RACE TO THE TOP

# Hawaii Report

## Year 4: School Year 2013–2014

U.S. Department of Education
Washington, DC 20202

April 2015

# Executive Summary

## Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided $4.35 billion for the Race to the Top fund, of which approximately $4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.[1] In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers. Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under the Race to the Top Phase 3, Race to the Top – Early Learning Challenge,[2] and Race to the Top – District[3] competitions.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Race to the Top builds on the local contexts of States and LEAs participating in the State's Race to the Top plan (participating LEAs)[4] in the design and implementation of the most effective and innovative approaches that meet the needs of their educators, students, and families.

[1] The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

[2] More information on the Race to the Top – Early Learning Challenge can be found at http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html.

[3] More information on Race to the Top – District can be found at http://www2.ed.gov/programs/racetothetop-district/index.html.

[4] Participating local educational agencies (LEAs) are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under *Title I*, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of *Title I*, Part A allocations in the most recent year, in accordance with section 14006(c) of the American Recovery and Reinvestment Act (ARRA).

## Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU was to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU worked with Race to the Top grantees to differentiate support based on individual State needs, and helped States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.[5] At the end of Year 4, the Department created the Office of State Support to continue to provide support to States across programs as they implement comprehensive reforms. The Office of State Support will administer programs previously administered by the ISU.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review process help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).[6]

[5] More information can be found at http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html.

[6] More information about the Implementation and Support Unit's (ISU's) program review process, State Annual Performance Report (APR) data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

# Executive Summary

## State-specific summary report

The Department uses the information gathered during the review process (*e.g.*, through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports. The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 4 report for Phase 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2013 through September 2014. Given that Delaware and Tennessee's initial four-year grant periods ended in June and July 2014, respectively, for Phase 1 grantees, the Year 4 report includes the beginning of the no-cost extension year (Year 5).

## The State's education reform agenda

Hawaii is the only State in the nation with a single, statewide kindergarten through twelfth grade (K-12) school system that operates as both the State educational agency (SEA) and the LEA. Therefore, all 255 schools operated by the Hawaii Department of Education (HIDOE) are participating in the State's Race to the Top plan.

HIDOE's broad goals under Race to the Top include creating an aligned organization and building State and local capacity to deliver its goals; providing all Hawaii students with access to rigorous standards, assessments, and instruction; increasing stakeholder access to timely and rigorous data from the State to school level; increasing student access to high-quality and effective teachers and school administrators, especially in high-priority areas (*e.g.*, rural, remote, high-need schools or high-need subject areas); and providing comprehensive support and incentive funding to implement intervention plans and improve local capacity in low-performing areas.

As articulated in its Race to the Top application, Hawaii also set the following student outcome goals for its education reform agenda:

- Raise overall K-12 student achievement: By 2014, Hawaii State Assessment (HSA) proficiency rates will increase from 65 percent of students proficient to 90 percent proficient in reading and from 44 percent of students proficient to 82 percent proficient in mathematics. Additionally, Hawaii students' National Assessment of Educational Progress (NAEP) scores will meet or exceed the national median score by the year 2018.
- Ensure college and career readiness: By 2014, Hawaii will increase the overall high school graduation rate from 80 percent to 90 percent and ensure that all graduating students are earning the State's new College and Career Ready (CCR) Board of Education diploma.
- Increase higher education enrollment and completion rates: By 2018, the college-going rate of high school graduates will increase from 51 percent to 62 percent.
- Ensure equity and effectiveness by closing achievement gaps: By 2014, Hawaii will reduce by 50 percent the gaps between student subgroups and the "all students" group, gaps between Native Hawaiian students and non-Native Hawaiian students, and gaps between low-income students and non-low-income students for HSA proficiency scores, graduation rates, and college enrollment rates.
- Increase science, technology, engineering, and mathematics (STEM) proficiency statewide and highly effective STEM instruction in *Title I* schools: By school year (SY) 2011-2012, Hawaii will ensure all new teacher hires in *Title I* schools for STEM subject areas and other hard-to-staff subjects are highly qualified.

Hawaii used its $74,934,761 Race to the Top allocation to implement and expand innovative reforms in order to meet these aggressive goals.

