours in SY 2011-12. This action ensures more instructional time in all ZSI schools.

- Nanakuli-Waianae ZSI developed plans to offer the After-School All-Stars program for over 225 intermediate school students (7th and 8th graders) for SY 2011-12. This free, comprehensive after school program incorporates academic support, music enrichment opportunities, and health & fitness opportunities.
- Kamaile Academy Public Charter School has successfully implemented extended learning time for the past 2 years by adding 90 additional minutes to the length of the school day (an increase of 30%), resulting in expanded core instruction in math, writing, science, and social studies.

The ZSI continues to seek resources to add one additional instructional hour per day for 180 school days for students and 12 professional development days for teachers in the ZSI.

Extended Learning Time for Teachers

- In cooperation with the Governor's office, ARRA SFSF Part B funds provided opportunities for school level training that had been originally envisioned as part of the new calendar. Teachers participating in voluntary training prior to the start of SY 2011-12 received 2,800 subsidies. Activities included training on the Common Core State Standards, pacing guides, assessments, thinking maps and interventions, STEM, Edison Results & Analysis, English Language Learners, Positive Behavioral Support, reading and writing strategies, vocabulary, AVID, and differentiation strategies.

Leverage Community Partners and Wrap-Around Services. HIDOE understands the importance of community partnerships and offering comprehensive support for students' non-academic needs. Thus, HIDOE has better coordinated wraparound service structures to address barriers to learning. The Native Hawaiian Education Outcomes Council was created as an advisory group to HIDOE's Superintendent to specifically coordinate resources focused in the two Zones of School Innovation. The Council consists of Hawaiian-focused service providers and funders who identify existing services and investments in the ZSI and align resources to reduce the achievement gap for Native Hawaiian students. In SY 2010-11, the Council provided an environmental scan of community assets.

In support of college readiness and success, plans were then made for Nanakuli High & Intermediate and Waianae High students to participate in the University of Hawaii-Manoa's Overnight Experience. The program was developed by Ka Pua: An Educational Initiative, College Success Council in partnership with Hawaii P-20, Kamehameha Schools, University of Hawaii-Manoa, Hawaiiinuiakea, Leeward Community College, University of Hawaii-West Oahu, and HIDOE

Leeward District. The partners also submitted a GEAR UP partnership grant to the U.S. Department of Education to support further college preparation in the NW ZSI.

Equal Access to High-Quality School Facilities. Finally, Superintendent Matayoshi directed the Office of School Facilities and Support Services to eliminate the backlog on repair and maintenance in all ZSI schools by the end of 2012. Along with the technology upgrades in the state, the Office of School Facilities and Support Services will also repair and upgrade all high school laboratories to support STEM initiatives.

[Back to the Top](#)



Hawaii

Standard Version

Accessible Version



Local Educational Agency (LEA) Participation

LEAs participating in Hawaii's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing Hawaii's plan in each of the reform areas

Collapse All

LEAs participating in Hawaii's Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	1	1	1	0
Schools	288	287	288	0
K-12 Students	178,208	178,649	178,208	0
Students in poverty	84,107	82,613	84,107	0
Teachers	12,529	11,408	12,529	0
Principals	289	287	289	0

[View Table Key](#)

Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: N/A

Additional information provided by the State:

All numbers are Common Core of Data (CCD) 10-11 SY submissions.

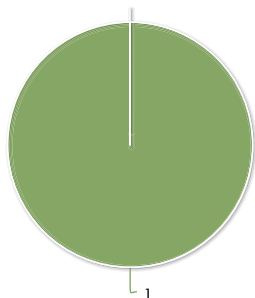
K-12 Students count is from OEC and used for CCD and does public charter schools, but does not include Pre-K.

Free/Reduced Lunch students as proxy for Students in Poverty

This statewide count of teachers includes public charter school teachers, as well as those teachers who are not currently in the classroom. In Hawaii's RTTT application only classroom teachers were included in our statewide figures.

Close

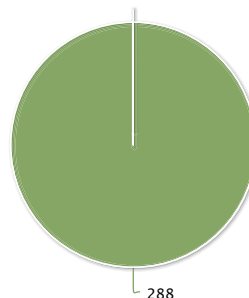
LEAs Participating in Hawaii's Race to the Top Plan



■ Participating LEAs (#) as of June 30, 2011
■ Involved LEAs (#) as of June 30, 2011
■ Other LEAs

[View Table \(Accessible\)](#)

Schools in LEAs Participating in Hawaii's Race to the Top Plan

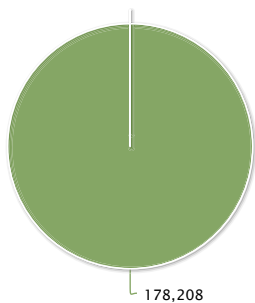


■ Schools (#) in participating LEAs
■ Schools (#) in involved LEAs
■ Schools (#) in other LEAs

[View Table \(Accessible\)](#)

[Click to see the name and NCES ID for each participating LEA](#)

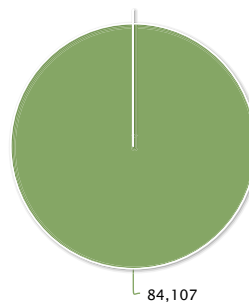
K-12 Students in LEAs Participating in Hawaii's Race to the Top Plan



■ K-12 Students (#) in participating LEAs
■ K-12 Students (#) in involved LEAs
■ K-12 students (#) in other LEAs

[View Table \(Accessible\)](#)

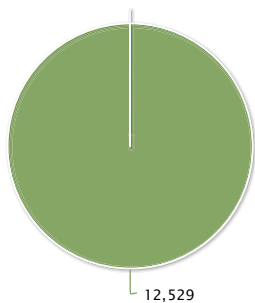
Students in Poverty in LEAs Participating in Hawaii's Race to the Top Plan



■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in involved LEAs
■ Students in poverty (#) in other LEAs

[View Table \(Accessible\)](#)

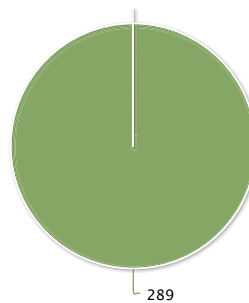
Teachers in LEAs Participating in Hawaii's Race to the Top Plan



■ Teachers (#) in participating LEAs
■ Teachers (#) in involved LEAs
■ Teachers (#) in other LEAs

[View Table \(Accessible\)](#)

Principals in LEAs Participating in Hawaii's Race to the Top Plan



■ Principals (#) in participating LEAs
■ Principals (#) in involved LEAs
■ Principals (#) in other LEAs

[View Table \(Accessible\)](#)

Term	State's Definition
Teacher	HRS 302A-101, Definitions, defines Teacher as follows: "Teacher" means a person whose duties in the public educational system are primarily teaching or instruction of students or related activities centered primarily on students and who is in close and continuous contact with students, and shall include but not be limited to classroom teachers, school librarians, counselors, registrars, and special education teachers.
Principal	According to DOE's Generic Principal Position Description: Principal provides overall leadership and management of the total educational program for a school; develops and promotes a student-focused school culture and creates an effective learning environment for students; oversees the total school operation. From the Profile of An Effective School Leader: The effective school leader is committed, responsible, competent, caring an unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to student and to focus on the success of every learner as the desired result. School leaders promote a school culture focused on professionalism, where school staff is committed to systematically improve their practices and student learning. The school leader holds school professionals accountable for data-driven school and instructional improvement to attain the state performance standards.

[View Table Key](#)

[Back to the Top](#)

The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID	LEA	NCES ID	LEA	NCES ID
N/A		N/A		N/A	
View Table Key		View Table Key		View Table Key	

Additional information:

NCES District ID: 1500030

State District ID: 001

The Hawaii Department of Education is a single, statewide K-12 school system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA). Hawaii is the only State with this single SEA/LEA structure directed by a Superintendent of Education and a single Board of Education.

[Close](#)

[Back to the Top](#)

Participating LEAs committed to implementing Hawaii's plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriterion (%)
	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	1	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	1	100
(ii) Professional development on use of data	0	1	100
(iii) Availability and accessibility of data to researchers	0	1	100

D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	1	100
(ii) Design and implement evaluation systems	0	1	100
(iii) Conduct annual evaluations	0	1	100
(iv)(a) Use evaluations to inform professional development	0	1	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	1	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	1	100
(iv)(d) Use evaluations to inform removal	0	1	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	1	100
(ii) Hard-to-staff subjects and specialty areas	0	1	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	1	100
(ii) Measure effectiveness of professional development	0	1	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	1	100

[View Table Key](#)

Additional information provided by the State:

The Hawaii Department of Education is a single, statewide K-12 school system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA). As such, the entire system remains committed to the reform agenda articulated in the Race to the Top.

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Hawaii

Standard Version

Accessible Version

Student Outcomes Data: State Assessment Results

English language arts (ELA) assessment results

Mathematics assessment results

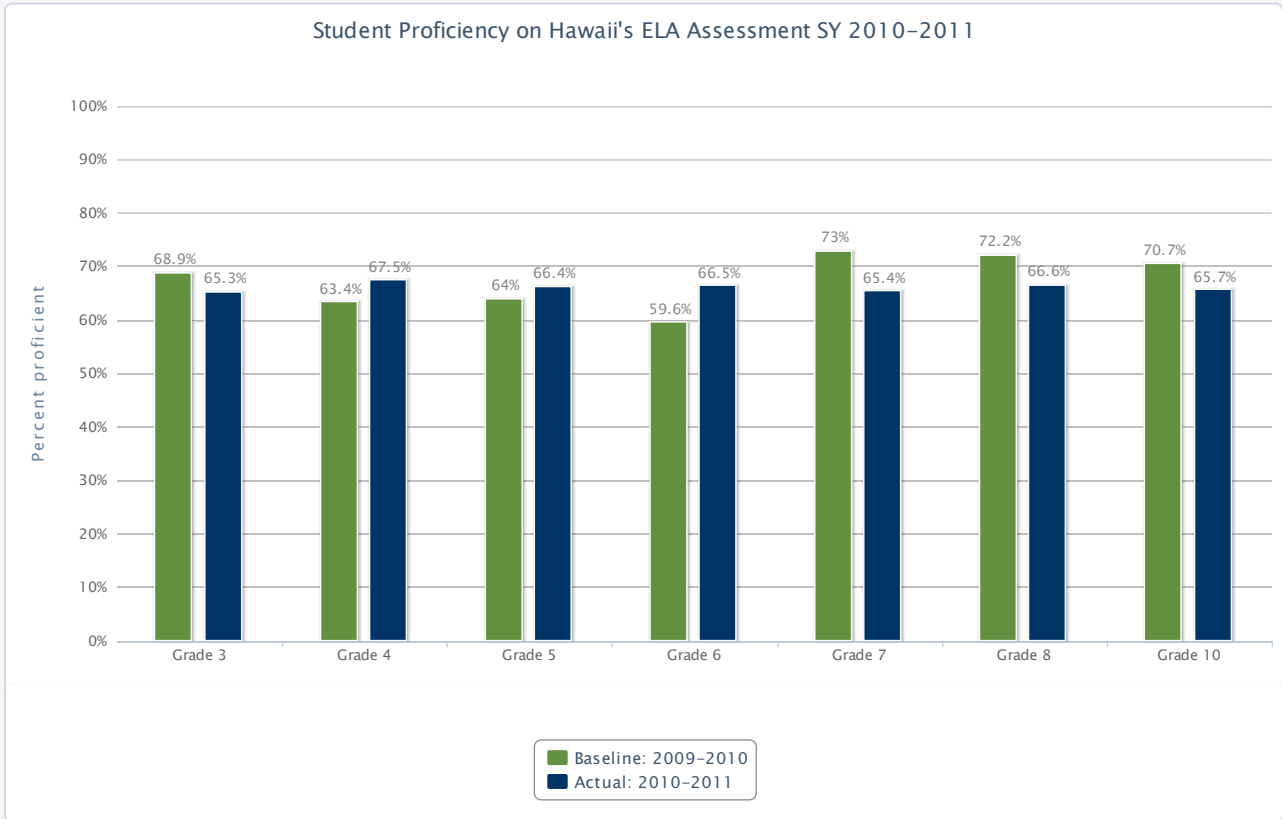
Collapse All

English language arts (ELA) assessment results

State-reported information

Results of Hawaii's ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: October 13, 2011



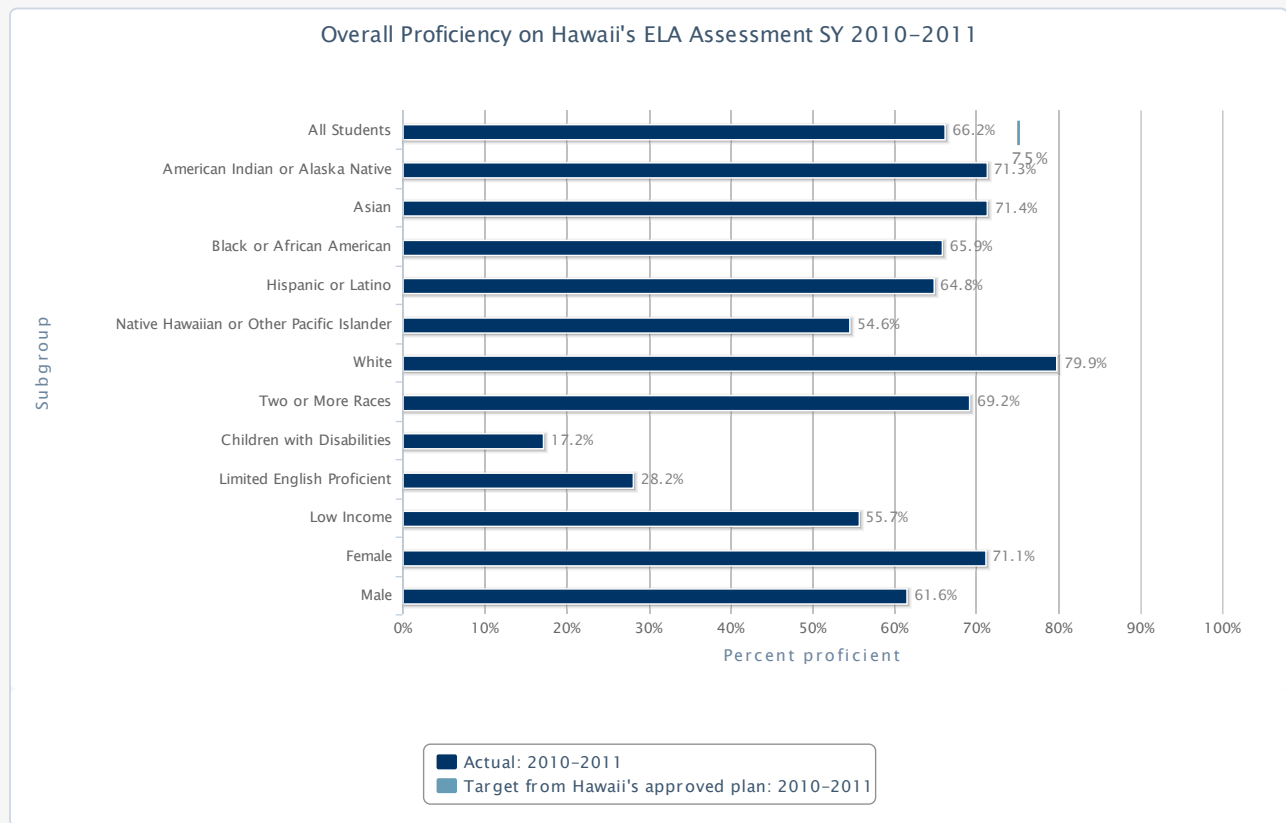
[View Table \(Accessible\)](#)

Student proficiency on Hawaii's ELA assessment SY 2010-2011.	Baseline:	Actual:	Target from Hawaii's
--	-----------	---------	----------------------

Preliminary data reported as of October 13, 2011.	SY 2009-2010	SY 2010-2011	approved plan: SY 2010-2011
Grade 3	68.9%	65.3%	N/A
Grade 4	63.4%	67.5%	N/A
Grade 5	64%	66.4%	N/A
Grade 6	59.6%	66.5%	N/A
Grade 7	73%	65.4%	N/A
Grade 8	72.2%	66.6%	N/A
Grade 10	70.7%	65.7%	N/A

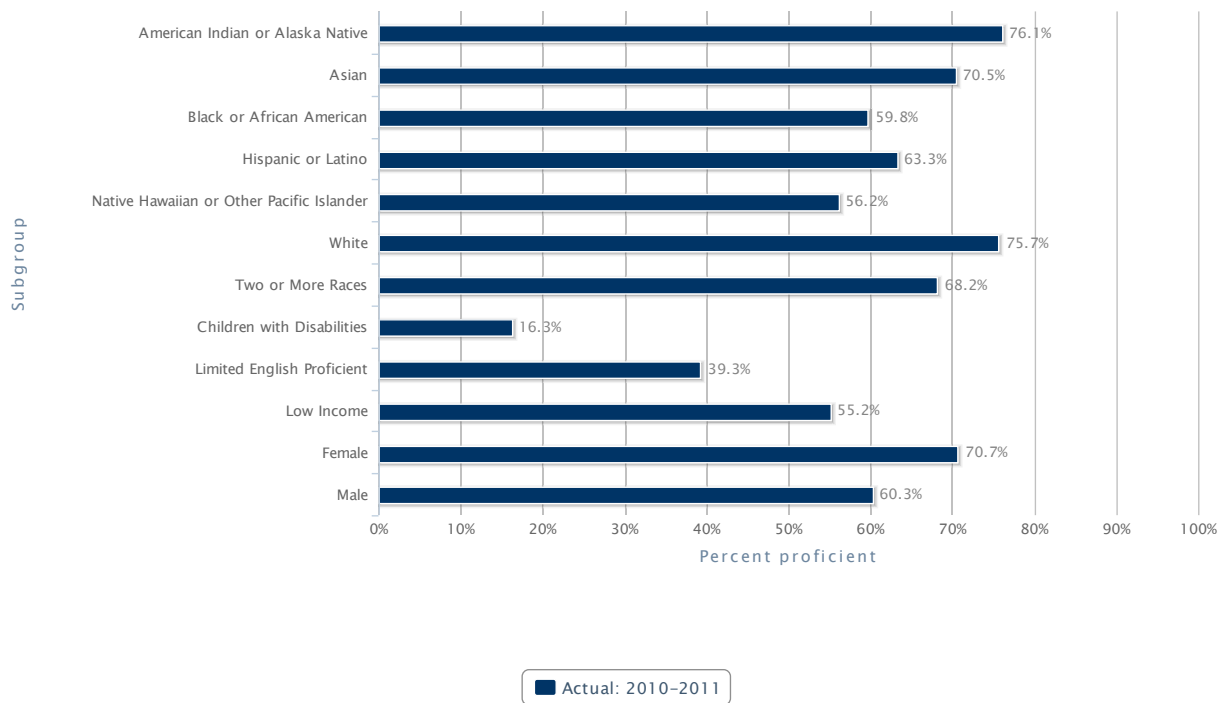
View Table Key

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.



[View Table \(Accessible\)](#)

Grade 3 Proficiency on Hawaii's ELA Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
----------------	---------	---------	---------	---------	---------	----------

[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
All Students	66.2%	75%
American Indian or Alaska Native	71.3%	82%
Asian	71.4%	65%
Black or African American	65.9%	70%
Hispanic or Latino	64.8%	60%
Native Hawaiian or Other Pacific Islander	54.6%	67%
White	79.9%	69%
Two or More Races	69.2%	N/A
Children with Disabilities	17.2%	26%
Limited English Proficient	28.2%	44%
Low Income	55.7%	59%
Female	71.1%	N/A
Male	61.6%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	67.3%
American Indian or Alaska Native	70.5%
Asian or Pacific Islander	65.3%
Black, non-Hispanic	67.1%
Hispanic	65.2%
White, non-Hispanic	79.5%
Children with Disabilities	20.1%
Limited English Proficient	33.1%
Low Income	56.3%
Female	74.1%
Male	60.9%

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
American Indian or Alaska Native	76.1%	N/A

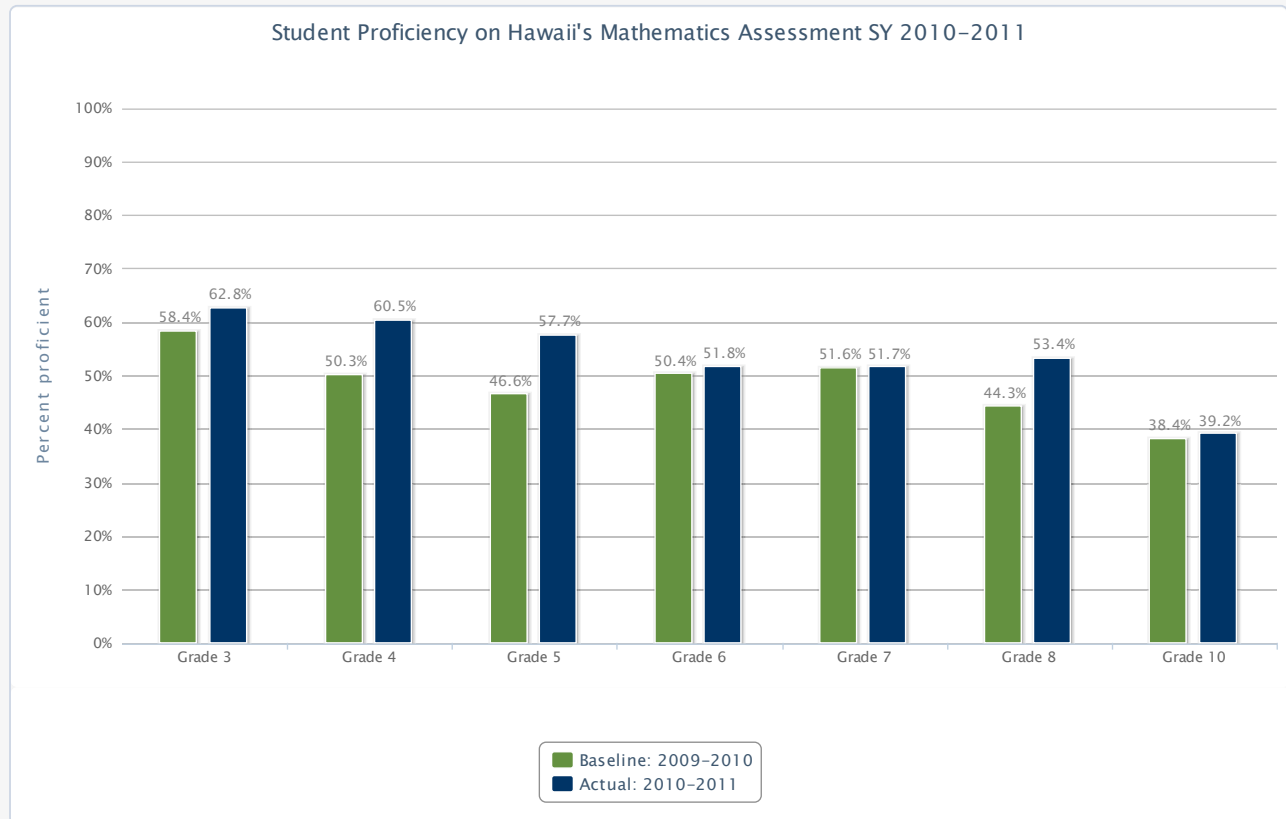
Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
American Indian or Alaska Native	74.7%

Mathematics assessment results

State-reported information

Results of Hawaii's mathematics assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: **October 13, 2011**