## State Years 1 through 3 summary

Hawaii received its Race to the Top grant award in September 2010 as a Phase 2 grantee. Despite challenges and delays to implementation that Hawaii encountered in Years 1 and 2, in Year 3 Hawaii was successful in making up for these delays and setting itself up to successfully implement its Race to the Top reform initiatives in Year 4 of the grant. HIDOE made efforts to collaborate with key stakeholders to plan, oversee, and communicate its Race to the Top reform agenda; however, the State faced difficulties hiring qualified staff in a timely manner and did not complete hiring until the end of SY 2010-2011. The State also identified ongoing issues, including a one-year delay in creating Academic Review Teams, difficulties in developing systematic structures and processes to gather information about implementation from schools and Complex Areas, as well as a need for clearer communication to stakeholders, such as teachers and principals.[7] In January 2012, HIDOE reorganized its central office, drafted a new Strategic Plan, and revised program-specific communications plans. Hiring and contracting delays in Year 1 in addition to ongoing delays to secure a collective bargaining agreement with the Hawaii State Teachers Association (HSTA) in Year 2 continued to impact the State's ability to move forward in Year 3 across its entire plan. Year 3 delays included implementing the State's evaluation system and meeting its commitments related to ensuring equitable access to effective teachers and reform compensation plans (see "High-risk status").

In Year 3, HIDOE supported implementation of the revised Strategic Plan by focusing on six priority strategies. All schools were required to implement the following strategies to achieve the goals of the plan: (1) Common Core State Standards (CCSS), (2) comprehensive system of student supports (including Response to Intervention supports), (3) State educator evaluation systems, (4) formative assessments (using data teams), (5) Complex Area-level induction and mentoring programs, and (6) Academic Review Teams. HIDOE used implementation rubrics associated with each priority strategy

[7] In Hawaii, a complex is made up of a single feeder pattern of elementary schools, intermediate/middle school(s) and a high school. A Complex Area typically represents two or three complexes grouped together, headed by a superintendent. The Hawaii Department of Education (HIDOE) has a total of 41 complexes and 15 Complex Areas.

to track and analyze each Complex Area's self-reported progress. The State collected and shared data on implementation using its data dashboard, the System Scorecard. HIDOE also developed a Complex Area Support Team structure to increase Complex Area capacity. This additional support in the form of resource teachers helped local staff implement the six priority strategies. In addition, HIDOE enhanced its communication efforts and launched a new "community access" portal in July 2013.

In the area of *Standards and Assessments*, Hawaii worked to provide all students with access to rigorous standards, assessments, and instruction. The State made progress in Year 2 by transitioning to CCSS and providing professional development for educators on curriculum materials, instructional shifts, and alignment of instructional materials. In Year 3 the State developed and issued end-of-course (EOC) examinations in four subject areas (Algebra I, Algebra II, Expository Writing, and U.S. History), and began implementation of the State's new CCR diploma by identifying gaps in course offerings to ensure the new diploma requirements were offered at each school.[8] In spring 2013, the State selected curricula from commercial publishers to be used statewide for English language arts (ELA) instruction; however, in Year 3 the State did not identify a mathematics curriculum with sufficient quality to recommend for adoption in SY 2013-2014. As a result, the State created alternative plans for providing mathematics curriculum support to schools as they transitioned to full implementation of CCSS in SY 2013-2014.