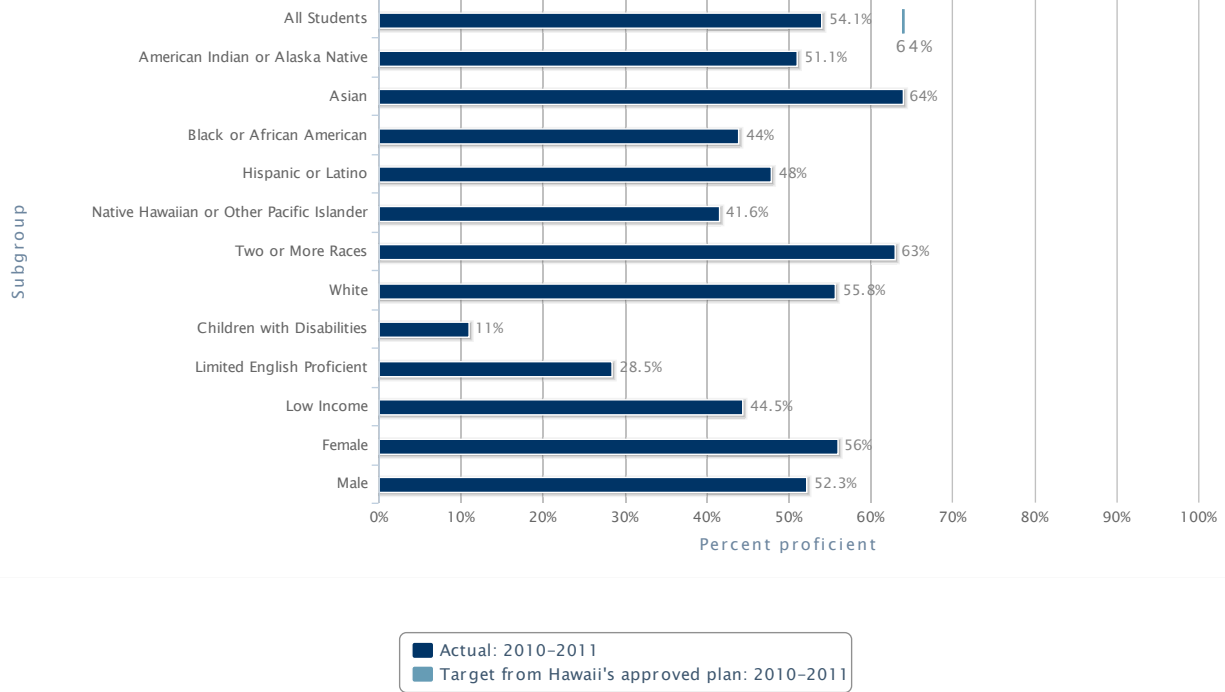
[View Table \(Accessible\)](#)

Student proficiency on Hawaii's mathematics assessment SY 2010-2011. Preliminary data reported as of October 13, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Grade 3	58.4%	62.8%	N/A
Grade 4	50.3%	60.5%	N/A
Grade 5	46.6%	57.7%	N/A
Grade 6	50.4%	51.8%	N/A
Grade 7	51.6%	51.7%	N/A
Grade 8	44.3%	53.4%	N/A
Grade 10	38.4%	39.2%	N/A

[View Table Key](#)

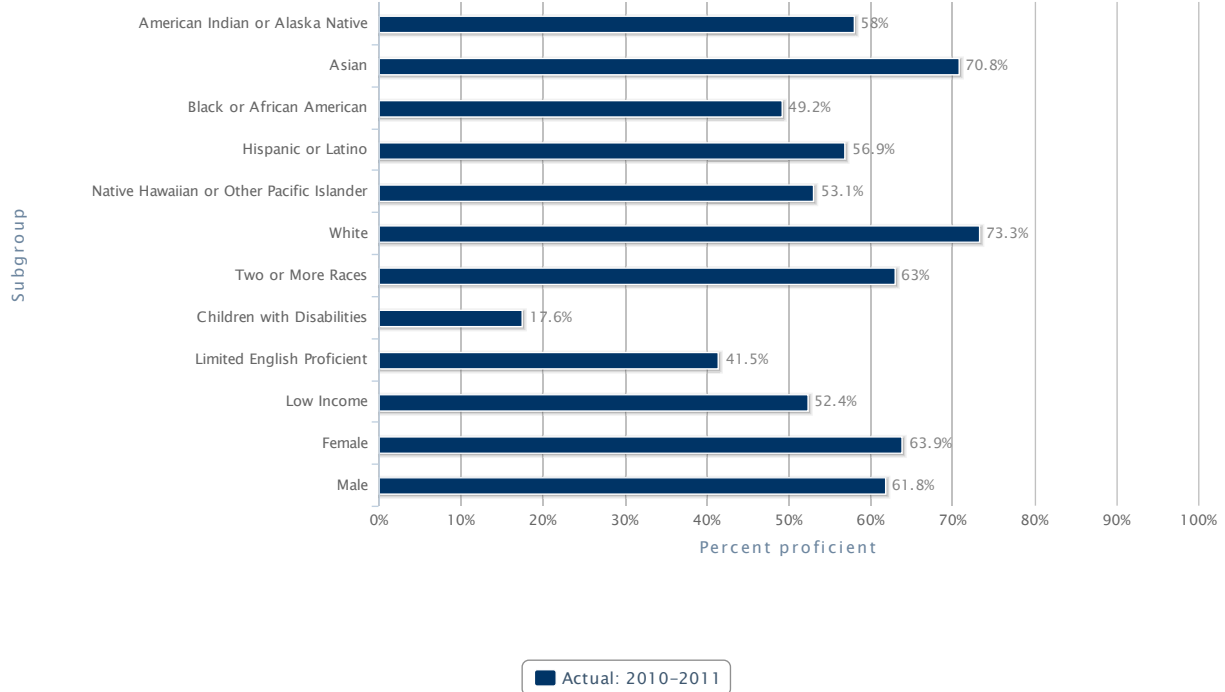
NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

Overall Proficiency on Hawaii's Mathematics Assessment SY 2010–2011



[View Table \(Accessible\)](#)

Grade 3 Proficiency on Hawaii's Mathematics Assessment SY 2010–2011



[View Table \(Accessible\)](#)

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
----------------	---------	---------	---------	---------	---------	----------

[Close Subgroup Graphs](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Student Outcomes Data: State Assessment Results

Page 4.1 of 12

[Select a State »](#)

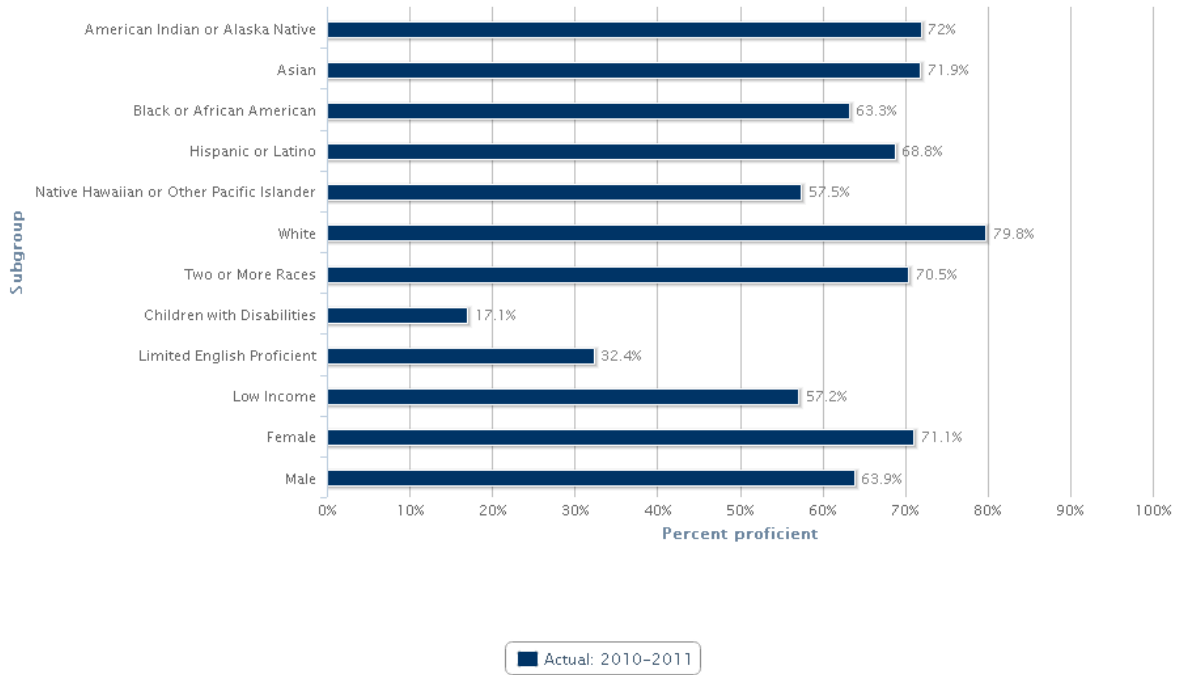
[Contact »](#)

[Terms of Use »](#)

[About the APR »](#)

[Recovery.gov »](#)

Grade 4 Proficiency on Hawaii's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

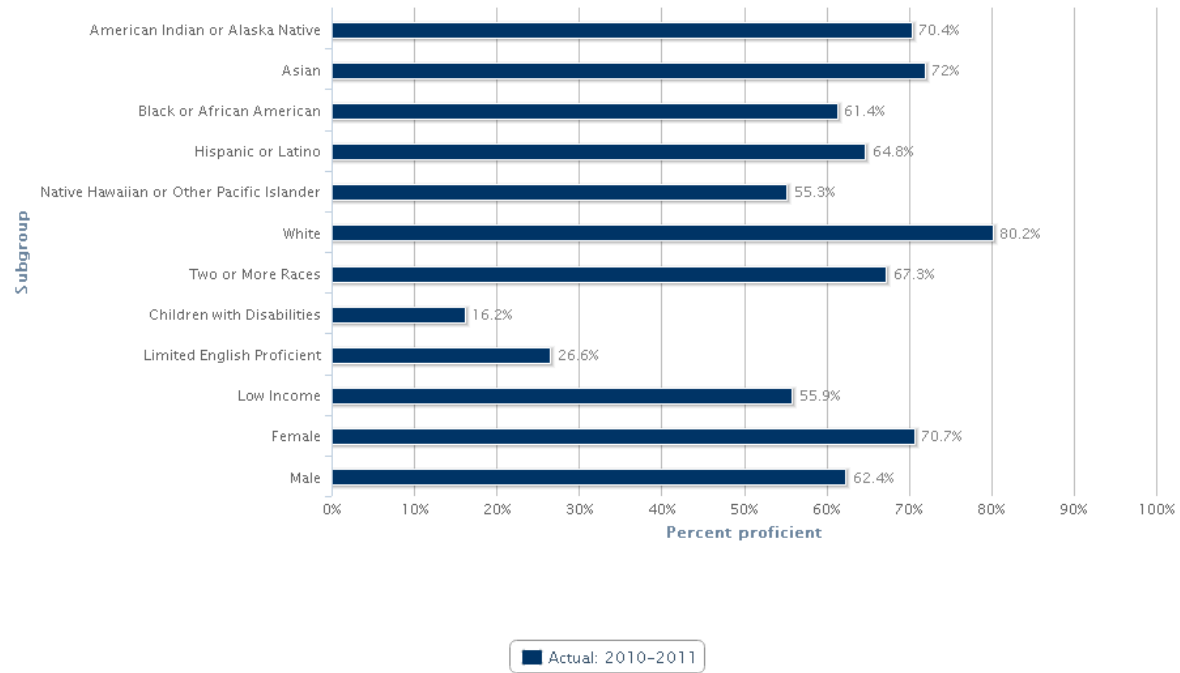
Grade 6

Grade 7

Grade 8

Grade 10

Grade 5 Proficiency on Hawaii's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

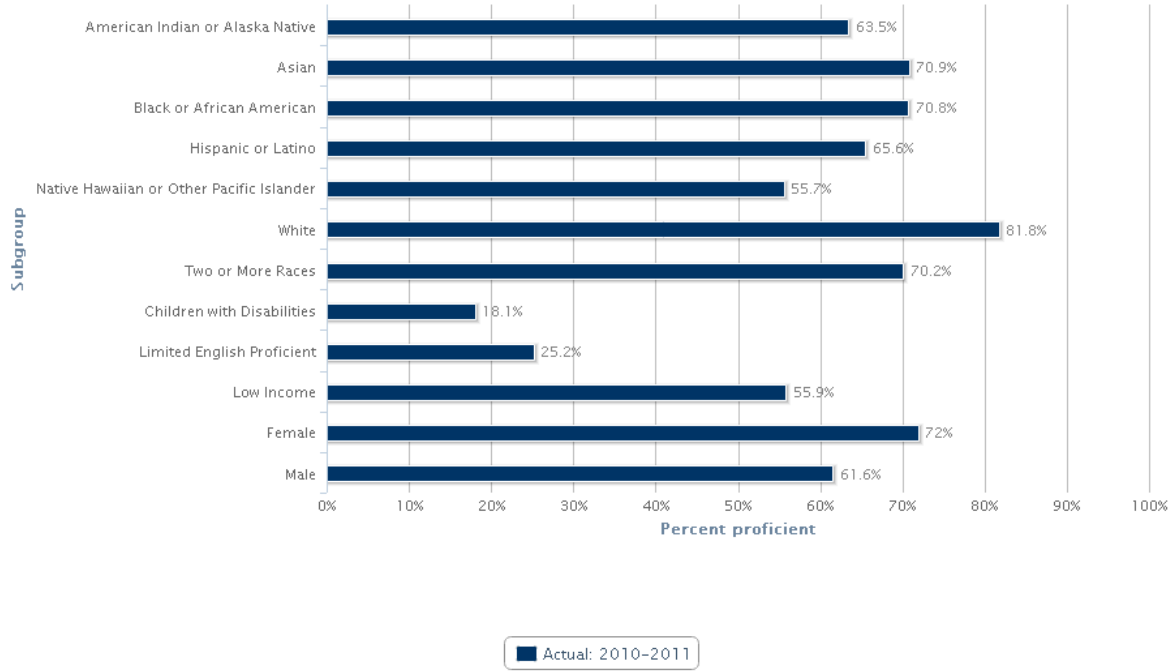
Grade 6

Grade 7

Grade 8

Grade 10

Grade 6 Proficiency on Hawaii's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

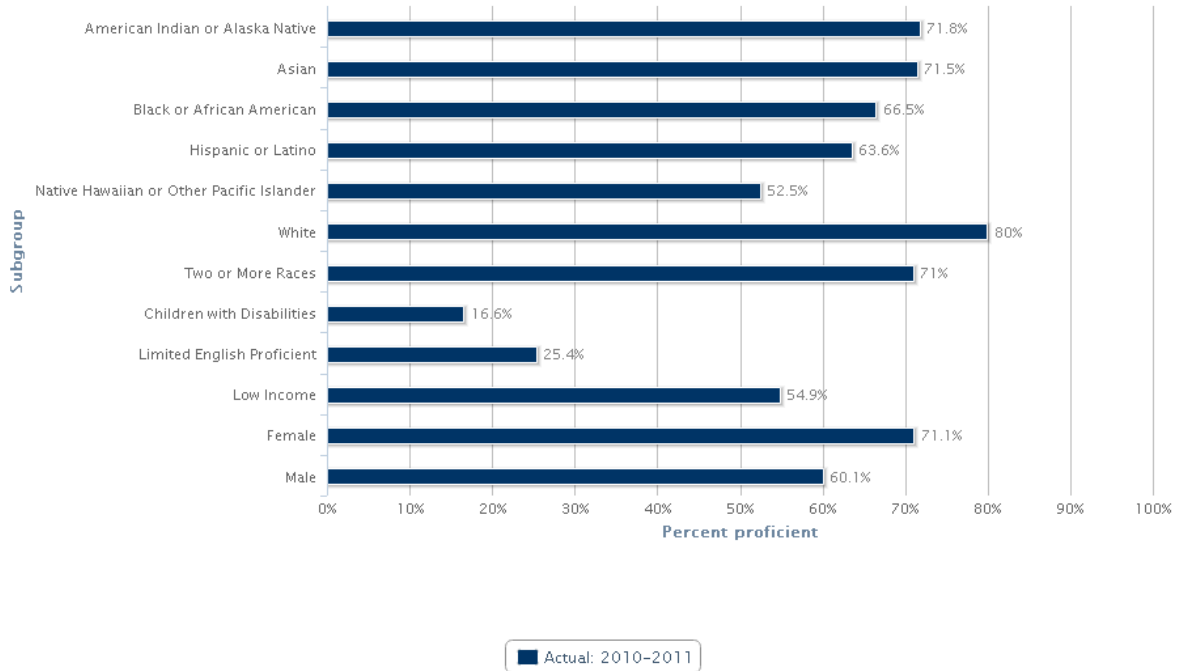
Grade 6

Grade 7

Grade 8

Grade 10

Grade 7 Proficiency on Hawaii's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

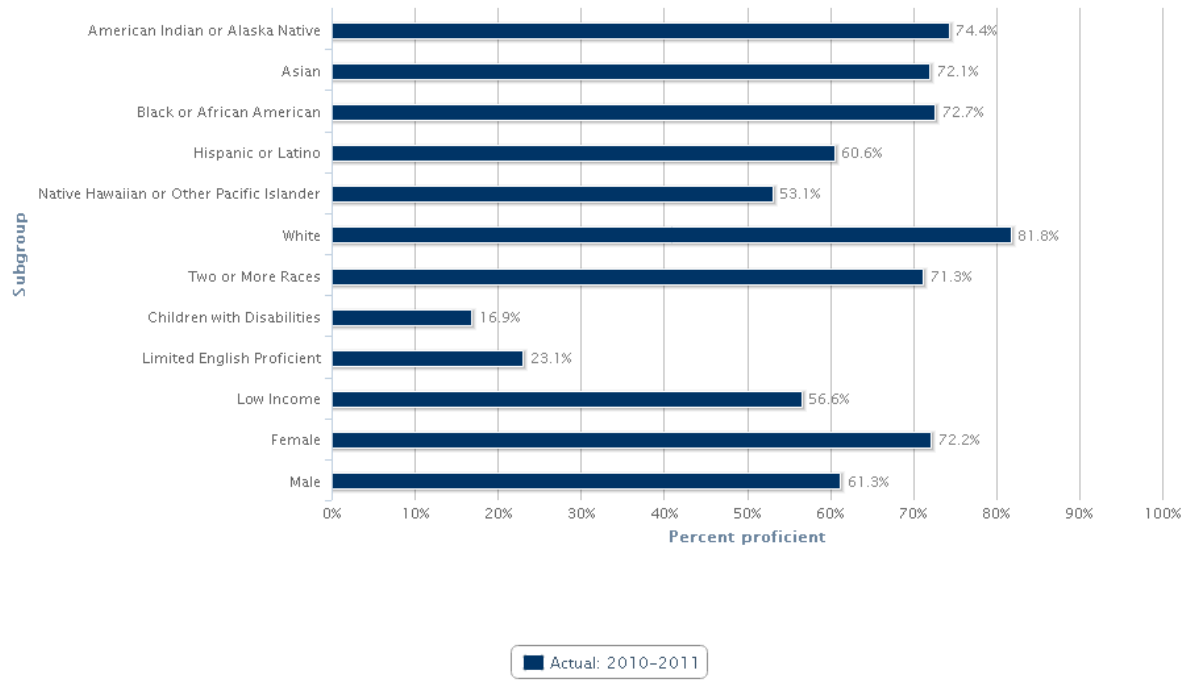
Grade 6

Grade 7

Grade 8

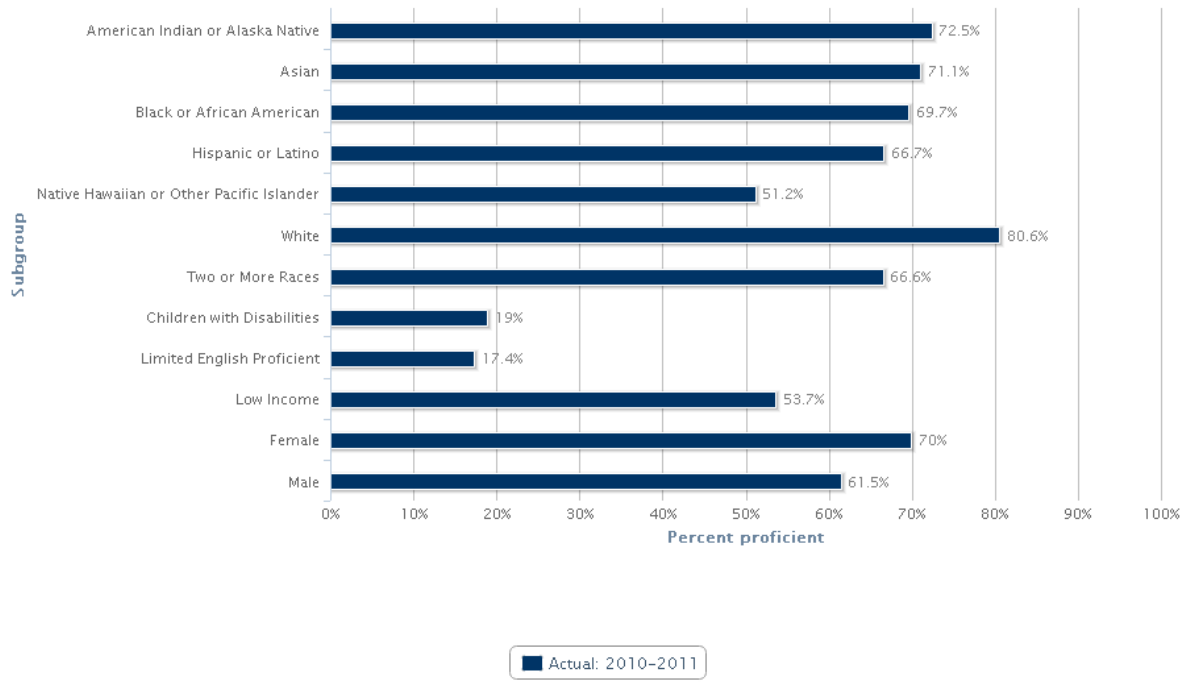
Grade 10

Grade 8 Proficiency on Hawaii's ELA Assessment SY 2010-2011



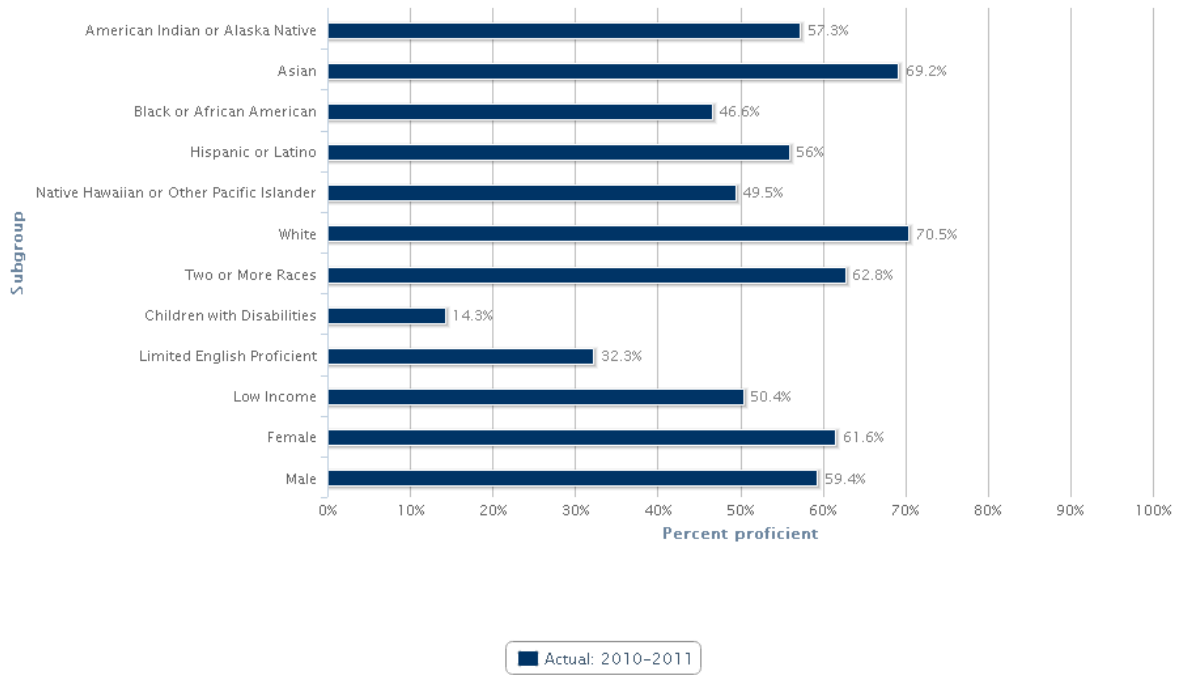
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 **Grade 8** Grade 10