For its *Data Systems* work, the State sought to provide stakeholders with access to more timely and rigorous data from the State to the school level. HIDOE provided educators with enhanced access to the State Longitudinal Data System (SLDS) throughout Years 1 through 3. HIDOE also solicited feedback to inform revisions and increase usage of the system by classroom teachers. HIDOE completed network upgrades for all the schools in historically low-performing areas and launched a single sign-on portal for educators to use to access all online applications. Educators can now access time and attendance, the State professional development portal, email, and the student information system all in one place. The State also supported Complex Areas and schools in implementing the data team process and using data to inform instruction. HIDOE experienced challenges related to implementation of its formative assessment system and item bank. The State established the expectation that all schools implement a formative assessment system, with flexibility for each school to determine the system that worked best for its local context. Despite HIDOE's enhancements to the State's Data for School Improvement (DSI) system, educators remained reluctant to use the State's system, possibly because of early network and technology issues and/or decisions to use their own formative assessments. In SY 2012-2013 the vendor discontinued the DSI system product, resulting in the State transferring its formative assessment item bank to a different platform and focusing on communicating with and supporting educators through the transition. Through its *Great Teachers and Leaders* projects, Hawaii aimed to increase student access to high-quality and effective teachers and school administrators, especially in high-priority areas (*e.g.*, rural, remote, high-need schools or high-need subject areas). HIDOE piloted elements of a new educator evaluation system in Years 1 and 2 and established a new Human Resources Information System, eHR, to enable Complex Areas and principals to more efficiently prioritize highly qualified teachers in hiring decisions. However, the lack of agreement in Year 1 between HIDOE and the HSTA significantly impacted the reform agenda, leading to delays in the implementation of several projects, such as the development and implementation of the State's educator evaluation system (EES). The State made notable progress in projects related to supporting teachers and leaders in Year 3, primarily due to the ratified contract with HSTA in April 2013, which allowed HIDOE to move forward with the final EES design and implementation. In SY 2012-2013, the second year pilot of the teacher evaluation system gave HIDOE and educators the opportunity to implement elements of the proposed system and make adjustments and recommendations prior to statewide implementation of the system in SY 2013-2014. The State did not pilot the principal evaluation system by the end of SY 2011-2012 as planned, but in January 2013 HIDOE established a memorandum of understanding with the Hawaii Government Employees Association to fully adopt the Comprehensive Evaluation System for School Administrators (CESSA) as the principal evaluation system in the State and completed statewide implementation of CESSA in spring 2013. HIDOE also worked with Complex Areas to develop strong induction plans and ongoing mechanisms for collecting data in preparation for statewide implementation of induction programs in SY 2013-2014.

Finally, Hawaii worked to provide comprehensive support and incentive funding to implement intervention plans and improve local capacity in low-performing areas, called Zones of School Innovation. HIDOE supported Zones of School Innovation schools in Years 1 through 3 with data coaches and student success coaches, who focused on increasing educators' data and assessment literacy and led professional learning communities (PLCs). The State reported that students benefitted from extended learning time, after-school, and summer programs, as well as comprehensive wraparound services. The State used the Zones of School Innovation pilots to inform ways to replicate those efforts statewide, which was an objective outlined in its Race to the Top plan. For example, lessons from the Zones of School Innovation informed the new Complex Area Support Team structure to build local capacity for all Complex Areas to collect, analyze, and act upon student achievement, teacher practice, and other data.

[8] As described in the December 7, 2012 amendment letter, the funding for the development of the Biology end-of-course (EOC) assessment was removed from the Race to the Top budget after the State decided to use the Biology EOC assessment for accountability purposes under the Elementary and Secondary Education Act (ESEA). The four EOC examinations included in the Race to the Top budget – Algebra I, Algebra II, Expository Writing, and U.S. History – will not be used for accountability purposes under the ESEA.

### High-risk status

On December 21, 2011, the Department placed Hawaii's Race to the Top grant on high-risk status due to unsatisfactory performance during the first 14 months of implementation.[9] In February 2013, the Department removed the grant's high-risk status for education reform areas B (*Standards and Assessments*) and C (*Data Systems to Support Instruction*) based on clear and compelling evidence of substantial progress provided by the State in January 2013 and in subsequent discussions. On July 29, 2013, the Department removed high-risk status for Hawaii's Race to the Top grant in all remaining categories (including education reform areas A (*State Success Factors*), D (*Great Teachers and Leaders*), E (*Turning Around the Lowest-Achieving Schools*) and competitive preference priority STEM based on evidence provided by the State that demonstrated substantial progress against the commitments, deliverables, and targets in the State's Race to the Top Scope of Work and plan in these education reform areas.

## State Year 4 summary

### Accomplishments

The State made tremendous progress over the course of the grant period in implementing its Strategic Plan and six priority strategies and creating an aligned organization focused on increasing student outcomes. The State implemented its Complex Area Support Team structure, which increased Complex Area capacity by providing resource teachers to help local staff implement the State's six priority strategies. Using implementation continuum rubrics associated with each strategy, HIDOE tracked and analyzed Complex Areas' self-reported progress. The State continued to collect and share data on implementation using its data dashboard, the System Scorecard. The State also launched a new intranet portal in January 2014 to provide a space for all HIDOE staff to collaborate, share, and access resources.

Throughout Year 4, Hawaii continued to provide training and resources to educators statewide as they implemented CCSS-aligned instruction. The State operationalized EOC examinations in four subject areas (Algebra I, Algebra II, Expository Writing, and U.S. History), and continued implementation of the CCR diploma. The State completed network upgrades for all the schools statewide and supported educators' use of a single sign-on portal to use to access all online applications (*e.g.*, time and attendance, the State professional development portal, email, and the student information system). Building on the work from prior years, the State continued to support all Complex Areas in implementing the data team process and improved usage of data to inform instruction.

Throughout SY 2013-2014, the State made progress in its projects aiming to increase the number of effective teachers and leaders working in Hawaii's schools. All schools statewide implemented the State's EES for teachers, while the State collected feedback and data to inform future revisions to the design of the system. HIDOE implemented its CESSA for the second consecutive year, and also worked with Complex Areas to implement strong induction plans and ongoing mechanisms for collecting data of induction programs.

Hawaii supported Zones of School Innovation schools extensively in Year 4, and formalized and routinized processes to ensure quality of implementation of reforms in the Zones of School Innovation. Students benefitted from after-school and summer programs, comprehensive wraparound services, and targeted extended learning time opportunities. HIDOE leveraged the innovation in these areas to pilot reforms and make adjustments prior to statewide roll-out. As a result, the State helped impact the culture of and student achievement in two of its historically lowest-performing Complex Areas. The State also provided the Zones of School Innovation with greater operational flexibility and helped to customize policies and procedures to facilitate reform efforts. HIDOE's external evaluator's SY 2013-2014 interim report noted that Zones of School Innovation leadership focused in SY 2013-2014 on strengthening relationships with employees. The report also stated that educators working in the Zones of School Innovation experienced less angst related to work demands as compared to educators in non-Zones of School Innovation statewide due to their experiences piloting components of the State's plan and increased familiarity with the work processes and expectations. The report also noted Zones of School Innovation principals stated that their teachers were more likely to use data and formative assessments to improve instruction in their schools and were more comfortable analyzing and acting on student data in SY 2012-2013 than in SY 2011-2012.

### Challenges

While Hawaii made significant progress in Year 4, the State faced some challenges related to statewide implementation of its six priority strategies. Specifically, while the State and its Complex Area Support Team leads seem to have been successful in communicating the integration of the six priority strategies, educators need more time to leverage State-provided resources and supports for CCSS implementation, and the State needs to clarify the intended uses of various data sources and integration between them. Moreover, as evidenced by State EES data illustrating that a high percentage of teachers were rated in the top two performance categories and the State's plan to reevaluate performance categories to ensure greater differentiation, as of Year 4 Hawaii needed additional time to improve EES implementation.

Despite providing additional support and guidance in spring 2013 for personnel regional officers and Zones of School Innovation principals on how to leverage the new opportunities, HIDOE also reported little impact of these efforts on the number of educators recruited and hired for SY 2013-2014. The State did not meet its goal of enrolling 24 candidates in the Alternative Certification for School Administrator Program by SY 2013-2014 (enrolling 12), and fell short of its goal of having 100 percent of teachers highly qualified (reporting 92 percent).

[9] The December 21, 2011 amendment and status update letter is available at http://www2.ed.gov/programs/racetothetop/amendments/hawaii-4.pdf.

HIDOE invested significant time and resources into selecting pilot schools, installing equipment, and training educators at seven school sites to pilot the telepresence model, yet only four of seven sites implemented the courses in SY 2013-2014.[10] In addition, the reduction in scope for the types and numbers of courses offered, from a variety of subjects and content areas down to two language courses, limited the extent to which students in rural or remote locations can benefit from this technology.

## Looking ahead

The State has begun to embed many elements of its Race to the Top plan into the overall structure of HIDOE to ensure sustainability of implementation beyond the grant period. HIDOE plans to continue to focus its reform efforts around its Strategic Plan and six priority strategies, as well as track progress and differentiate supports based on Complex Areas' self-assessment rubrics. The State also began to embed this work into HIDOE's organization, by creating the Office of Policy, Innovation, Planning, and Evaluation, and to expand the performance management routines to the operational offices in HIDOE, such as the Office of Fiscal Services, Office of Human Resources (OHR), Office of School Facilities and Support Services, and Office of Information Technology Services.