Grade 10 Proficiency on Hawaii's ELA Assessment SY 2010-2011



Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 **Grade 10**

Grade 4 Proficiency on Hawaii's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

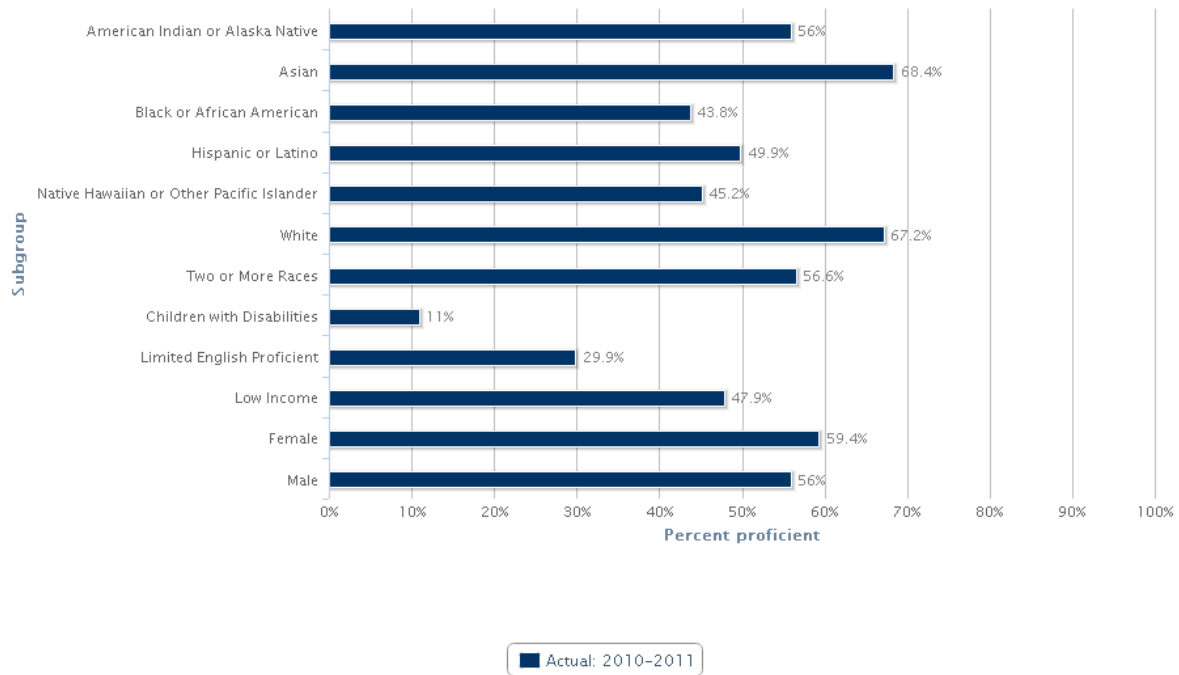
Grade 6

Grade 7

Grade 8

Grade 10

Grade 5 Proficiency on Hawaii's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

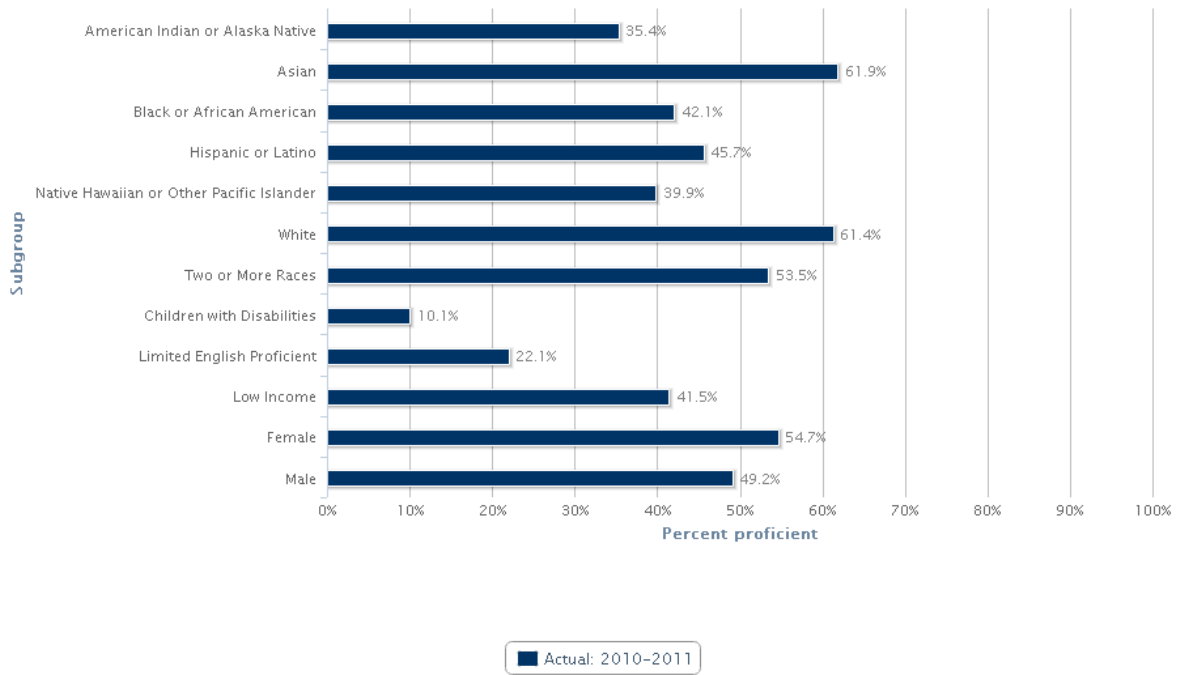
Grade 6

Grade 7

Grade 8

Grade 10

Grade 6 Proficiency on Hawaii's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

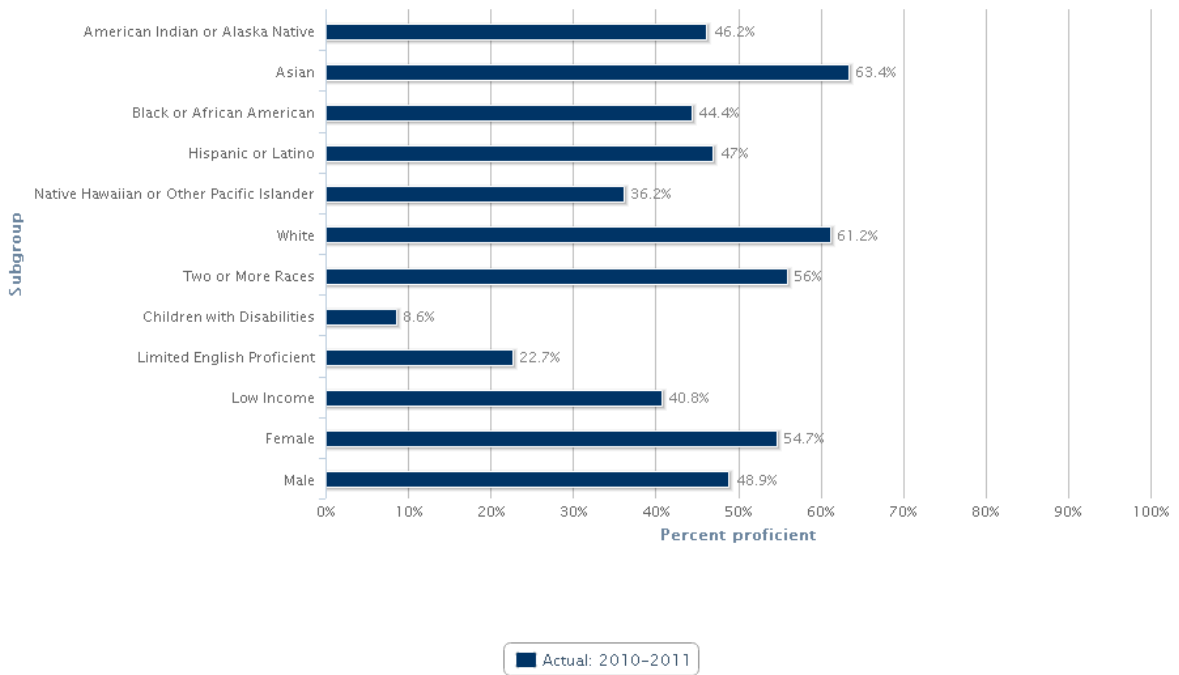
Grade 6

Grade 7

Grade 8

Grade 10

Grade 7 Proficiency on Hawaii's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

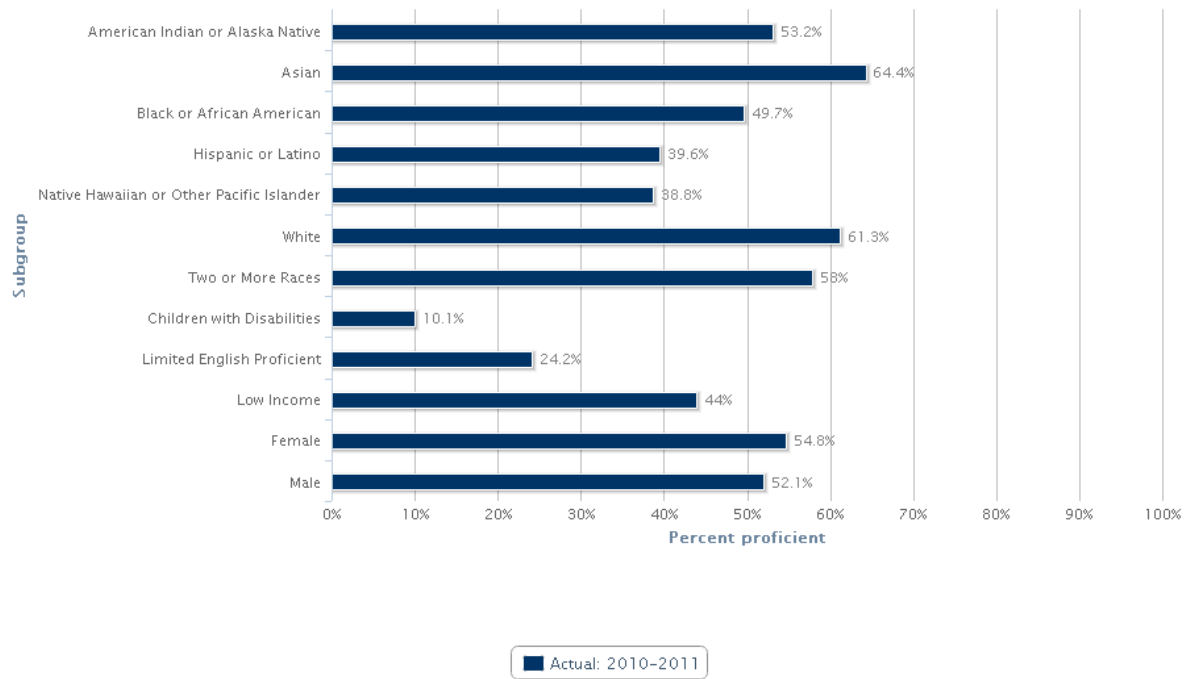
Grade 6

Grade 7

Grade 8

Grade 10

Grade 8 Proficiency on Hawaii's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

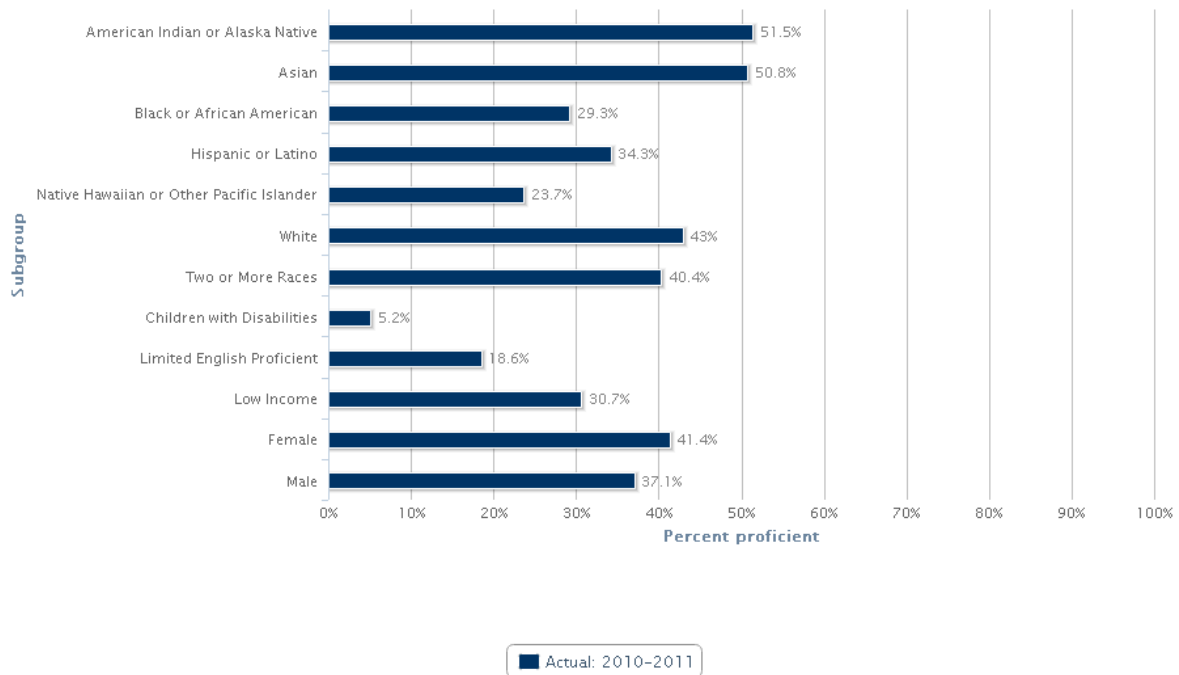
Grade 6

Grade 7

Grade 8

Grade 10

Grade 10 Proficiency on Hawaii's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 10



State-reported APR: Year One

Hawaii

Standard Version

Accessible Version

Student Outcomes Data: NAEP Results

Page 4.2 of 12

NAEP reading results

NAEP mathematics results

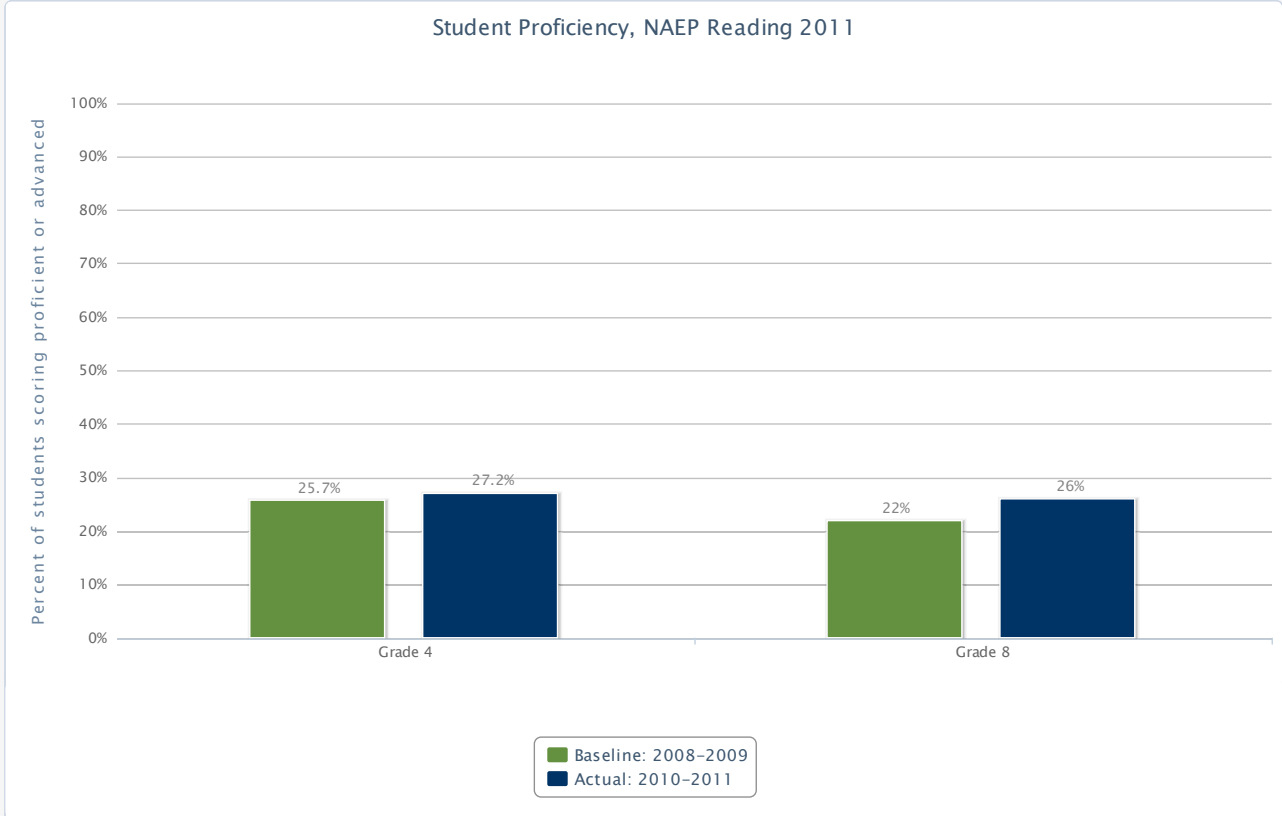
Collapse All

NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Student Proficiency, NAEP Reading 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

NOTE:

Percentages:

The percentage of Hawaii's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

The percentage of Hawaii's grade 8 students who were at or above Proficient in reading in 2011 was significantly higher ($p < .05$) than in 2009.

Scale Score:

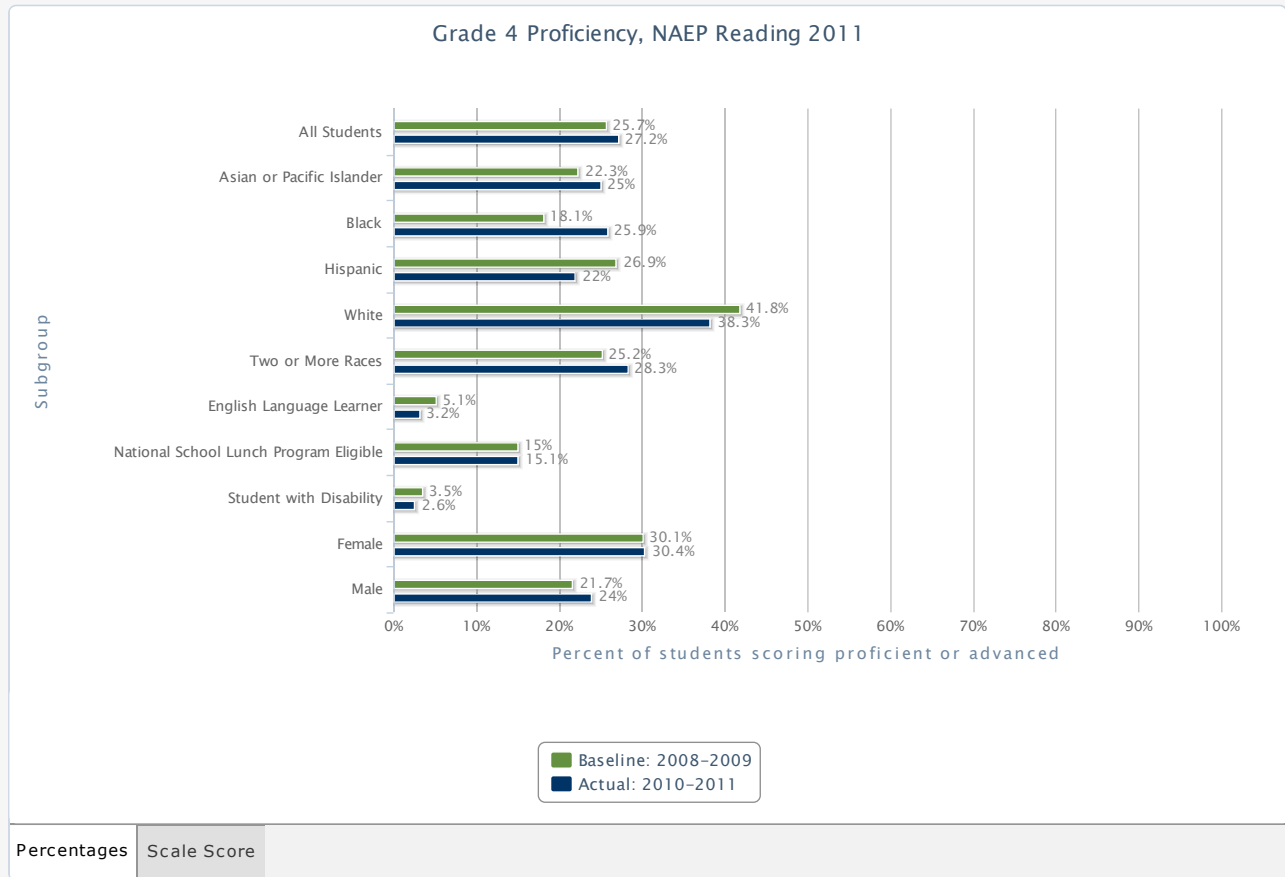
Hawaii's grade 4 reading score was significantly higher ($p < .05$) in 2011 than in 2009.

Hawaii's grade 8 reading score was significantly higher ($p < .05$) in 2011 than in 2009.

Close

Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Hawaii's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	25.7%	27.2%	N/A	210.6	213.6
Grade 8	22%	26%	N/A	254.7	257.2

[View Table Key](#)

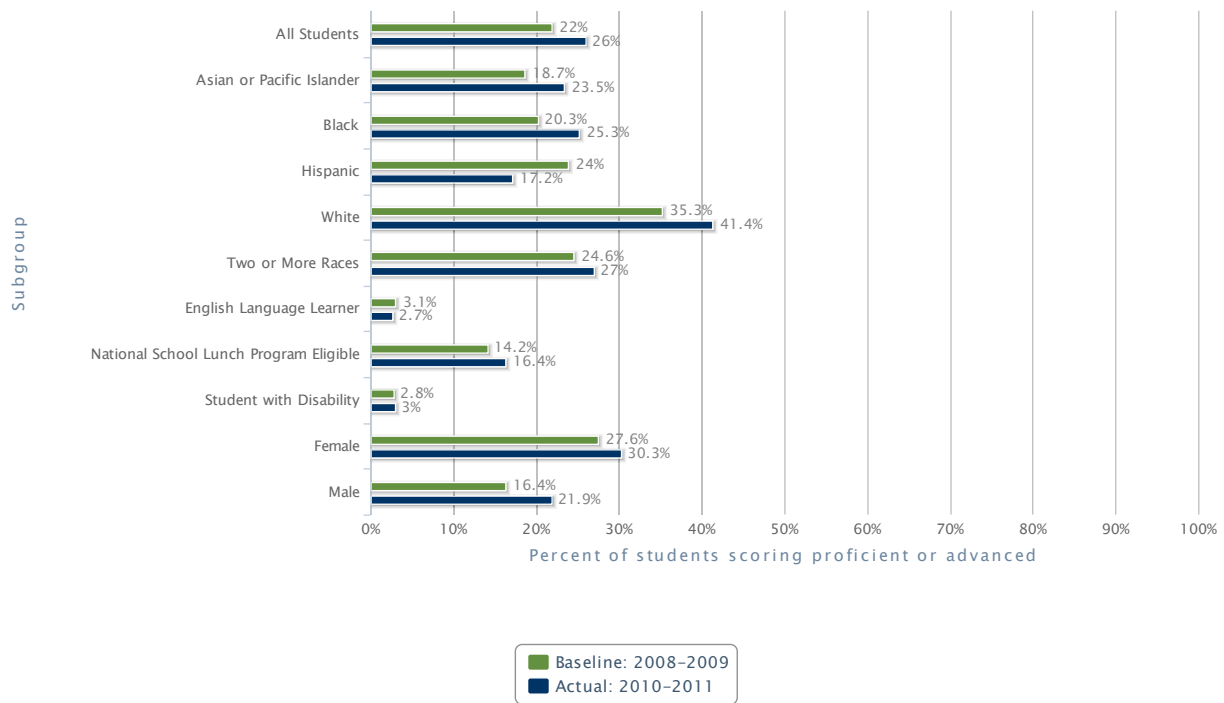


Percentages

Scale Score

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Reading 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Hawaii's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	22.3%	25%	N/A	207.5	211.2
Black	18.1%	25.9%	N/A	204	215.4
Hispanic	26.9%	22%	N/A	214.8	208.6
White	41.8%	38.3%	N/A	226.3	226
Two or More Races	25.2%	28.3%	N/A	208.9	213.4
English Language Learner	5.1%	3.2%	N/A	182.6	183.4
National School Lunch Program Eligible	15%	15.1%	N/A	197.8	200.9
Student with Disability	3.5%	2.6%	N/A	156.6	161
Female	30.1%	30.4%	N/A	216.7	218.9
Male	21.7%	24%	N/A	205.1	208.4

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Hawaii's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	18.7%	23.5%	N/A	252.2	254.8

Black	20.3%	25.3%	N/A	255.8	261
Hispanic	24%	17.2%	N/A	251.8	246.4
White	35.3%	41.4%	N/A	266.7	272.9
Two or More Races	24.6%	27%	N/A	255.6	256.2
English Language Learner	3.1%	2.7%	N/A	218.4	221.6
National School Lunch Program Eligible	14.2%	16.4%	N/A	246.1	246
Student with Disability	2.8%	3%	N/A	215.9	214.5
Female	27.6%	30.3%	N/A	262.1	263
Male	16.4%	21.9%	N/A	247.5	251.7
View Table Key					

Close Subgroup Graphs

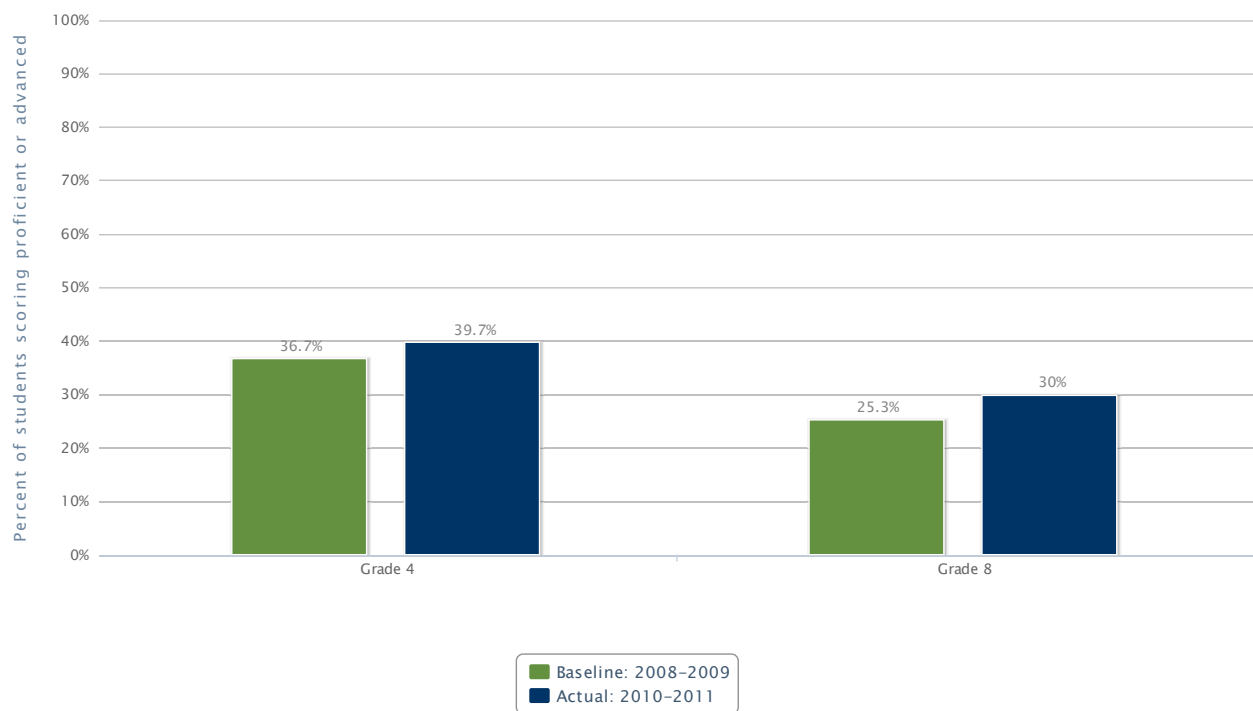
Back to the Top

NAEP mathematics results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Student Proficiency, NAEP Mathematics 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

NOTE:

Percentages:

The percentage of Hawaii's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

The percentage of Hawaii's grade 8 students who were at or above Proficient in mathematics in 2011 was significantly higher ($p < .05$) than in 2009.

Scale Score:

Hawaii's grade 4 mathematics score was significantly higher ($p < .05$) in 2011 than in 2009.

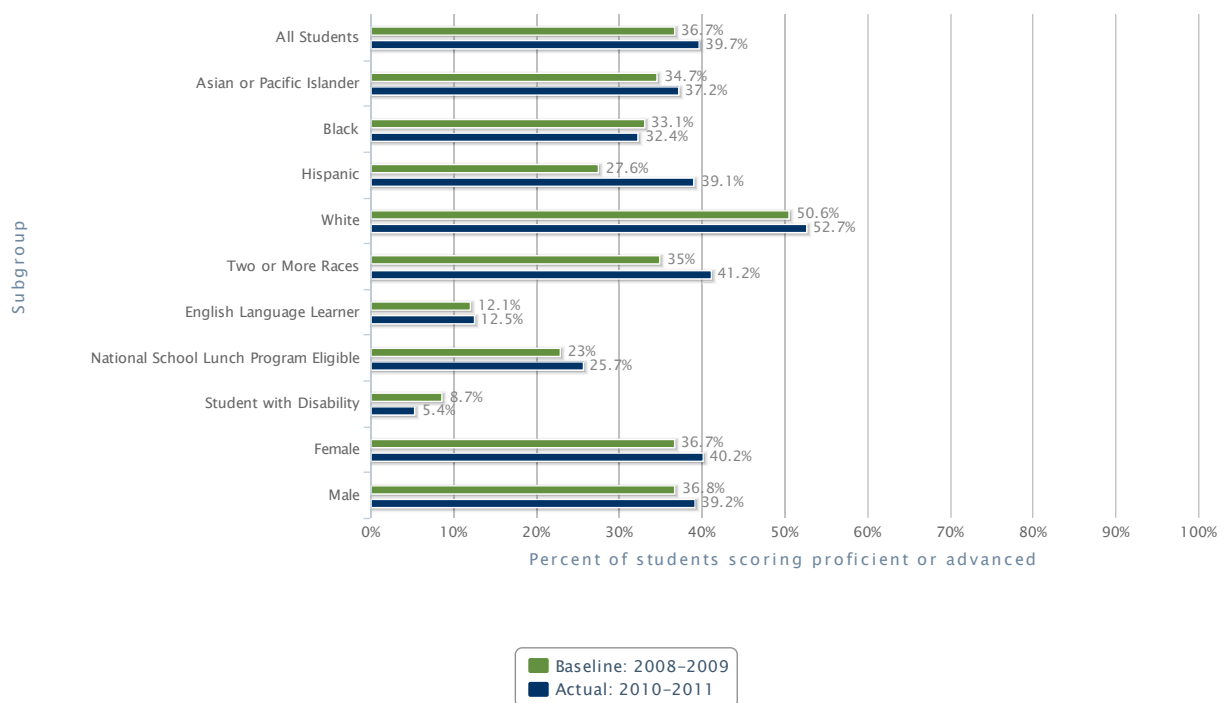
Hawaii's grade 8 mathematics score was significantly higher ($p < .05$) in 2011 than in 2009..

Close

Student proficiency on NAEP mathematics	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Hawaii's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	36.7%	39.7%	N/A	235.7	238.8
Grade 8	25.3%	30%	N/A	273.8	277.8

[View Table Key](#)

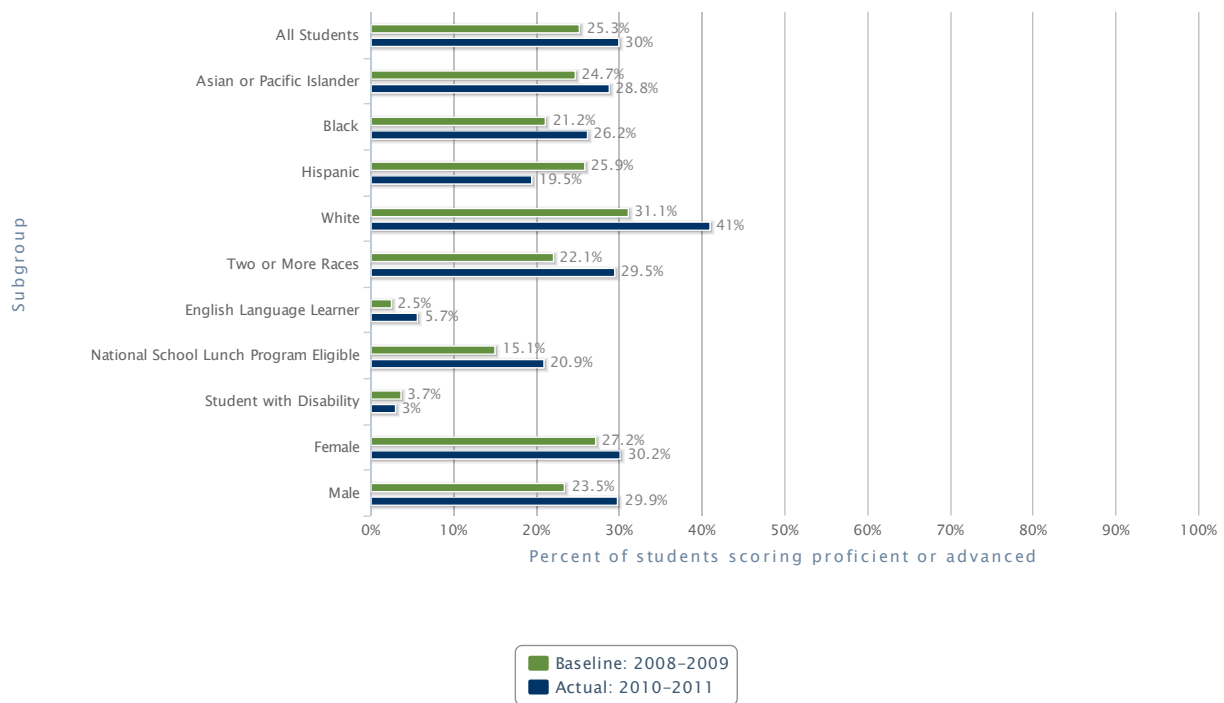
Grade 4 Proficiency, NAEP Mathematics 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Hawaii's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	34.7%	37.2%	N/A	234.8	237
Black	33.1%	32.4%	N/A	232.2	232.9
Hispanic	27.6%	39.1%	N/A	230.1	236.6
White	50.6%	52.7%	N/A	246.8	248.3
Two or More Races	35%	41.2%	N/A	230.5	241.1
English Language Learner	12.1%	12.5%	N/A	210.6	215.8
National School Lunch Program Eligible	23%	25.7%	N/A	224.3	228.5
Student with Disability	8.7%	5.4%	N/A	196.5	196.2
Female	36.7%	40.2%	N/A	236.1	239.7
Male	36.8%	39.2%	N/A	235.3	238

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Hawaii's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	24.7%	28.8%	N/A	273.6	276.7

Black	21.2%	26.2%	N/A	271	277.3
Hispanic	25.9%	19.5%	N/A	276.2	262.6
White	31.1%	41%	N/A	281.9	290
Two or More Races	22.1%	29.5%	N/A	264.9	276.4
English Language Learner	2.5%	5.7%	N/A	233.4	247.2
National School Lunch Program Eligible	15.1%	20.9%	N/A	261.4	267.9
Student with Disability	3.7%	3%	N/A	231.2	232.1
Female	27.2%	30.2%	N/A	276.4	278.8
Male	23.5%	29.9%	N/A	271.2	276.9

[View Table Key](#)

[Close Subgroup Graphs](#)

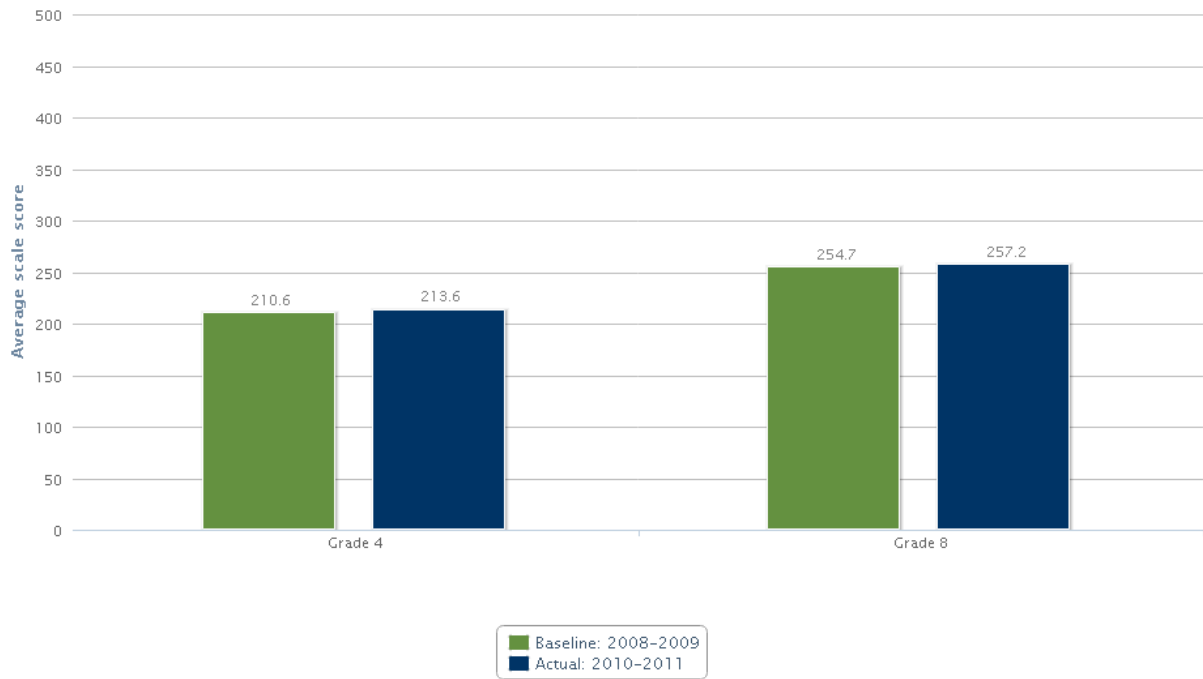
[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

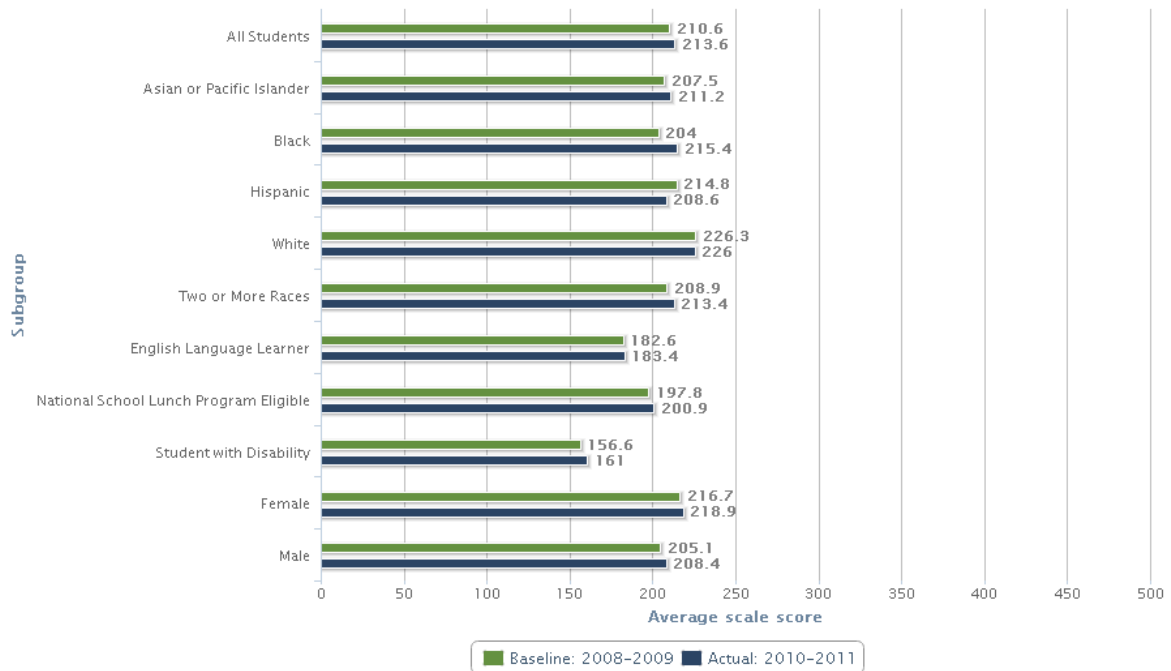
[Back to the Top](#)