The State expects to continue to provide training and resources to educators and use its Complex Area Support Team leads to support implementation of CCSS-aligned instruction and implementation of Smarter Balanced Assessment Consortium (Smarter Balanced) assessments in SY 2014-2015. According to HIDOE, all schools and Complex Areas are expected to fully implement the EES and CESSA in SY 2014-2015, and the State intends to refine implementation based on lessons learned from prior years.

# State Success Factors

Race to the Top States are developing a comprehensive and coherent approach to education reform. This involves creating plans to build strong statewide capacity to implement, scale up, and sustain the reforms initiated by the Race to the Top grant program.

## Building State capacity to support Complex Areas

At the State's July 2012 Educational Leadership Institute HIDOE presented its revised Strategic Plan in combination with six priority strategies identified to achieve three goals: Goal 1 – student success, Goal 2 – staff success, and Goal 3 – successful systems of support. HIDOE aligned its Strategic Plan to the Board of Education's committees to create transparency and accountability between HIDOE and the Board of Education. In Year 4, HIDOE and the Board of Education continued to implement the State's revised Strategic Plan.

HIDOE describes the priority strategies as the way Complex Areas and schools will make progress on the metrics described in each of the following six implementation areas: (1) Academic and Financial plans (local implementation and spending plans) for implementation of CCSS, (2) comprehensive system of student supports (CSSS) including implementation of Response to Intervention efforts, (3) formative instruction and data teams, (4) teacher and principal evaluation systems, (5) induction and mentoring programs, and (6) Academic Review Teams. In Year 4, the State focused on ensuring full statewide implementation of each priority as well as increasing educators' understanding of the integrated nature of the six priorities.

The State also provided each Complex Area additional support for SY 2013-2014 and SY 2014-2015, in the form of Complex Area Support Teams. Each Complex Area Support Team is composed of six dedicated "leads" to support implementation of each of the six priority strategies.[11] Complex Area Support Team leads for each priority strategy report to a State lead for that strategy, and meet monthly as a group to develop local implementation plans and share best practices. In addition, all Complex Area Support Team members convened quarterly with the Deputy Superintendent, Complex Area Superintendents (CASs), and the State Support Team to share information, train, and provide feedback. The Complex Area Support Team serves as the liaison for the State and the Complex Areas, responsible for sharing information and supporting implementation while building local capacity to sustain reforms. The Complex Area Support Team helps the State to standardize some aspects of implementation while also allowing Complex Areas to customize their reform efforts as appropriate.

The performance indicators of the Strategic Plan are the basis of the System Scorecard (originally referred to as the "Balanced Scorecard"

[10] Through the telepresence pilot, seven Hawaii high schools were to gain access to select courses at three high schools through the use of videoconferencing equipment.

[11] Although not included in the six priority strategies, the State also provided each Complex Area with a dedicated science, technology, engineering, and mathematics (STEM) lead for school year (SY) 2013-2014. See *Emphasis on Science, Technology, Engineering, and Mathematics (STEM)* for more details on the STEM Complex Areas Support Team.

in the State's Race to the Top application and Scope of Work), a dashboard displaying metrics aligned to the State's reform goals. Since February 2013, HIDOE has provided the Board of Education with System Scorecard updates on a regular basis as data are available, as well as additional clarification and information from the State office on related initiatives and projects. Throughout SY 2013-2014, HIDOE continued to work with the Board of Education to refine Scorecard metrics. In May 2014, the Board of Education approved 21 metrics for Goal 3 including website usage (measured in thousands of visits) and general fund expenditure efficiency (measured by percent of budget expended).

In addition, HIDOE participated as a member of the RSN's Sustainability Workgroup focused on supporting SEAs in sustaining their highest-priority reforms for improving student achievement beyond the life of the Race to the Top grant. The State began to embed much of its Race to the Top work into HIDOE's organization, by creating the Office of Policy, Innovation, Planning, and Evaluation, and to expand the performance management routines to the operational offices in HIDOE, such as the Office of Fiscal Services, OHR, Office of School Facilities and Support Services, and Office of Information Technology Services.