Student Proficiency, NAEP Reading 2011



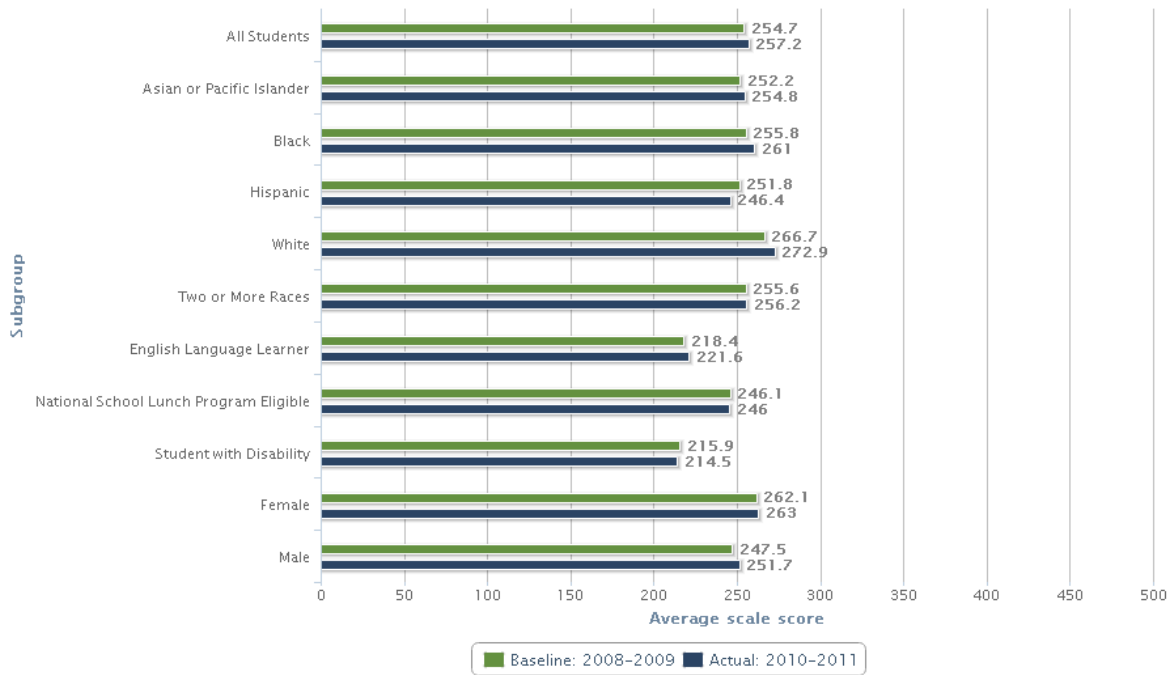
Percentages Scale Score

Grade 4 Proficiency, NAEP Reading 2011



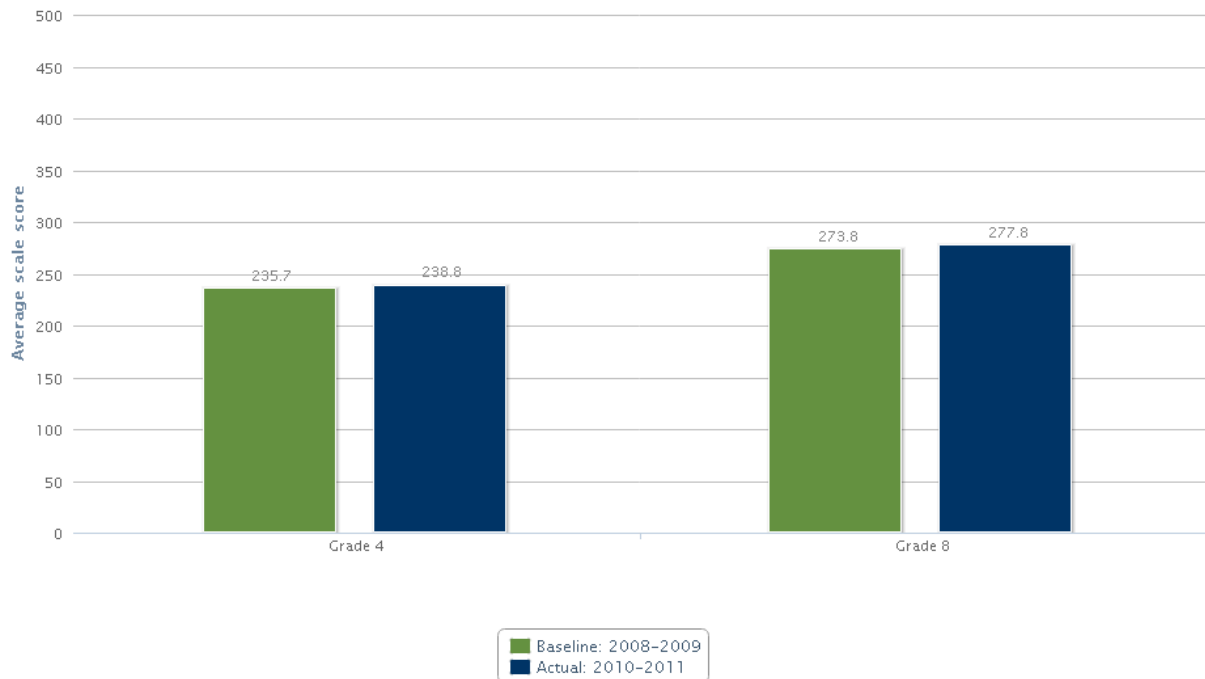
Percentages Scale Score

Grade 8 Proficiency, NAEP Reading 2011



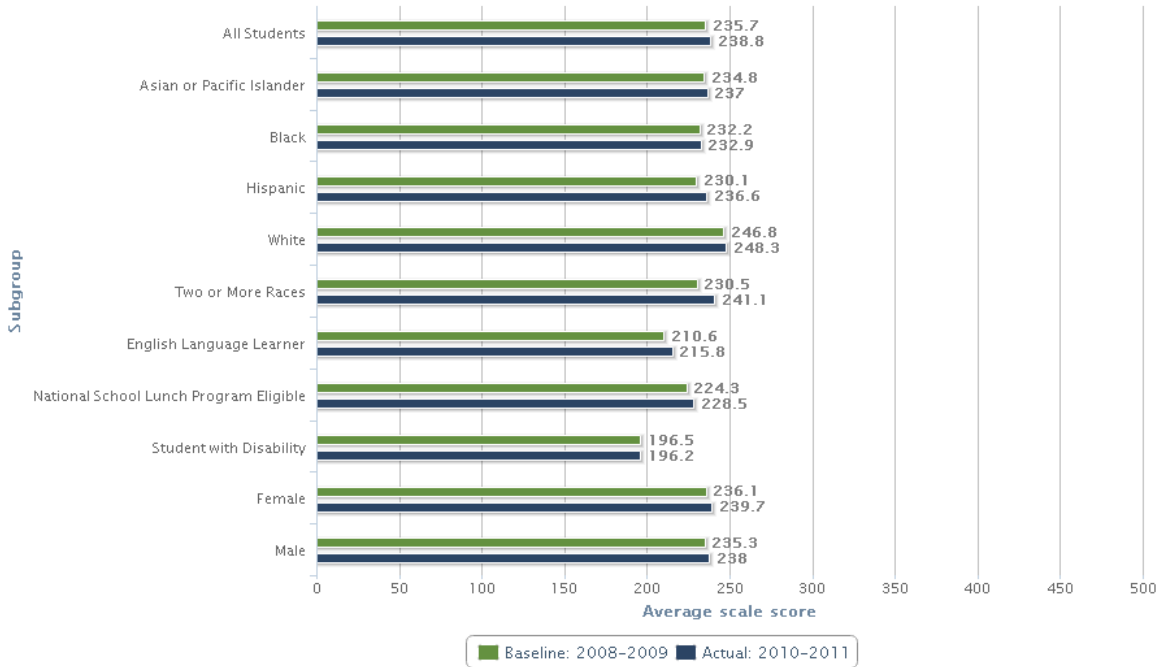
Percentages Scale Score

Student Proficiency, NAEP Mathematics 2011



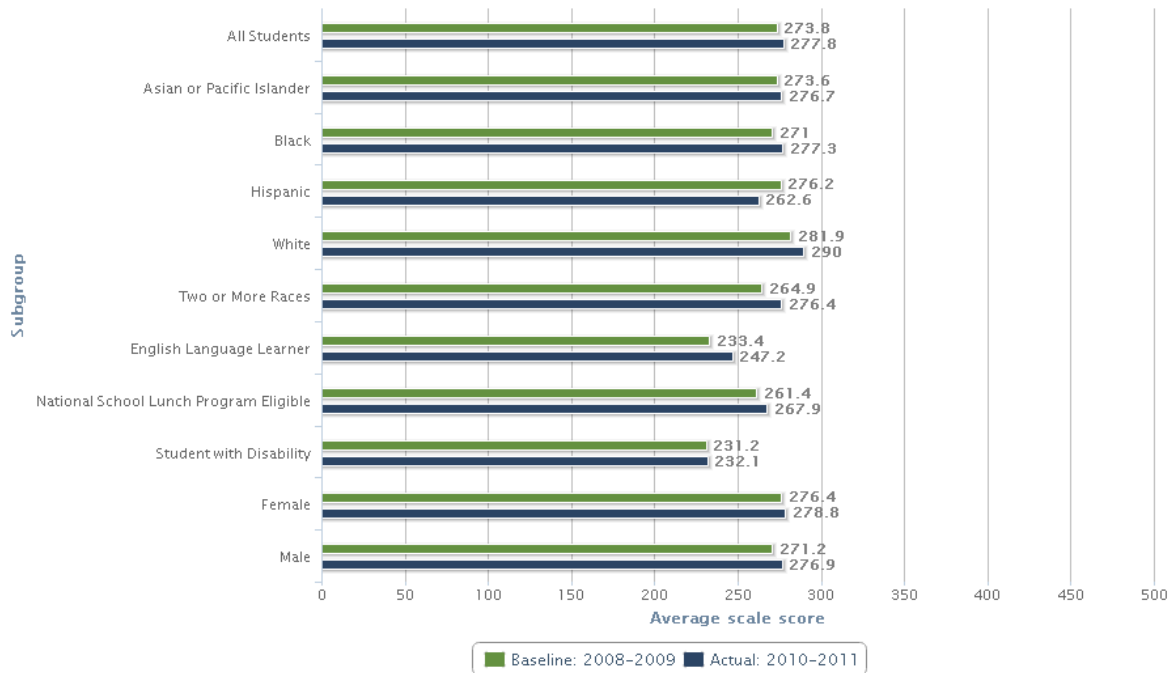
Percentages Scale Score

Grade 4 Proficiency, NAEP Mathematics 2011



Percentages **Scale Score**

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages **Scale Score**



Hawaii

State-reported APR: Year One

Standard Version

Accessible Version

Student Outcomes Data: Closing Achievement Gaps

Page 4.3 of 12

Results in closing the achievement gap on Hawaii's ELA assessment

Results in closing the achievement gap on Hawaii's mathematics assessment

Results in closing the achievement gap on NAEP reading

Results in closing the achievement gap on NAEP mathematics

Collapse All

Results in closing the achievement gap on Hawaii's ELA assessment

State-reported information

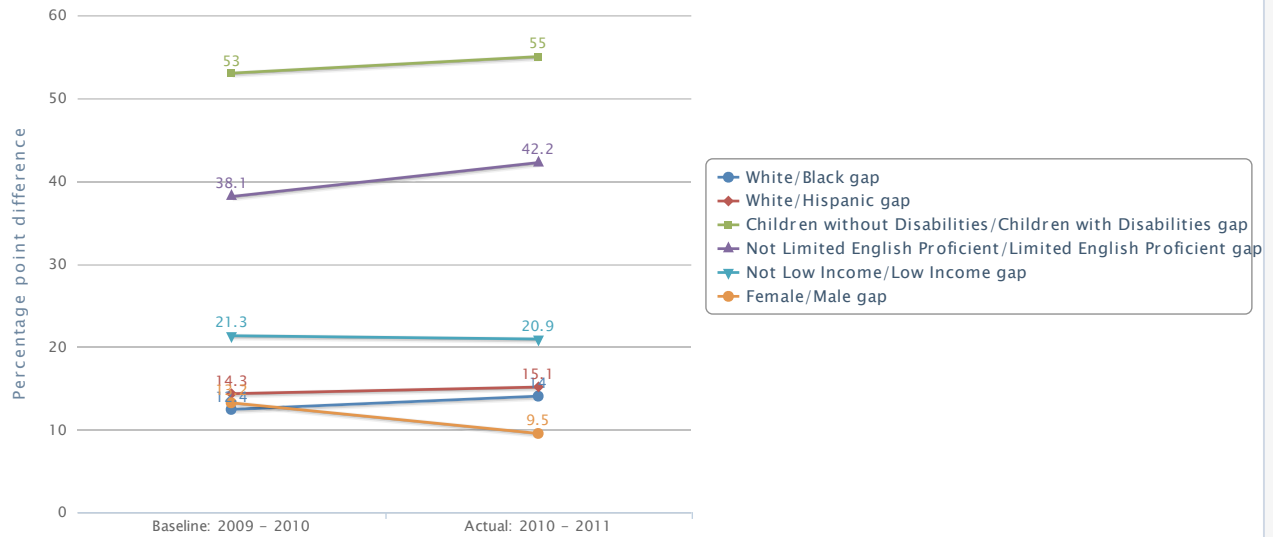
Preliminary SY 2010-2011 data reported as of: [October 13, 2011](#)

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

Achievement Gap on Hawaii's ELA Assessment SY 2010-2011



[View Table \(Accessible\)](#)

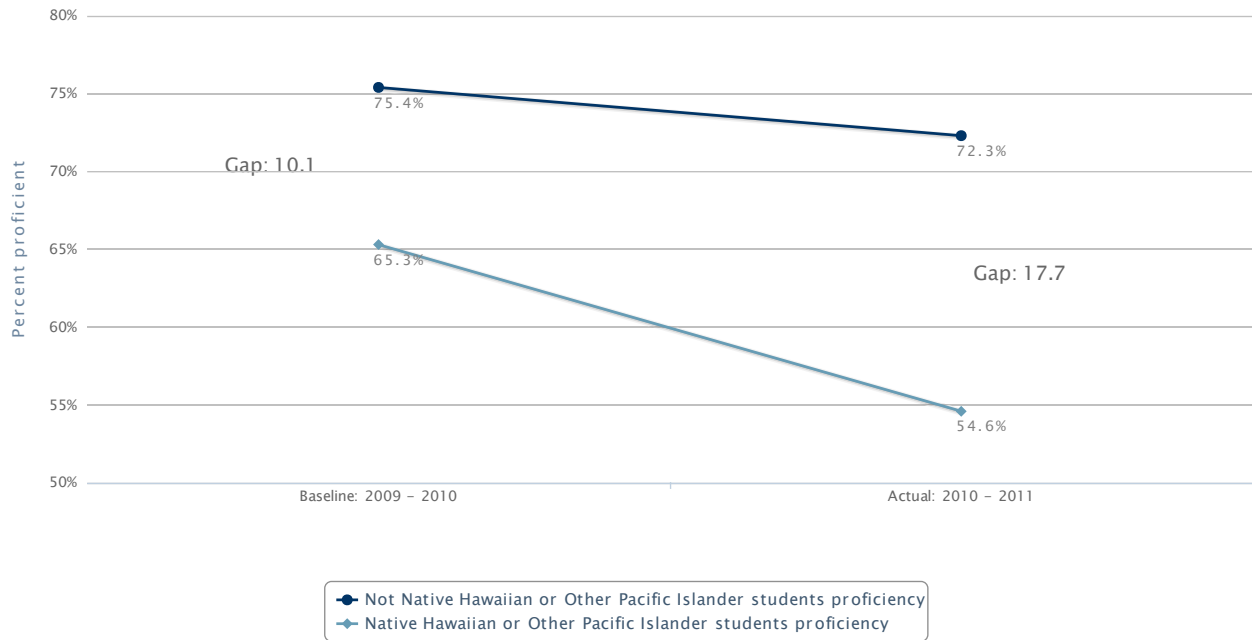
NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Hawaii's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 13, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
White/Black gap	12.4	14	N/A
White/Hispanic gap	14.3	15.1	N/A
Children without Disabilities/Children with Disabilities Gap	53	55	N/A
Not Limited English Proficient/Limited English Proficient gap	38.1	42.2	N/A
Not Low Income/Low Income gap	21.3	20.9	10
Female/Male gap	13.2	9.5	N/A

[View Table Key](#)

Achievement Gaps: Hawaii's ELA Assessment SY 2010-2011

Not Native Hawaiian or Other Pacific Islander/Native Hawaiian
or Other Pacific Islander Gap on Hawaii's ELA Assessment SY 2010–2011



Gap 1

Gap 2

[View Table \(Accessible\)](#)

Not Native Hawaiian or Other Pacific Islander/Native Hawaiian or Other Pacific Islander Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Not Native Hawaiian or Other Pacific Islander students proficiency	75.4%	72.3%	N/A
Native Hawaiian or Other Pacific Islander students proficiency	65.3%	54.6%	67%
Not Native Hawaiian or Other Pacific Islander/Native Hawaiian or Other Pacific Islander gap (percentage point difference)	10.1	17.7	9

[View Table Key](#)

Not Low Income/Low Income Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Not Low Income students proficiency	77.6%	76.6%	N/A
Low Income students proficiency	56.3%	55.7%	59%
Not Low Income/Low Income gap (percentage point difference)	21.3	20.9	10

[View Table Key](#)

Close Graphs by Gap Types

[Back to the Top](#)

Results in closing the achievement gap on Hawaii's mathematics assessment

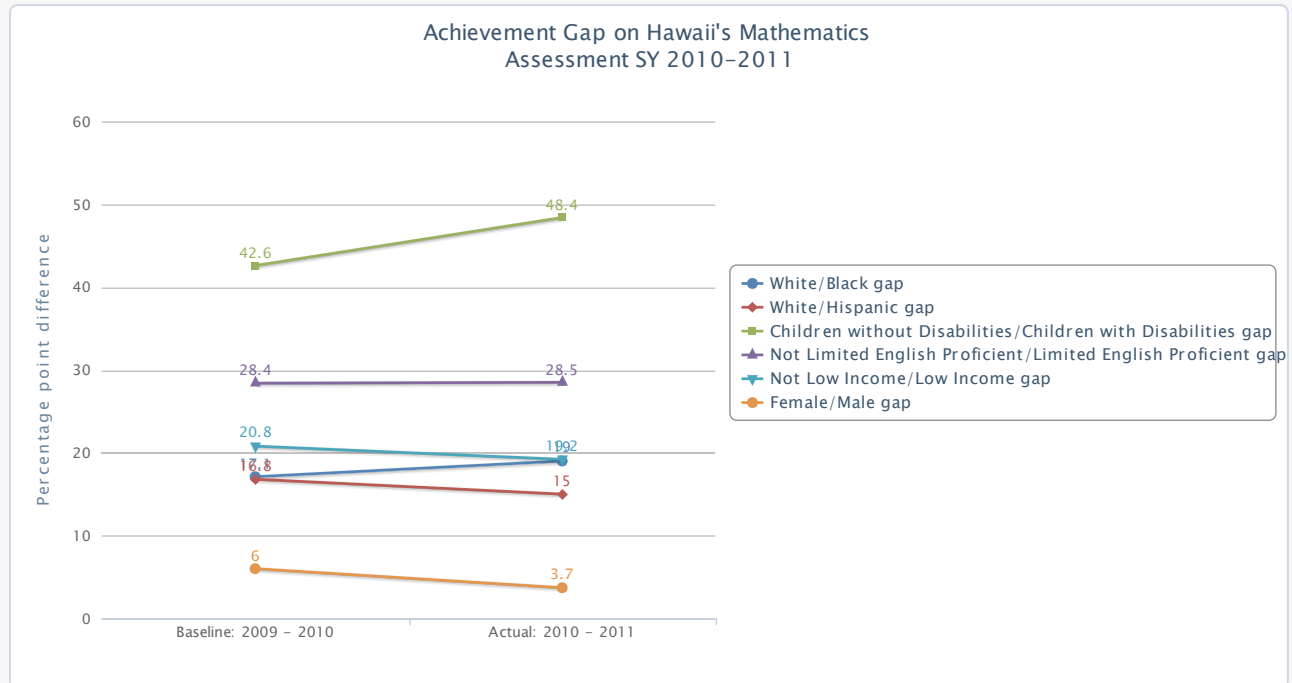
State-reported information

Preliminary SY 2010-2011 data reported as of: [October 13, 2011](#)

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

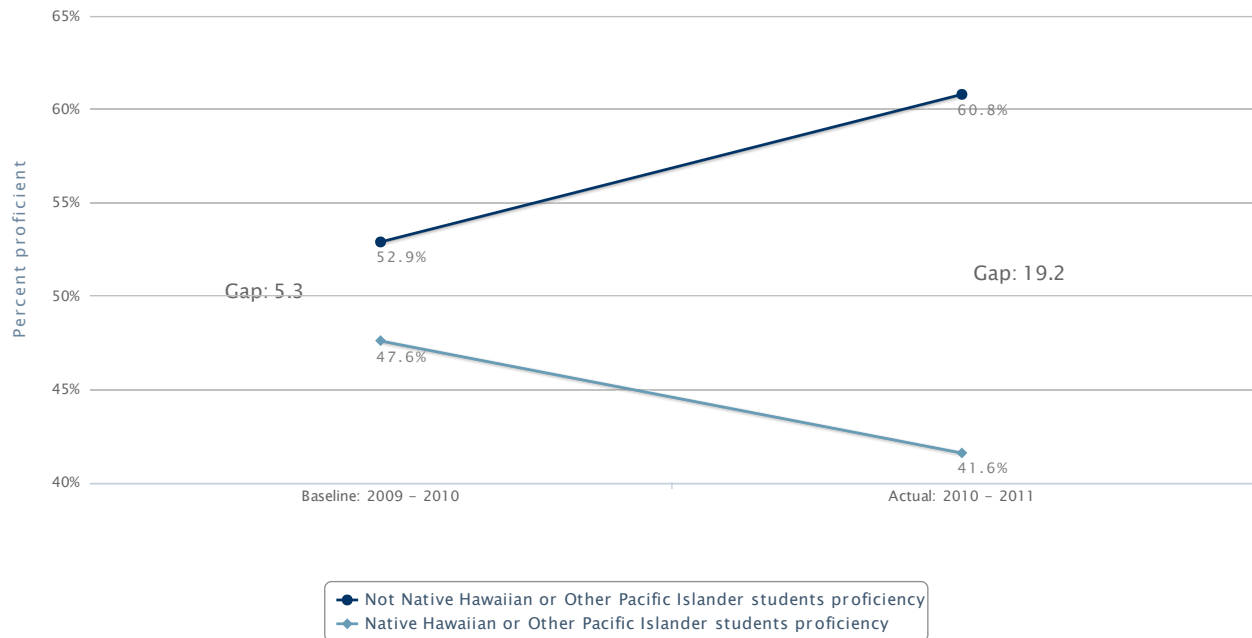
NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Hawaii's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 13, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
White/Black gap	17.1	19	N/A
White/Hispanic gap	16.8	15	N/A
Children without Disabilities/Children with Disabilities gap	42.6	48.4	N/A
Not Limited English Proficient/Limited English Proficient gap	28.4	28.5	N/A
Not Low Income/Low Income gap	20.8	19.2	8
Female/Male gap	6	3.7	N/A

[View Table Key](#)

Achievement Gaps: Hawaii's Mathematics Assessment SY 2010-2011

Not Native Hawaiian or Other Pacific Islander/Native Hawaiian
or Other Pacific Islander Gap on Hawaii's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

[View Table \(Accessible\)](#)

Not Native Hawaiian or Other Pacific Islander/Native Hawaiian or Other Pacific Islander Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Not Native Hawaiian or Other Pacific Islander students proficiency	52.9%	60.8%	N/A
Native Hawaiian or Other Pacific Islander students proficiency	47.6%	41.6%	45%
Not Native Hawaiian or Other Pacific Islander/Native Hawaiian or Other Pacific Islander gap (percentage point difference)	5.3	19.2	10

[View Table Key](#)

Not Low Income/Low Income Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Not Low Income students proficiency	58.7%	63.7%	N/A
Low Income students proficiency	37.9%	44.5%	39%
Not Low Income/Low Income gap (percentage point difference)	20.8	19.2	8

[View Table Key](#)

Close Graphs by Gap Types

[Back to the Top](#)

Results in closing the achievement gap on NAEP reading

Department-reported information

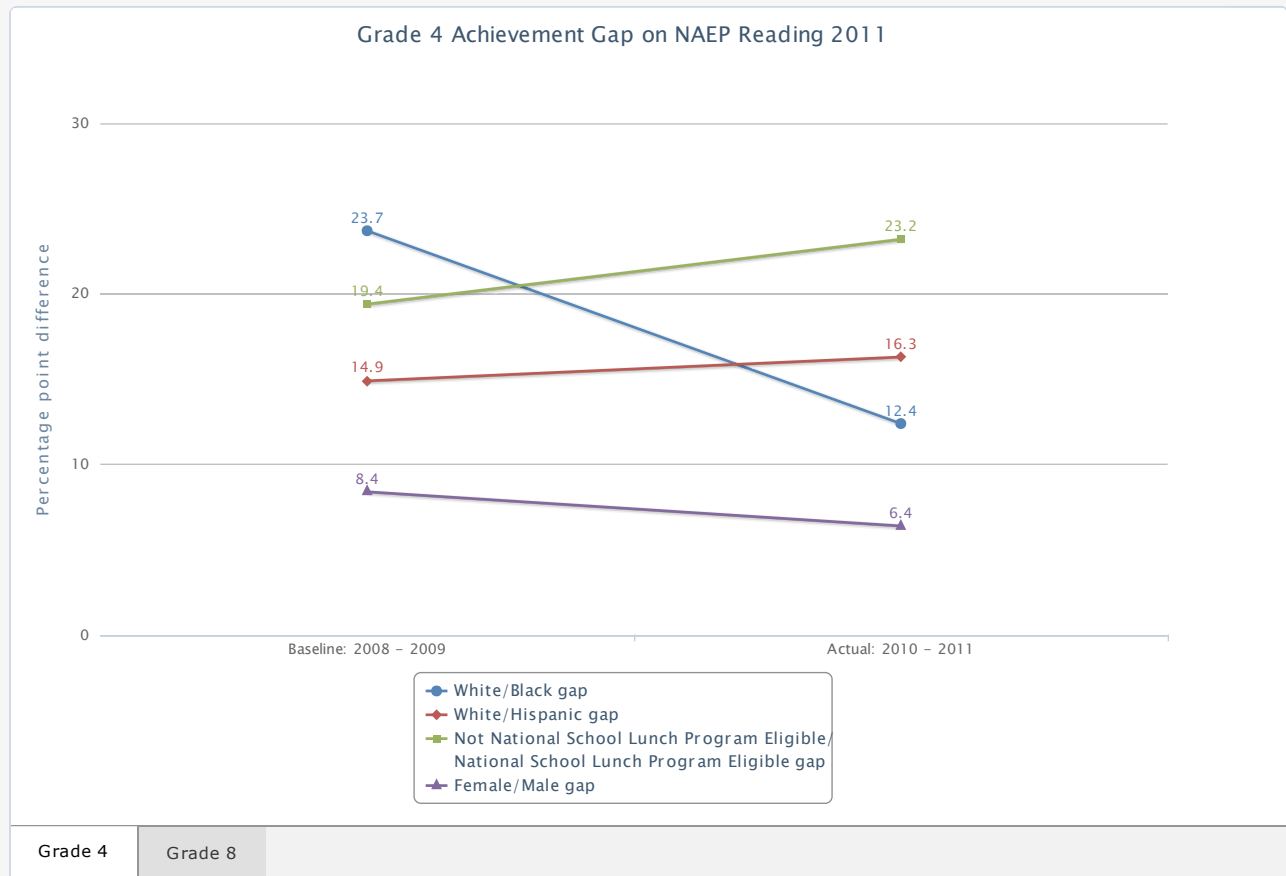
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Hawaii's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
White/Black gap	23.7	12.4	N/A
White/Hispanic gap	14.9	16.3	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	19.4	23.2	N/A
Female/Male gap	8.4	6.4	N/A

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
White/Black gap	15	16.1	N/A
White/Hispanic gap	11.3	24.2	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap	13.1	18	N/A
Female/Male gap	11.2	8.4	N/A

View Table Key

[Back to the Top](#)

Results in closing the achievement gap on NAEP mathematics

Department-reported information

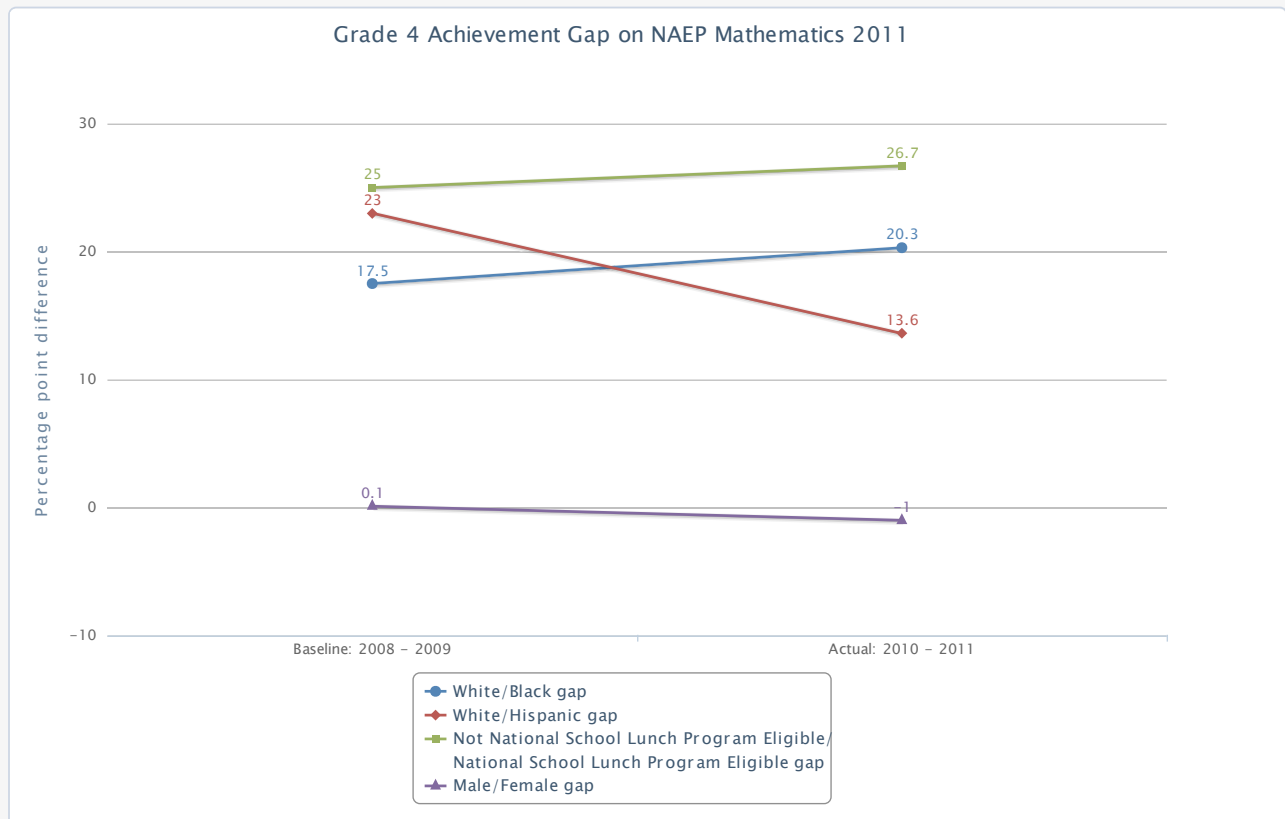
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Hawaii's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
White/Black gap	17.5	20.3	N/A
White/Hispanic gap	23	13.6	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	25	26.7	N/A
Male/Female gap	0.1	-1	N/A

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
White/Black gap	9.9	14.8	N/A
White/Hispanic gap	5.2	21.5	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	17.3	16.7	N/A
Male/Female gap	-3.7	-0.3	N/A

[View Table Key](#)

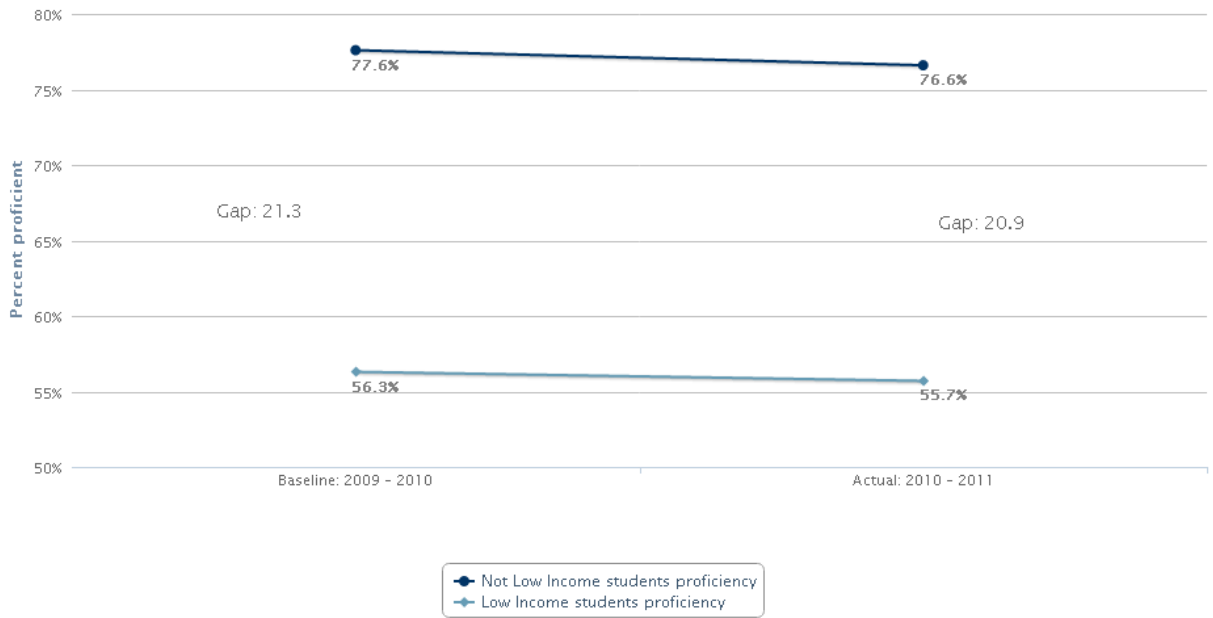
[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

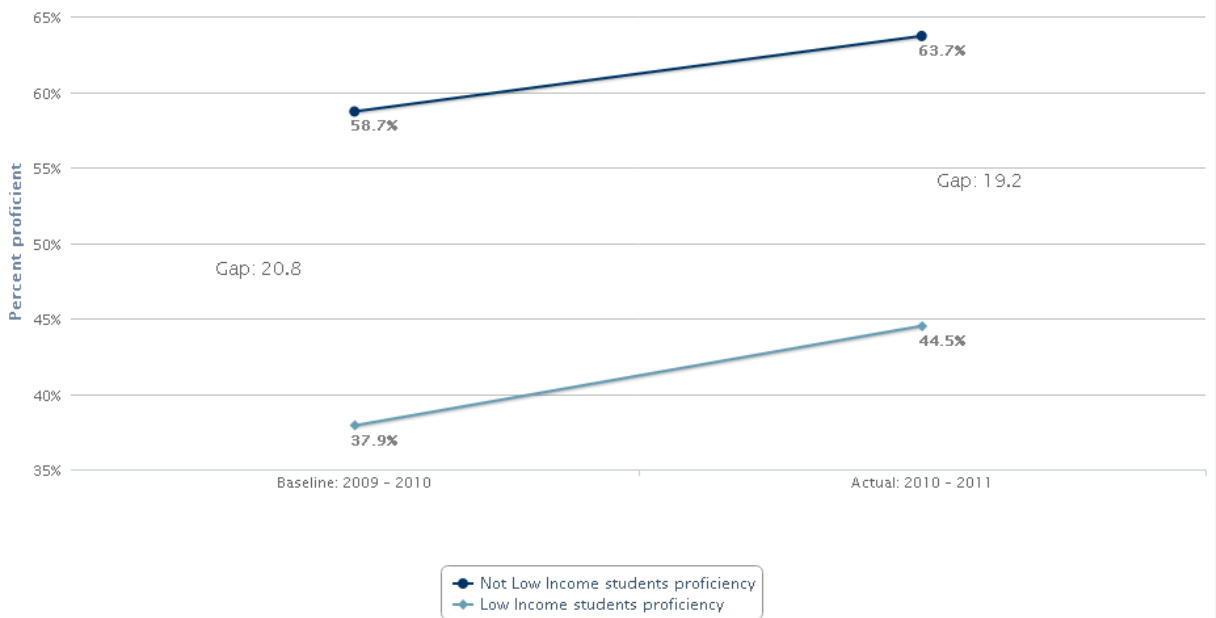
Not Low Income/Low Income Gap on Hawaii's ELA Assessment SY 2010-2011



Gap 1

Gap 2

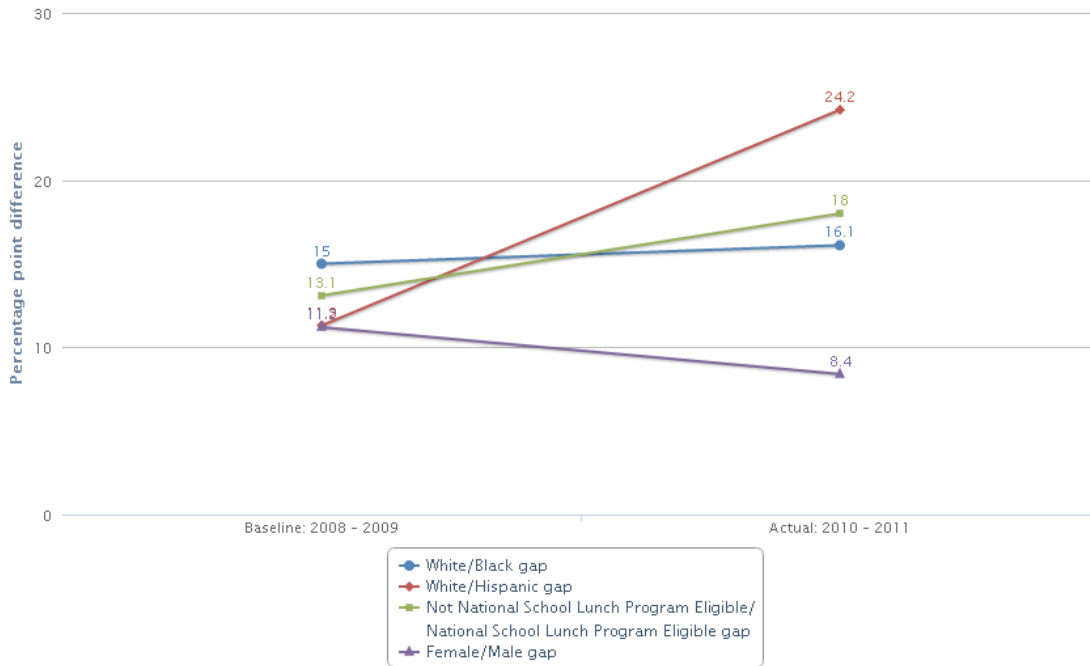
Not Low Income/Low Income Gap on Hawaii's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

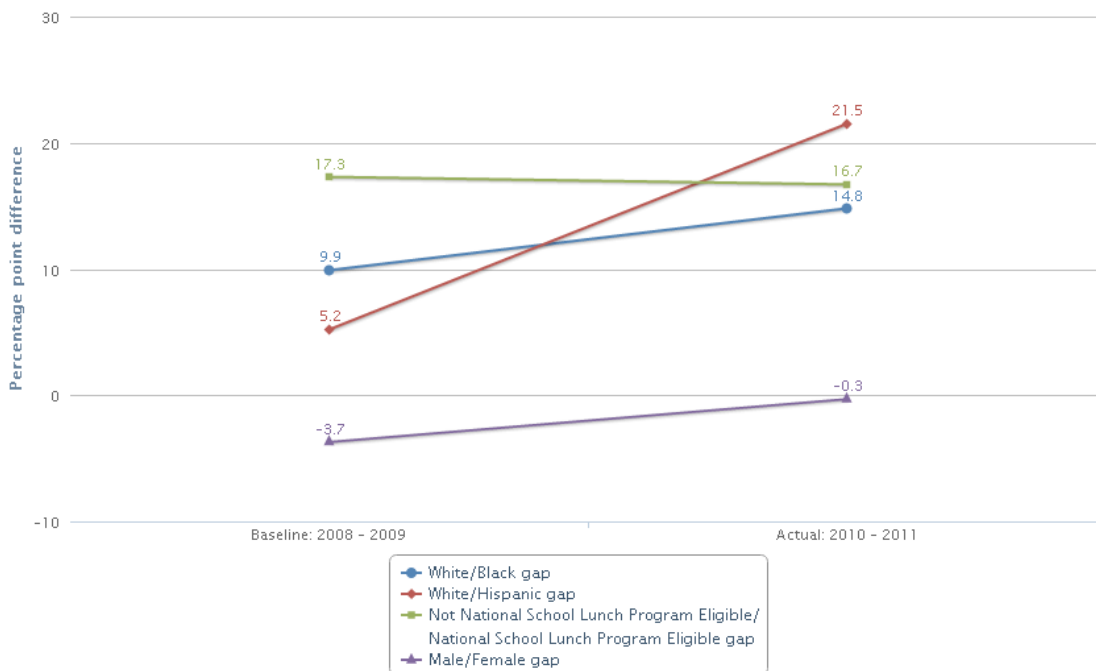
Grade 8 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

Grade 8 Achievement Gap on NAEP Mathematics 2011



Grade 4

Grade 8



Hawaii

State-reported APR: Year One

Standard Version

Accessible Version

Student Outcomes Data: Graduation Rates and Postsecondary Data

Page 4.4 of 12

High school graduation rates

College enrollment rates

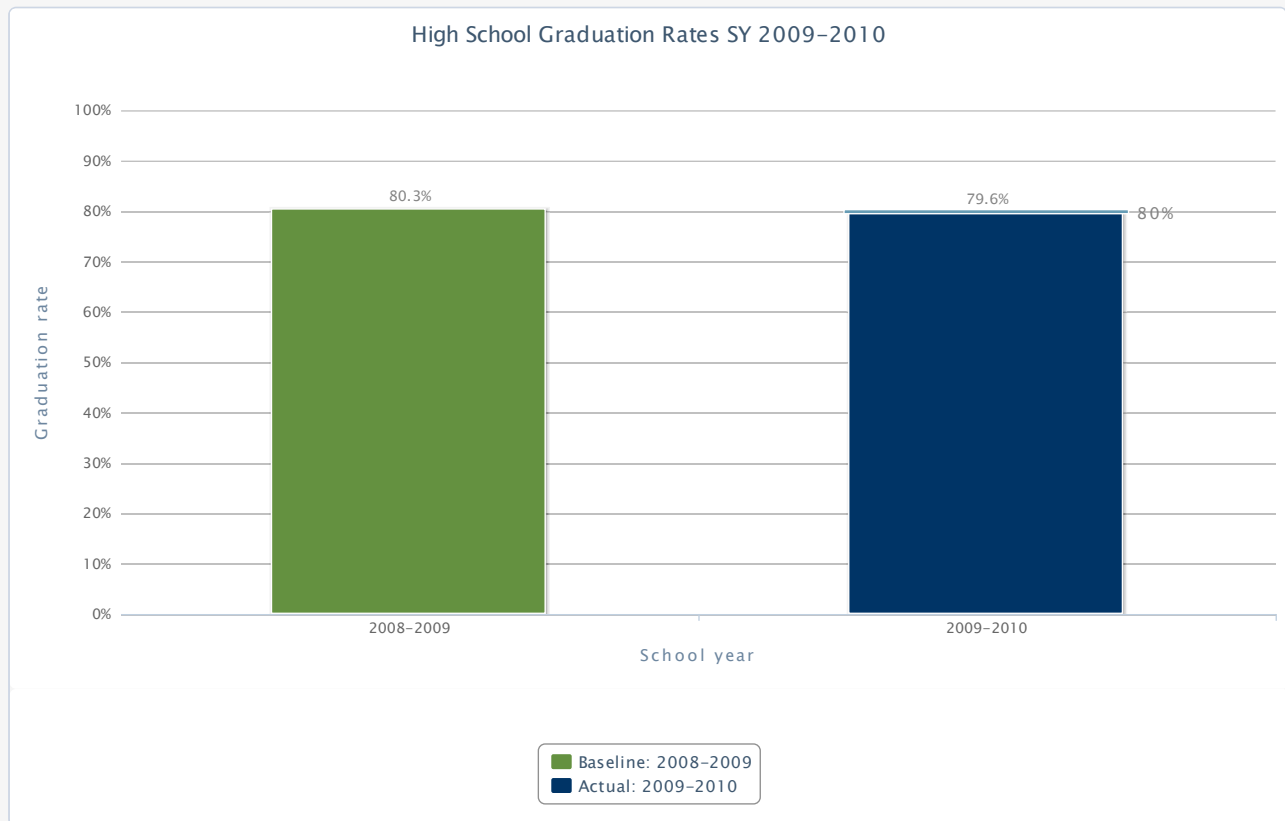
College course completion rates

Collapse All

High school graduation rates

State-reported information

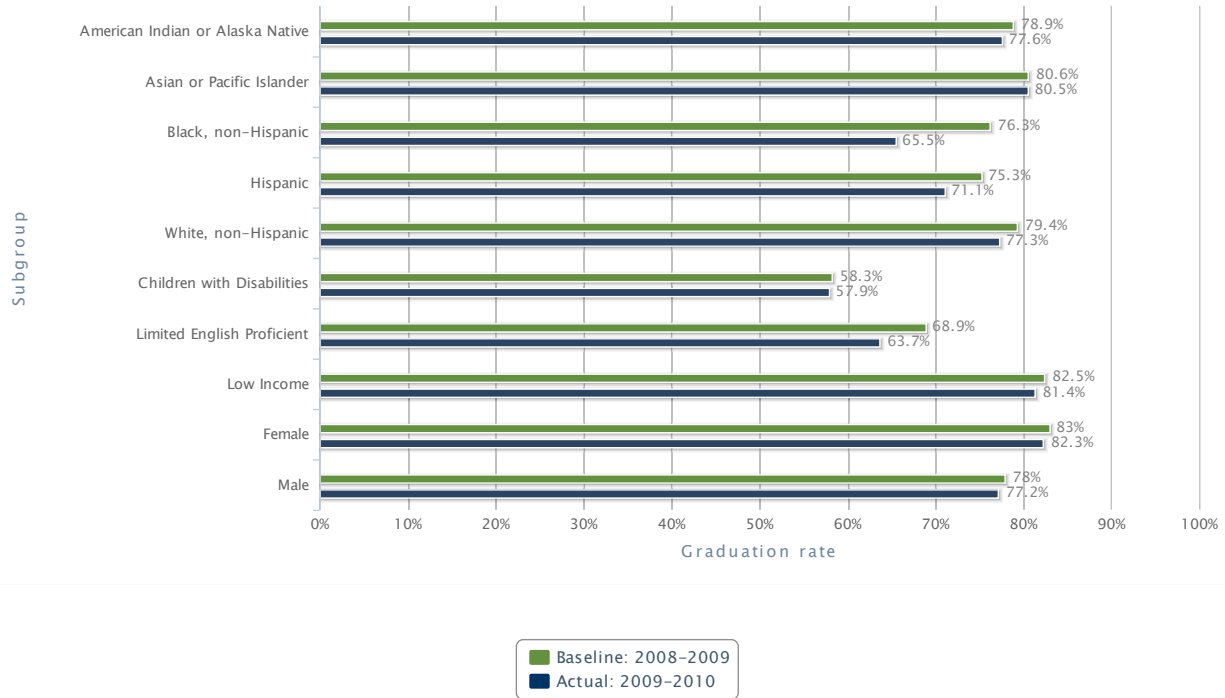
Preliminary SY 2009-2010 data reported as of: [October 13, 2011](#)



[View Table \(Accessible\)](#)

Preliminary high school graduation rates reported as of October 13, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Hawaii's approved plan: SY 2009-2010
All Students	80.3%	79.6%	80%
View Table Key			

High School Graduation Rates SY 2009-2010



[View Table \(Accessible\)](#)

Preliminary High School Graduation Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Hawaii's approved plan: SY 2009-2010
American Indian or Alaska Native	78.9%	77.6%	N/A
Asian or Pacific Islander	80.6%	80.5%	N/A
Black, non-Hispanic	76.3%	65.5%	N/A
Hispanic	75.3%	71.1%	N/A
White, non-Hispanic	79.4%	77.3%	N/A
Children with Disabilities	58.3%	57.9%	N/A
Limited English Proficient	68.9%	63.7%	N/A
Low Income	82.5%	81.4%	N/A
Female	83%	82.3%	N/A
Male	78%	77.2%	N/A
View Table Key			

[Close Subgroup Graph](#)

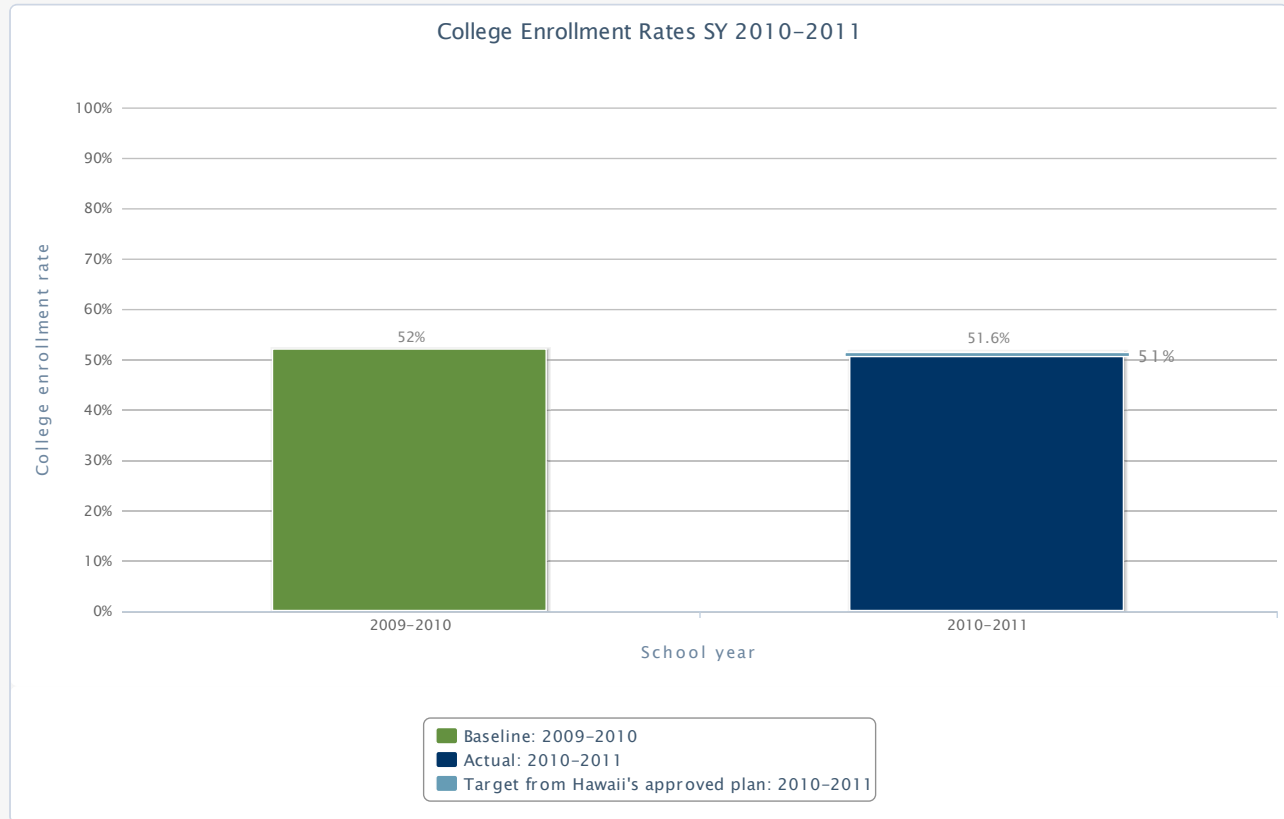
[Back to the Top](#)

College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: **October 13, 2011**

NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.