### Shared goals and a common voice

Hawaii's Strategic Plan focuses on achieving three goals: student success, staff success, and successful systems of support. But having ambitious goals alone does not lead to progress. HIDOE crafted six priority strategies to establish a framework for the delivery of targeted staffing and other supports to Complex Areas and schools:

1. Hawaii Common Core: transition to and implement standards that will prepare students for college and career
2. Comprehensive Student Support System: implement a student behavior support system focused on personalized learning and formalized Response to Intervention supports
3. Educator Effectiveness System: provide teachers with feedback, support, and evaluation
4. Formative Instruction and Data Teams: foster collaboration among teachers to reflect on student data to improve instruction and student performance
5. Induction and Mentoring: establish a formal system of identifying and cultivating mentors who can support and provide professional development for new teachers
6. Academic Review Teams: develop teams responsible for monitoring and taking action around strategic projects to ensure measurable success and alignment with Hawaii's Strategic Plan

With the assistance of Race to the Top resources, HIDOE and its Complex Areas laid the groundwork for shared goals, a common voice, and a sensible approach to implementing these strategies. Selected Complex Area leaders, principals, and teachers indicated that they approved of the six priority strategies and that, if implemented correctly, each would have great benefits. Leadership from one selected Complex Area stated that the six priorities are the practices and supports that need to be in place to ensure successful learning at the classroom level. They described the six priorities as very collaborative and integrated, a "common sense approach to education."

The State leveraged the six priority strategies to funnel professional development opportunities into an educational pipeline that cultivates a culture of leadership among teachers and principals, and to strengthen supports for all students at all levels.

More information available at http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/home.aspx.

## Support and accountability for Complex Areas

In Year 4, the State continued to develop, implement, and refine performance management routines at each level of the organization, from the State Superintendent to classroom teachers, to better ensure progress toward meeting the Strategic Plan goals.

For each of the six strategies, HIDOE developed a four-scale implementation continuum rubric to guide local implementation and progress monitoring. The State's rubric is based on a four-point scale: one, for establishing; two, for applying; three, for integrating; and four, for systematizing. The original versions of the rubrics were released in summer 2012, with each rubric updated as needed throughout implementation. On a quarterly basis, the CAS assesses school progress using the implementation continuum rubric and submits data to the State. HIDOE reports this feedback is critical to inform conversations at multiple levels about progress, trends, and differentiating support and pressure. Many Complex Areas also encourage or require schools to complete the implementation continuum rubrics on a quarterly basis to inform implementation.

Since summer 2012, the Deputy Superintendent led one-on-one quarterly stocktake meetings with each Complex Area Superintendent to discuss data, follow up on action items, and hear directly about implementation (see section on "Continuous Improvement" below). In preparation for these meetings, the Deputy Superintendent reviewed a data memo focused on the six priority strategies, data from the Strive HI Performance System, and data from the implementation rubrics (implementation continuum data).[12]

HIDOE also continued to implement Complex Area- and school-level Academic Review Teams. The State describes the Academic Review Team structure as the entity at the Complex Area and school level that monitors implementation and progress for the other five priority strategies (implementing an Academic Review Team is the sixth strategy). An Academic Review Team is charged with "planning, doing, checking (monitoring), and taking action (next steps)" for strategic projects and initiatives that are intended to improve student outcomes.

In Year 4, the State provided training and support to dedicated Academic Review Team leads to become the content-area experts on Academic Planning in their respective regions as part of the Complex Area Support Team structure. In addition, HIDOE has convened the Academic Review Team leads monthly since summer 2013 to focus on overcoming challenges to implementation, gathering information to convey to educators, and providing feedback from the field to the State. As a result, the State reports that Academic Review Team leads have been instrumental in driving changes to the calendar to better align meeting days, helping HIDOE identify and correct miscommunications, and providing input to revise the six priority strategy implementation continuum rubrics. In addition, the State and Complex Area Academic Review Team leads supported school-level structures by gathering and analyzing data to inform implementation.

The State leveraged alignment between its Race to the Top Scope of Work and new Strategic Plan to create more transparency regarding how Complex Areas and schools use Race to the Top funds. HIDOE revised the SY 2014-2015 Academic and Financial plan template to align with the data from the State's Strategic Plan, the Strive HI Performance System, and the six priority strategies (*e.g.*, directly addressing elements needed to implement an effective Academic Review Team), to ensure principals demonstrate how they will fund their plans to align these efforts. HIDOE also created a series of supplemental guidance materials to help educate school staff on the new template.