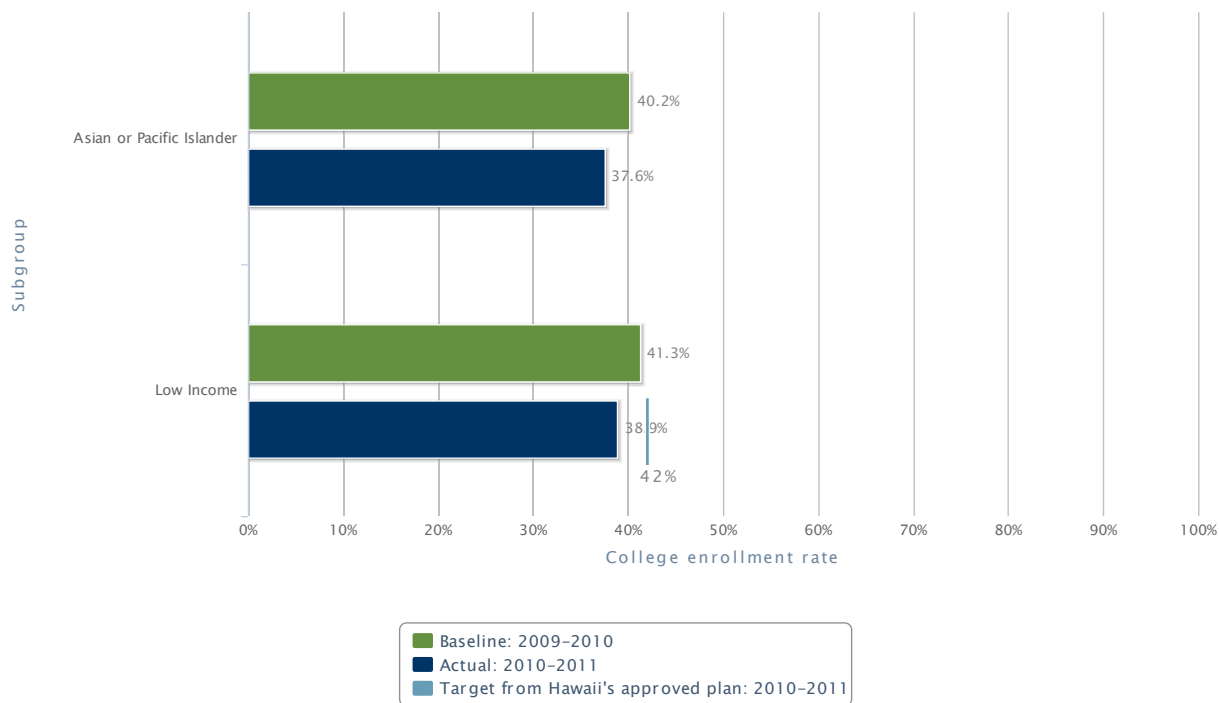
[View Table \(Accessible\)](#)

Preliminary college enrollment rates reported as of October 13, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
All Students	52%	51.6%	51%
View Table Key			

Additional information provided by the State:

The data for 2c is based on NSC data which is all postsecondary access (i.e., any IHE).

College Enrollment Rate SY 2010–2011



[View Table \(Accessible\)](#)

Preliminary College Enrollment Rates			
Subgroup	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2013-2014
American Indian or Alaska Native	--	--	N/A
Asian or Pacific Islander	40.2%	37.6%	N/A
Black, non-Hispanic	--	--	N/A
Hispanic	--	--	N/A
White, non-Hispanic	--	--	N/A
Children with Disabilities	--	--	N/A
Limited English Proficient	--	--	N/A
Low Income	41.3%	38.9%	42%
Female	--	--	N/A
Male	--	--	N/A

[View Table Key](#)

[Close Subgroup Graph](#)

[Back to the Top](#)

College course completion rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 13, 2011](#)

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For

example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Hawaii did not provide college course completion data.

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

[Select a State »](#)

[Contact »](#)

[Terms of Use »](#)

[About the APR »](#)

[Recovery.gov »](#)



Hawaii

Standard Version

Accessible Version



College and Career-Ready Standards and Assessments

Supporting the transition to college and career-ready standards and high-quality assessments

Standards and assessments: Optional measures

Collapse All

Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

Additional information provided by the State:

Hawaii defines "common" assessment as use of the SMARTER Balanced Assessment Consortium which will not occur for several more years.

Currently, Hawaii maintains one of the nation's most rigorous assessment systems. It is designed to ensure that Hawaii's students are ready for college and careers, and on par to compete internationally. The general education assessment system includes Online Hawaii State Reading, Mathematics, and Science Assessments (HSA) and the American Diploma Project (ADP) Algebra II exam.

The HSA measures the Hawaii Content and Performance Standards III. In 2006, an independent review of the Hawaii State Assessment by Achieve concluded that the HSA is "a rigorous test" that reflects what students need when pursuing college and/or careers. The review by Achieve also concluded that the HSA's proficiency levels are more comparable to those of the National Assessment of Educational Progress (NAEP) than those of many other states.

Since that time, Hawaii has moved to an online assessment and conducted the necessary standard setting to establish even more rigorous performance standards. To support this effort, the Hawaii Department of Education (HIDOE) licensed items from the Programme for International Student Assessment (PISA) and embedded them within the HSA. These data enabled HIDOE to link the HSA to the PISA scale. In turn, this linkage enabled standard setters to establish performance standards that are not only career and college ready, but internationally competitive.

Close

[Back to the Top](#)

Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Hawaii

Standard Version

Accessible Version

Data Systems to Support Instruction

Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

Collapse All

Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	

[View Table Key](#)

Additional information provided by the State:

N/A

Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

RACE TO THE TOP

State-reported APR: Year One

Hawaii

Standard Version

Accessible Version

Great Teachers and Leaders

Page 7 of 12

Providing high-quality pathways for aspiring teachers and principals

Improving teacher and principal effectiveness based on performance

Ensuring equitable distribution of effective teachers and principals

Improving the effectiveness of teacher and principal preparation programs

Great teachers and leaders: Optional measures

Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow [alternative routes to certification](#) for teachers and principals.

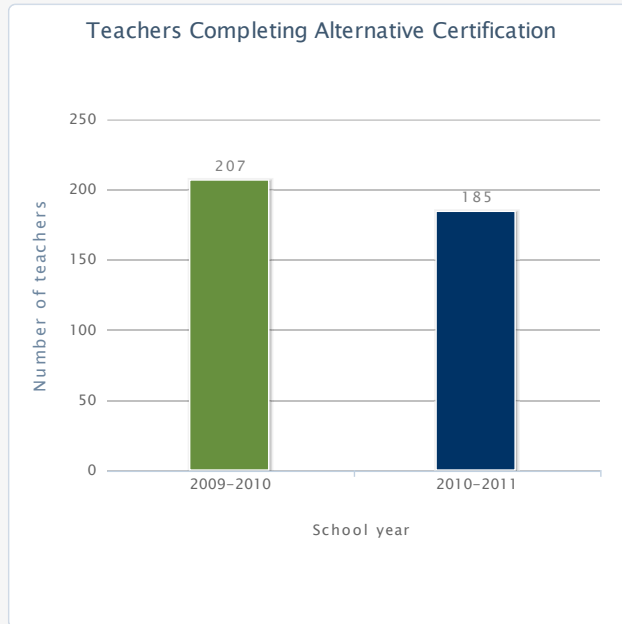
State-reported response: Act 75, Session Laws of Hawaii 2011 (SLH 2011, signed by the Governor on June 6, 2011): This law allows HIDOE to attract qualified leaders from outside the education profession or the state of Hawaii to our public schools - a key focus of Hawaii's Race to the Top blueprint. The potential shortage of qualified administrators today is a concern as principals retire, resign or leave their positions. Current certification rules - requiring applicants to possess a minimum of five years of appropriate school level experience, of which at least three years shall have been as a teacher - are too restrictive and at odds with Race to the Top grant requirements. In developing administrative rules for Act 75 in 2011, HIDOE can now determine what qualifies as appropriate experience and consider candidates who are experienced leaders, but may not have three years of teaching, for potential certification as a principal or vice principal. The law also allows for regulatory changes to the existing administrator training program whereby principal candidates from other states can now be considered. Act 134, Session Laws of Hawaii 2011 (SLH 2011, signed by the Governor on June 20, 2011): Act 134, SLH 2011, empowers the Hawaii Teacher Standards Board (HTSB) to develop criteria for a Career and Technical Education (CTE) license for individuals with appropriate industry experience but no bachelor's degree, providing a new pathway for individuals who currently hold a CTE permit to obtain a standard CTE license. Hawaii Teacher Standards Board: New Business Item (NBI) #10-20 regulatory provisions for Alternative Routes to Certification, adopted November 2010. By State law, the Hawaii Teacher Standards Board (HTSB) is responsible for the approval of teacher education programs, including alternative route programs. In November 2010, HTSB adopted changes to require national accreditation of teacher preparation programs and a change in the definition of "alternative routes" to align with guidance provided by the U.S. Department of Education. As a result, programs must now adjust their design if they are to be considered true [alternative certification routes](#).

Close

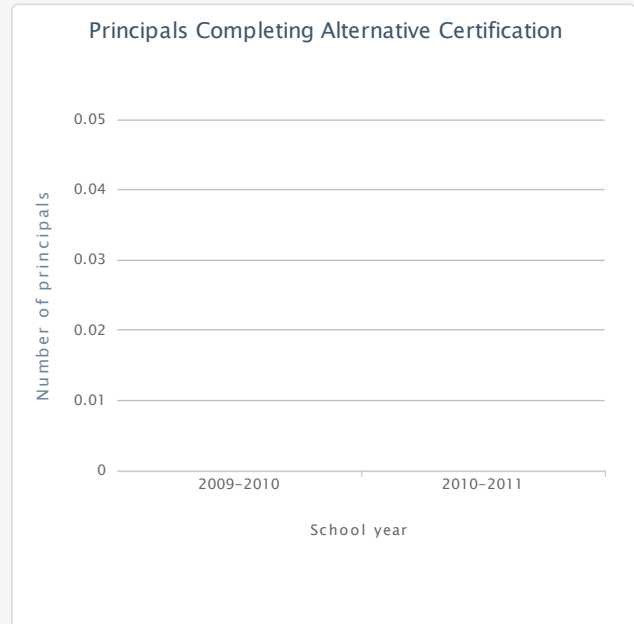
Question: Report the number of programs that currently provide [alternative routes to certification](#).

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	11	9
Number of alternative certification programs for principals	0	0
View Table Key		

Question: Report the number of teachers and principals who completed an alternative routes to certification in the State.



[View Table \(Accessible\)](#)



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers who have completed alternative certifications	207	185
Number of principals who have completed alternative certifications	0	0
View Table Key		

Additional information provided by the State:

SY 2010-11 number of Alternative Routes to Certification for Teacher Program - Source: Hawaii Teachers Standards Board (note: Two programs - Alternative Certification of Licensure to Special Education [ARLISE] and Bachelor of Arts in Special Education [BASE] programs -- were closed due to budget cuts, last program candidates were allowed to complete in SY 2009-10)

Data are for teachers only.

SY 2009-10 number of Alternative Routes to Certification for Teachers Source - Source: 2011 HTSB Annual Report

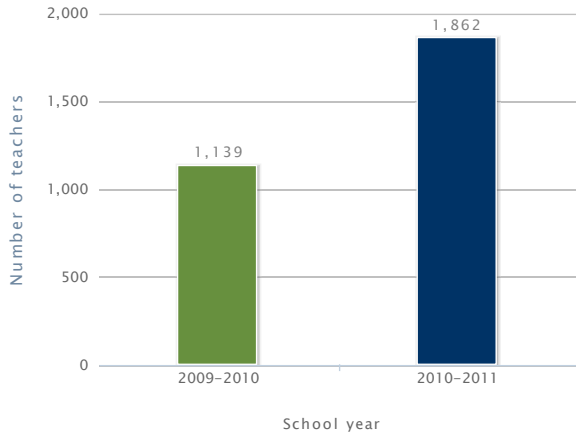
Note: missing data from one provider (University of Phoenix). The reduction in teacher numbers is due to the closing of two programs last year. Hawaii does not currently have an alternative route to certification program for principals.

Administrative rules have been drafted to create an alternate route for administrators and are awaiting public hearing. The alternate route is expected to "go live" August 2012

[Close](#)

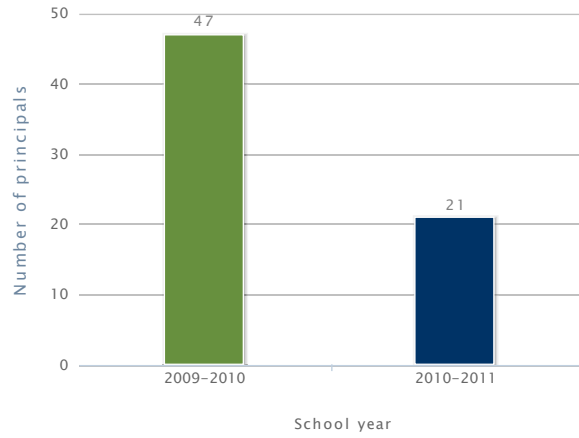
Question: Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



[View Table \(Accessible\)](#)

Principals Newly Certified Statewide



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	1,139	1,862
Principals	47	21
View Table Key		

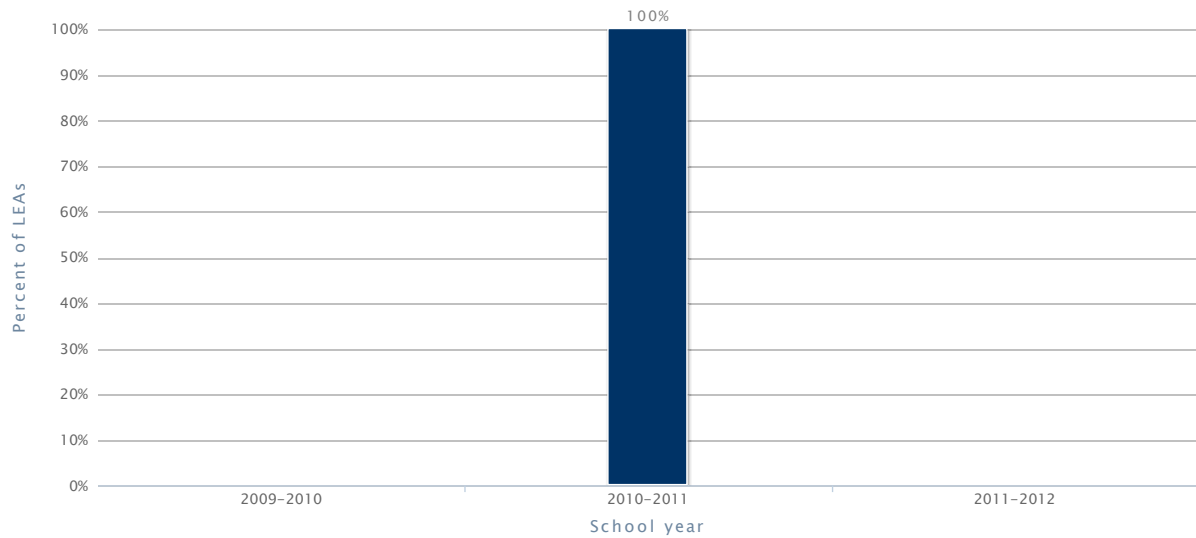
[Back to the Top](#)

Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure student growth.

Percentage of LEAs that Measure Student Growth



■	Baseline: 2009-2010
■	Actual: 2010-2011
■	Target from Hawaii's approved plan: 2010-2011
■	Target from Hawaii's approved plan: 2011-2012

[View Table \(Accessible\)](#)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011	Target from Hawaii's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	0%	100%	N/A	N/A
View Table Key				

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	0%	--
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	0%	--
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	0%	N/A	N/A
• Teacher and principal compensation	0%	N/A	N/A
• Teacher and principal promotion	0%	N/A	N/A
• Retention of effective teachers and principals	0%	N/A	N/A
• Granting of tenure and/or full certification (where applicable) to teachers and principals	0%	N/A	N/A
• Removal of ineffective tenured and untenured teachers and principals	0%	N/A	N/A
View Table Key			

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from Hawaii's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
View Table Key						

Additional information provided by the State:

Hawaii DOE has collected the data necessary to calculate a residualized growth model from 2007 (baseline year) to the

present. These data are shared with Complex Area Superintendents but have not yet been used for the purpose of teacher or principal evaluation.

In keeping with the RTTT application: in SY 2011-2012 HIDOE will share performance data as part of a broader system of support with the 18 schools in the Zones of School Innovation. The number of schools that receive this information will increase to 58 by SY 2012-2013, and be in place statewide by SY 2013-2014.

[Close](#)

[Back to the Top](#)

Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	0%	0%	20%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	0%	40%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	0%	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	0%	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	0%	20%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	0%	15%
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	0%	25%
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	0%	40%
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	0%	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	0%	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	0%	20%
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	0%	15%
Percentage of mathematics teachers who were evaluated as effective or better	0%	0%	60%
Percentage of science teachers who were evaluated as effective or better	0%	0%	60%
Percentage of special education teachers who were evaluated as effective or better	0%	0%	60%
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	0%	60%

[View Table Key](#)

Term	State's Definition
------	--------------------

Mathematics teachers	Teachers assigned to at least one core math class as identified by ACCN in the student information system (eSIS).
Science teachers	Teachers assigned to at least one core science class as identified by ACCN in the student information system (eSIS).
Special education teachers	Teachers identified as SPED Teacher or SPED Pre-School in the human resource system (eHR) by job class.
Teachers in language instruction educational programs	Teachers assigned to at least one core English/language arts class as identified by ACCN in the student information system (eSIS).
View Table Key	

Additional information provided by the State:

Hawaii does not report based on minority status. High and low poverty schools are as identified in the Site Summary of the title IIa Annual Federal HQT Report. Total number of teachers in high and low poverty schools only include those that are identified in core subject area classes for HQT reporting. Total number of principals assumes each identified school has one principal.)

HIDOE will submit amendments through the formal process to update the performance targets in this table. Until such targets are approved by USDOE, all responses in this table should be "N/A".

As stated in our RTTT application, Hawaii's qualifying evaluation system will be statewide beginning in SY 2013-2014 and be tied to stakes the following year.

Core class data from PDE3 Admin HQT Report as of June 30, 2011. SPED data from eHR, total count of SPED allocations (teachers identified as SPED via job class).

HIDOE will use data generated in fall 2011 from pilot efforts in ZSIs to extrapolate expected performance targets for the system.

These are the definitions used to identify teachers for Title IIa Highly Qualified reporting.

[Close](#)

[Back to the Top](#)

Improving the effectiveness of teacher and principal preparation programs

State-reported information

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Total number of teacher preparation programs in the State	11	11	N/A
Total number of principal preparation programs in the State	1	1	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	100
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	100
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	639	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	639	N/A

Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
View Table Key			

Additional information provided by the State:

Total number of teacher preparation programs in the State. (NOTE: Number of teacher preparation institutions as identified by HTSB. (source: HTSB 2011 Annual Report, pgs 13-14.) Hawaii's Administrator Certification for Excellence (ACE) program prepares vice-principals only. For SY 2010-2011, 35 vice principals were enrolled in the ACE program with the necessary qualifications to become principals upon completion.

[Close](#)

[Back to the Top](#)

Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Hawaii

Standard Version

Accessible Version

Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

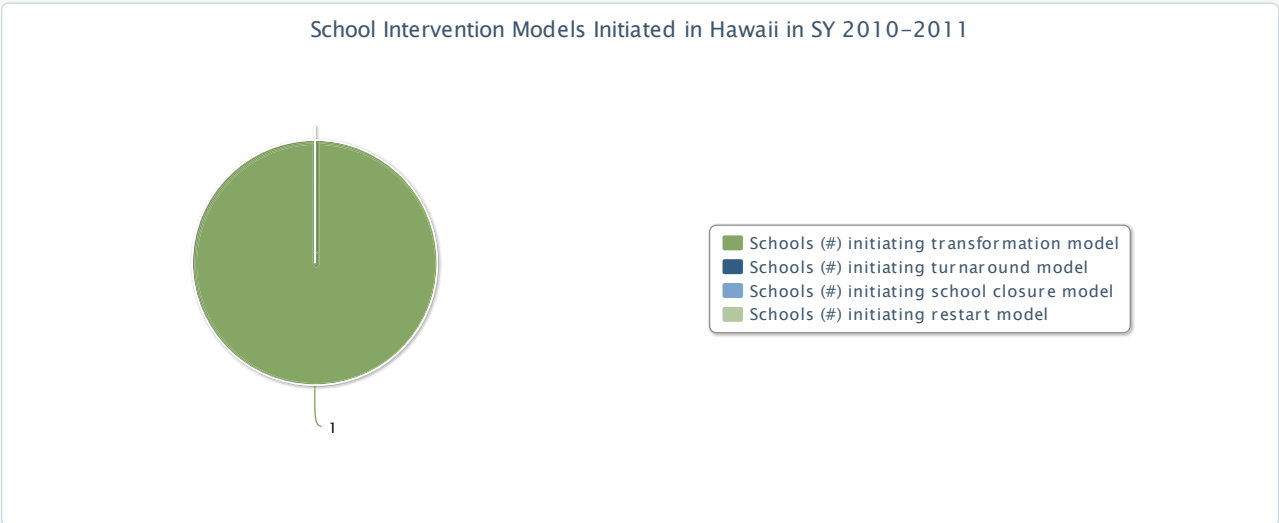
Changes to Hawaii's legal, statutory, or regulatory authority to intervene in Hawaii's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	0	1	1

[View Table Key](#)

Question: For each school for which one of the four school intervention models was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Naalehu Elementary School	5-380	1500030	150003000048	Transformation model
View Table Key				

Additional information provided by the State:

Naalehu Elementary School is a Tier 1 School Improvement Grant recipient for SY 2010-2011, with a new leadership team in place.

Although some elements of the transformation model were applied to schools other than Naalehu, none of the other schools included all of the elements.

[Close](#)

[Back to the Top](#)

Changes to Hawaii's legal, statutory, or regulatory authority to intervene in Hawaii's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

State-reported response: Act 148, SLH 2011, signed by the Governor on June 21, 2011, allows the Superintendent of Education to reconstitute a public school, except for charter schools. The Superintendent may also recommend actions to the Charter School Review Panel, including the revocation of a school's charter. Act 148 further clarifies the authority of the Superintendent to reconstitute schools when schools are low performing. The new law also establishes the Superintendent's authority to exit teachers from low performing schools.

[Close](#)

[Back to the Top](#)

Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

N/A

[Back to the Top](#)

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Turning Around the Lowest-Achieving Schools

Page 8 of 12

[Select a State »](#)

[About the APR »](#)

[Contact »](#)

[Recovery.gov »](#)

[Terms of Use »](#)



Hawaii

Standard Version

Accessible Version

Education Funding and Charter Schools

Making education funding a priority

Ensuring successful conditions for high-performing charter schools and other innovative schools

Collapse All

Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

State-reported response: N/A

Additional information provided by the State:

Like other states, schools with high numbers of low-income students receive federal Title I funds. The Hawaii Department of Education allocates additional funds to schools for economically disadvantaged students based on the Weighted Student Formula (WSF), as recommended by the Committee on Weights. Schools with high percentages of economically disadvantaged students therefore receive more state funding per student than schools with low percentages of economically disadvantaged students.

In addition, approximately \$27 million (77%) of ARRA State Fiscal Stabilization Funds Government Services Funds (Part B) directly supported K-12 education both to retain educators' jobs and advance education reform objectives.

Close

[Back to the Top](#)

Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: N/A

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that [student achievement](#) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to [high-need students](#) and have closed or not renewed ineffective charter schools.

State-reported response: Act 130, Session Laws of Hawaii 2011 (SLH 2011, signed by the Governor on June 15, 2011):

This measure amends several areas of Section 302B, Hawaii Revised Statutes, that governs charter schools in Hawaii in order to strengthen their governance and accountability.

Act 130, SLH 2011, permits a charter school to appeal to the Board of Education in the event of a denial of reauthorization by the Charter School Review Panel (CSRP), the sole charter school authorizer in Hawaii. This is consistent with the appeals processes for the denial of a new charter. In addition, the Act changes the frequency of evaluation by the CSRP from five years to six years in order to align with the Western Association of Schools and Colleges (WASC) accreditation review cycle.

The Act also extends the charter school board's responsibilities to include oversight of the financial and academic viability of the school, adding an additional layer of accountability to the administration of the school. Significantly, the Act requires the charter school board to develop written policies and procedures consistent with ethical standards of conduct.

Finally, the Act establishes a task force on charter school governance, accountability, and authority whose purpose is to provide clarity to the relationships, responsibilities, and lines of accountability and authority among stakeholders. The 11-member task force will meet several times in 2011 and deliver a report on findings to the 2012 Legislature.

Act 148, Session Laws of Hawaii 2011, signed by the Governor on June 21, 2011:

Act 148, SLH 2011 allows the Superintendent to recommend actions to the Charter School Review Panel (CSRP) including the revocation of a school's charter. The CSRP has the authority to revoke a school's charter following a probationary period and the process is defined in Hawaii Administrative Rules

[Close](#)

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: N/A

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

State-reported response: Act 130, SLH 2011, signed by the Governor on June 15, 2011, requires the Executive Director of the Charter School Administrative Office, to submit a needs-based facilities funding request separate from an operating

budget, along with a detailed explanation of the formula used for needs assessment and a breakdown by school.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate innovative, autonomous public schools other than charter schools.

State-reported response: N/A

Additional information provided by the State:

N/A

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



State-reported APR: Year One

Hawaii

Standard Version

Accessible Version

Emphasis on Science, Technology, Engineering, and Mathematics (STEM) Page 10 of 12

STEM performance measures

STEM performance measures: Additional information

Progress in implementing a high-quality STEM plan (Optional)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
2b. Proficiency in Science - Hawaiian/Part Hawaiian	27	20	55	74	75
1. Proficiency in Mathematics	45	55	64	82	82
4. Highly Qualified Science Teachers	81	N/A	100	100	100
1b. Proficiency in Mathematics - Hawaiian/Part-Hawaiian	37	44	55	74	75
3. Highly Qualified Math Teachers	71	N/A	100	100	100
Proficiency in Science	39	31	64	82	82
1a. Disadvantaged	34	45	57	76	77
2a. Proficiency in Science - Disadvantaged	27	21	57	76	77

[View Table Key](#)

[Back to the Top](#)

STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

Baseline Targets Measures SY 09-10 SY 10-11 SY 11-12 SY 12-13 SY 13-14 1. Proficiency in Mathematics 45% 55% 64% 82% 82% Disadvantaged 34% 45% 57% 76% 77% Hawaiian/Part-Hawaiian 37% 44% 55% 74% 75% 2. Proficiency in Science 39% 31% 64% 82% 82% Disadvantaged 27% 21% 57% 76% 77% Hawaiian/Part-Hawaiian 27% 20% 55% 74% 75% 3. Highly Qualified Math Teachers 71% 100% 100% 100% 4. Highly Qualified Science Teachers 81% 100% 100%

Close

[Back to the Top](#)

Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

State-reported response: See Absolute Priority (Question #17) for description of Race to the Top-specific STEM activities. Outside of RTTT activities, Hawaii also completed the following STEM-related activity:

HIDOE continued its relationship with the Experimental Program to Stimulate Competitive Research program at the University of Hawaii (EPSCoR Hawaii). EPSCoR Hawaii provides a variety of educational support activities through its Spatial Data Analysis Labs (SDAL) where students are introduced to cutting edge geospatial technologies. In April 2011, about 40 7th and 8th grade STEM student-scientists-in-training from ZSI's Keaau Middle School learned about the University Hawaii at Hilo's spatial data capabilities through the workshop, "Introduction to Spatial and Temporal Data Analysis." This activity aligns with the RTTT STEM goal of preparing students from underrepresented groups for advanced study and careers in STEM fields.

[Close](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

RACE TO THE TOP

State-reported APR: Year One

Hawaii

Standard Version

Accessible Version

Progress Updates on Invitational Priorities

Page 11 of 12

Innovations for improving early learning outcomes (Optional)

Expansion and adaption of statewide longitudinal data systems (Optional)

P-20 coordination, vertical and horizontal alignment (Optional)

School-level conditions for reform, innovation, and learning (Optional)

Additional optional performance measures (Optional)

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response: Governor Neil Abercrombie, who was elected and took office in late 2010, has made early childhood initiatives a top priority of his administration. The Governor created the position of Early Childhood Coordinator, tasked with leading the development of Hawaii's application for the Race to the Top Early Learning Challenge. Hawaii's application for RTTT-ELC will be aligned with key sections of the state's K-12 "Race to the Top" grant award that focus on early childhood education as a means of improving student achievement. It will also build on strategies first articulated in the "Framework for a Comprehensive Early Childhood System," crafted by the Hawaii Early Learning Council in December 2010.

The application builds on HIDOE's long standing involvement in early learning through collaborative efforts to improve system governance, student transitions to kindergarten, assessment of kindergarten readiness, teacher professional development, early learning content standards, and pilot programs that better connect Pre-K programs with elementary schools in order for young children to be prepared for kindergarten as well as have the foundation for college and career success.

- To measure and improve program quality, the Early Learning Council is collaborating with the Department of Human Services, Hawaii Careers with Young Children, the University of Hawaii (Center on the Family Data Center), Hawaii Association for the Education of Young Children and others to develop a Quality Improvement and Rating System (QIRS). QIRS measures levels of program and service provider quality, but also provides the necessary incentives and support resources that would encourage higher levels of quality beyond licensing. The University of Hawaii completed the design proposal and submitted to the Department of Human Services on June 30, 2011.
- Hawaii State School Readiness Assessment (HSSRA), has been supplemented with a separate individual school

readiness assessment. The school, complex areas, and State reports provide information on kindergarten children's readiness to succeed in school and on the schools' readiness to support their learning. HSSRA reports for SY 2010-11 are available for individual schools, complex areas and the overall state (<https://arch.k12.hi.us>). HSSRA is voluntary, but all schools participate. The composite results provides the State policy makers a baseline from which to gauge the impact of early childhood efforts on supporting successful early learning experiences in kindergarten.

- In the fall of 2010, the Kau-Keaau-Pahoa Complex Area/ZSI was added as a demonstration site for the Hawaii P-3 Initiative (P-3). This site was selected to leverage early care and education efforts for the state's Race to the Top plan and includes early childhood programs and six elementary schools and in the ZSI. The program is supported by an eight-year, \$10 million grant from the W.K. Kellogg Foundation to promote a cohesive continuum of early learning experiences for children from birth to age eight, through better alignment and integration of programs in the P-20 educational pipeline. The demonstration sites embody key efforts to align early childhood education (P) and elementary school (K-3) to improve access and quality of early educational experiences, particularly around literacy. The demonstration projects currently consists of 11 early childhood programs and 49 elementary schools in five sites (including the Nanakuli-Waianae ZSI, which was selected in 2009).
- Hawaii P-20 Partnerships for Education coordinates the P-20 Statewide Longitudinal Data System and has begun planning to include early childhood data in the P-20 SLDS. Initial activities begun in the first half of 2011 include incorporating the Department of Human Services and Department of Health in the inter-agency data sharing Memorandum of Understanding and statewide data governance processes; linking sample preschool and HIDOE data; and inventorying early childhood data sources.

Hawaii continues to support other existing school readiness programs such as:

- Thirty-six percent of Hawaii's elementary schools in SY 2010-11 provided programs to help children transition from home/preschool to kindergarten, which reflects a 10% increase from SY 2008-09 (Hawaii State School Readiness Assessment).
 - HIDOE's Linapuni Early Education Center provides at-risk four-year-olds with access to preschool in an elementary school within the Kalihi community and served 38 children in SY 2010-11. In addition, HIDOE provided junior-kindergarten services for 235 additional 4-year-old children.
 - The Pre-Plus Program houses preschools on 17 elementary school campuses and offers priority service to low-income families. The State offers early childhood providers with rent-free sites on elementary school campuses in exchange for efforts to promote school readiness and prepare children to successfully transition into kindergarten. Each facility is designed to accommodate a minimum of twenty (20) children, in accordance with the DHS licensing regulations. For SY 2010-11, the Pre-Plus Program served 350 preschool aged children.
 - In 2010-11, Hawaii's Head Start preschool program served 3,047 children ages 3-5. The Early Head Start program served 688 pregnant women, infants, and toddlers. Both programs promote school readiness for children in low-income families by providing comprehensive educational, health, nutritional, and social services.
 - HIDOE continues to provide services for three to five year old children with disabilities through IDEA Part B funds. In SY 2010-11, 1,115 three- to five-year-old children with disabilities were served by the Department of Education in elementary school sites throughout the State.
 - Hawaii's Department of Human Services' Preschool Open Doors program provides statewide services to families sending their children to a licensed preschool during the school year prior to their entering kindergarten. The program's goal is to contribute to the school readiness of children four years old, and three years old with special

[Close](#)

[Back to the Top](#)

Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student

health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response: See Comprehensive Approach to Education Reform.

[Back to the Top](#)

P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that **high-need students** (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response: Horizontal Alignment

The Hawaii Department of Education's Race to the Top implementation includes two projects that seek, in part, to improve horizontal alignment across schools, State agencies, and community partners through the following efforts:

1. Throughout SY 2010-11, the Community Engagement Project set up the framework to mobilize the entire community's resources through strategic advisory groups to support achievement of reform goals and build partnerships; and
2. HIDOE Assistance and Oversight Project, which conducted needs assessments and began planning in SY 2010-11 to provide wrap-around services for vulnerable students in the Zones of School Innovation (ZSI).

Vertical Alignment

As part of the Hawaii P-20 Partnerships for Education ("Hawaii P-20"), HIDOE participates in vertical alignment initiatives throughout SY 2010-11 with early childhood and the workforce. Hawaii P-20 is a statewide initiative led by the Early Learning Council, the Hawaii Department of Education, and the University of Hawaii system. In partnership with these entities, Hawaii P-20 works to strengthen the educational pipeline from early childhood through higher education so that all students achieve career and college success.

Vertical Alignment: Early Childhood to Elementary:

- Continued ongoing efforts in SY 2010-11 in five P-3 demonstration projects in communities, including both ZSI, to promote a cohesive continuum of early learning experiences for children, birth to age 8, through better alignment and integration of programs in the P-20 educational pipeline. Services include coordinating regular meetings between pre-K and kindergarten teachers, hosting site level conferences around the student transition, providing Classroom Assessment Scoring System (CLASS) professional development for teachers, using the CLASS observation tool, and planning involved in establishing a PK-3 graduate certificate at the University of Hawaii at Manoa College of Education.

Superintendent Matayoshi directed all complex area superintendents and principals to ensure that K-12 vertical alignment is prioritized and manifested in the Academic and Financial School Plans for SY 2011-12, which were completed in the summer of 2011.

Vertical Alignment: K-12 to Higher Education:

- Align high school graduation requirements with college- and career-ready expectations:
 - Hawaii P-20 is aggressively promoting the voluntary Board of Education Recognition Diploma via the "Step Up" campaign for career and college readiness. To date, 12,400 students have pledged to take more rigorous coursework through this campaign. In addition, Hawaii's largest businesses organizations are promoting the campaign at job fairs, in newsletters, on intranet sites, and on television and radio.
 - UH faculty across the community colleges and four-year colleges have been engaged in articulation activities in English and mathematics. The faculty have participated actively in reviewing Common Core State Standards drafts. In October 2010, Hawaii P-20 hosted a Math Summit to bring together high school and post-secondary education faculty to discuss implications of Common Core State Standards in Mathematics for course sequencing, transition, placement, and high school graduation requirements.
- Develop college- and career-ready assessment systems:
 - Hawaii P-20 led the way in creating stronger alignments between high school and college level courses in mathematics so students are better prepared to enter college with the knowledge necessary to succeed. HIDOE and UH agreed to use Achieve's multi-state Algebra II End-of-Course examination as a proxy for a mathematics placement exam at UH campuses. In 2010 and 2011 HIDOE sent letters to high school graduates informing them that they were eligible for UH math placement on the basis of their high school Algebra II performance and score on the Algebra II End-of-Course examination.
- Develop accountability and reporting systems that promote college and career readiness:
 - Reports from the College and Career Readiness Indicators (CCRI) present, by high school level, information on how well graduates are prepared to meet HIDOE's Vision of a High School graduate, as well as on college enrollment and remediation. The report on the graduating Class of 2009 was issued in November 2010 and report on the graduating Class of 2010 was issued in June 2011. Hawaii P-20 staff worked closely with the Smaller Learning Communities school teams on how to use CCRI data to inform practice.
- Data Governance Needs Assessment:
 - In Spring 2011, Hawaii P-20 facilitated a data governance needs assessment conducted by the Western Interstate Commission for Higher Education (WICHE) and the National Center for Higher Education Management Systems (NCHEMS). Involved stakeholders included representatives from HIDOE, UH, DLIR, and early childhood organizations. The assessment report included recommendations for an inter-agency data governance framework that is being implemented.
- Data Reporting and Use:
 - Hawaii P-20 and the Workforce Development Council of the Hawaii Department of Labor and Industrial Relations have jointly led the development of a College Access and Career Portal for the State of Hawaii. The portal is a "one-stop shop" for students and families in preparing for and financing a college education. Through 2010 and 2011, Hawaii P-20 has worked with HIDOE and UH to determine key utilities of the portal that will drive student web traffic to it, such as mandating the completion of HIDOE Personal Transition Plan on the portal, which will link to the career exploration and college application functions.
- Hawaii Partnership for Achieving Student Success (HI-PASS):
 - In SY 2010-11, Hawaii P-20 continued to produce reports in HI-PASS using existing longitudinal student data and also

worked on the framework to expand the existing HI-PASS system to build an interim SLDS as indicated in the section on the Statewide Longitudinal Data System in the answer to Question #17.

- Continued Participation in the WICHE Multi-State Data Exchange Project in SY 2010-11:
- The WICHE Multi-State Data Exchange Project involves four Western states (Hawaii, Washington, Oregon and Idaho) as a pilot project to produce research that is relevant to policy on the movement of human capital across state lines.

[Close](#)

[Back to the Top](#)

School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in [increased learning time](#) (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to [high-need students](#) (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response: See Absolute Priority (Question #17), Assurance E, for description of School-level reform efforts.

[Back to the Top](#)

Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Hawaii's approved plan: SY 2010-2011
Achievement Gap: HSA Reading (Disadvantaged Students)	(A)(1)(iii)	-11	21	- -
Achievement Gap: HSA Math (Hawaiian Students)	(A)(1)(iii)	-11	14	- -
College Prep: Recognition Diploma	(A)(1)(iii)	5	N/A	N/A

Achievement Gap: HSA Math (Disadvantaged Students)	(A)(1)(iii)	N/A	19	-8
Achievement Gap: HSA Reading (Hawaiian Students)	(A)(1)(iii)	- -	12	N/A
NAEP ranking for all tested grades- Reading	(A)(1)(iii)	N/A	N/A	b
NAEP ranking for all tested grades- Math	(A)(1)(iii)	N/A	N/A	a
View Table Key				

Additional information provided by the State:

The codes used in this box correspond to the table above:

- a= 31-43 NAEP ranking for all tested grades- Math - end of SY10-11 target
- b= 35-47 NAEP ranking for all tested grades- Reading - end of SY10-11 target

*NAEP Actual results for SY 2010-11 is embargoed until mid-October 2011 and is not yet available.

Numbers entered in the table for the following categories represent negative numbers (unable to enter negative symbol in the data field):

Achievement Gap: HSA Math (Disadvantaged Students) SY 10-11
Achievement Gap: HSA Math (Hawaiian Students)SY 10-11
Achievement Gap: HSA Reading (Disadvantaged Students)SY 10-11
Achievement Gap: HSA Reading (Hawaiian Students)SY 10-11

College Prep: Recognition Diploma - data for SY 2010-11 not available; data for SY 2009-10 included in supporting file 'CollegePrep-RecognitionDiploma.xlsx'

[Close](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Hawaii

Standard Version

Accessible Version



Year One Budget

Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	640,654.00
2. Fringe Benefits	246,964.00
3. Travel	1,547.00
4. Equipment	50,541.00
5. Supplies	3,800.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	9,810.00
9. Total Direct Costs (lines 1-8)	953,316.00
10. Indirect Costs	125,486.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	1,078,802.00
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	0.00
15. Total Expenditure (lines 13-14)	1,078,802.00
View Table Key	

[Back to the Top](#)

Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: * 21a) Summary Expenditure Table, above:

\$ 667,940 [expended and drawn down before 6/30/2011]
 \$ 285,376 [expended before 6/30/2011, drawn down in July 2011]

 \$ 953,317 [subtotal Direct Costs]
 \$ 125,486 [Indirect Costs for expenditures before 6/30/2011; not drawn down yet]

 \$1,078,803 [Total]

The draw down for the \$953,317.09 direct cost was completed and recorded on the USDOE G5 system (Mon, 7/18/11), however the \$125,486 indirect cost has not been submitted in the drawn down request yet.

* In Assurance E, HIDOE purchased laptops with RTT funds (\$128,503) for 1 to 1 computer initiative in Year 1. The PO was created prior to June 30, but the actual expense paid in July 2011, so expenses were not reflected in year one figures.

* Due to Hawaii's personnel payroll lag, all June 2011 personnel expenses/personnel expense adjustments are not included above nor paid to employees until July 2011. Approximately \$125,000 personnel expenses will be paid in July 2011 for actual June 2011 personnel cost.

[Close](#)

[Back to the Top](#)

Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
School Reform	(A)
Common Core State Standards	(B)(3)
Data Governance	(C)(2)
Partnership for Education Research Consortium (PERC)	(C)(3)
Great Teachers Great Leaders	(D)(2), (D)(3), (D)(4), (D)(5)
School Reform Administration Criteria	(E)(1), (E)(2)

[View Table Key](#)

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: School Reform
 Associated With Criteria: (A)

Project Name: Common Core State Standards
 Associated With Criteria: (B)(3)

Expenditure Categories	Project Year 1
1. Personnel	180,708.00
2. Fringe Benefits	61,385.00
3. Travel	1,547.00
4. Equipment	18,636.00
5. Supplies	3,800.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	642.00
9. Total Direct Costs (lines 1-8)	266,718.00
10. Indirect Costs	34,483.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	301,201.00
View Table Key	

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Data Governance Associated With Criteria: (C)(2)	
Expenditure Categories	Project Year 1
1. Personnel	22,538.00
2. Fringe Benefits	7,928.00
3. Travel	0.00
4. Equipment	20,151.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	50,617.00
10. Indirect Costs	4,235.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	54,852.00
View Table Key	

Project Name: Partnership for Education Research Consortium (PERC) Associated With Criteria: (C)(3)	
Expenditure Categories	Project Year 1
1. Personnel	39,233.00
2. Fringe Benefits	14,529.00
3. Travel	0.00
4. Equipment	11,179.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	2,435.00
9. Total Direct Costs (lines 1-8)	67,376.00
10. Indirect Costs	7,811.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	75,187.00
View Table Key	

Project Name: Great Teachers Great Leaders Associated With Criteria: (D)(2), (D)(3), (D)(4), (D)(5)	
Expenditure Categories	Project Year 1
1. Personnel	398,176.00
2. Fringe Benefits	163,123.00
3. Travel	0.00
4. Equipment	576.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	6,733.00
9. Total Direct Costs (lines 1-8)	568,608.00

Project Name: School Reform Administration Criteria Associated With Criteria: (E)(1), (E)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00

10. Indirect Costs	78,956.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	647,564.00
View Table Key	

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Hawaii APR Supporting Files Provided by the State

1. Progress Updates on Invitational Priorities (page 11): "College Prep- Recognition Diploma"
2. Year One Budget (page 12): "Non-RTT Funding for RTT Projects"

Performance Measure	Data Type	Actual Data: Baseline	Section	End of SY 2009-10	End of SY 2009-10
		(current school year or most recent)		Target	Actual
College Prep: Recognition Diploma	Percent	5	(A)(1)(iii)		18

Being selected for Race to the Top galvanized and focused the resources for public education in Hawaii. Throughout the 2010-2011 school year, for example, many RTTT projects were supported by funds from a variety of non-RTTT funding sources -- these included the State General Fund, private foundations, and other federal funding sources (Title I, Title II, SLDS grant, ARRA-SFSF).

The Community Engagement project in Assurance A: System Alignment and Performance Monitoring, expended almost \$300,000 from the Harold KL Castle Foundation. In Assurance B, the Continuum of Proactive Student Supports project expended \$13 million from Title I and ARRA (SFSF), and the Assessment Literacy project expended more than \$3 million of Title II. In Assurance C, the Longitudinal Data System project expended almost \$1.5 million from the federal SLDS. Again, the Castle Foundation provided more than \$100,000 in support of professional development in Assurance D: Great Teachers, Great Leaders. In addition, \$600,000 from Castle Foundation and federal ARRA funds (SFSF) supported professional development for teachers in the ZSI schools in Assurance E: Turning Around Persistently Low-Achieving Schools. In addition, HIDOE's General Fund support project managers' salaries and HIDOE staff working on RTTT initiatives are estimated at more than \$3 million.

Demonstrating a considerable return on USDOE's initial investment, the total amount of non-RTTT funds supporting RTTT deliverables in Year 1 are estimated to be in excess of \$25 million.