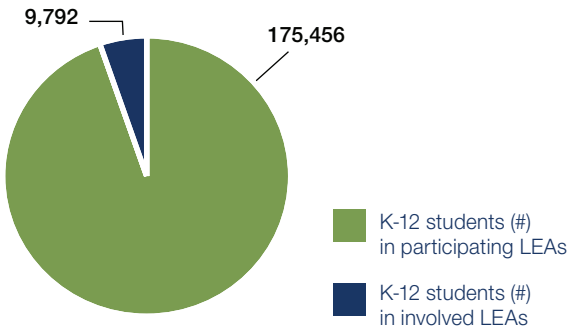
[12] Hawaii's Strive HI Performance System is the State's new school accountability and improvement system as described in its ESEA flexibility request approved by the U.S. Department of Education (Department) in May 2013 (http://www2.ed.gov/policy/eseaflex/approved-requests/hiapproverequest.pdf).

## School participation

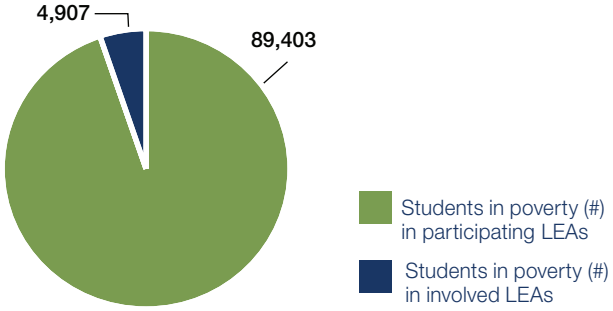
As a unitary SEA/LEA, HIDOE operates 255 schools with 175,456 students. All schools and students in HIDOE-operated public schools are participating in Race to the Top reforms. Hawaii also has 33 charter schools serving 9,792 students that are authorized by the State Public Charter School Commission, and each has a local governing board. Because charter schools are separate from HIDOE in operational and academic oversight for non-federal matters, they are not required to participate in Hawaii's Race to the Top plan. They are, however, part of the statewide LEA and governed by the Board of Education, which has constitutional responsibility for "statewide educational policy." Charter schools, therefore, may opt into HIDOE's Race to the Top projects as involved schools.

According to the State's Year 4 APR data, roughly 88 percent of Hawaii's public school students are in HIDOE-operated schools. Approximately 51 percent of students in HIDOE-operated schools and Hawaii charter schools live in poverty. Hawaii's immigration history has contributed to a high level of ethnic diversity, and there is no majority population.

### K-12 students in LEAs participating in Hawaii's Race to the Top plan




### Students in poverty in LEAs participating in Hawaii's Race to the Top plan




The number of K-12 students and number of students in poverty statewide are calculated using pre-release data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD). Students in poverty statewide comes from the CCD measure of the number of students eligible for free or reduced price lunch subsidy (commonly used as a proxy for the number of students who are economically disadvantaged in a school) under the U.S. Department of Agriculture's National School Lunch Program. The students in poverty statewide and number of K-12 students statewide counts are aggregations of school-level counts summed to State-level counts. Statistical procedures were applied systematically by CCD to these data to prevent potential disclosure of information about individual students as well as for data quality assurance; consequently State-level counts may differ from those originally reported by the State. Please note that these data are considered to be preliminary as of September 29, 2014.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

# State Success Factors

## Stakeholder engagement

The Communications and Community Affairs Office continued to assist HIDOE's Office of Strategic Reform in framing a deliberate message at bi-monthly HIDOE leadership meetings. HIDOE communicated with external stakeholders through various public-facing communications efforts including a press strategy, HIDOE Facebook and Twitter pages, and integrated messages with other HIDOE offices. The State provided data illustrating growth from November 2013 through March 2014 in the number of people who viewed Facebook posts (174 percent increase), followed on Twitter (40 percent increase), and "liked" on Facebook (9 percent increase). HIDOE also created and posted videos to a Vimeo channel to help describe initiatives and promote events that reinforce a culture of success in public schools.[13] Finally, HIDOE launched its public-facing community access portal in July 2013 to make school and system data available to parents, educators, policymakers, and the community.

The State communicated with internal stakeholders via its annual Education Leadership Institute conference for the Superintendent, Office of Strategic Reform's twice-monthly leadership meetings, and two monthly email newsletters (Strive HI and Inspire) that are delivered to over 1,000 subscribers. In January 2014 the State launched a staff intranet for internal stakeholders such as educators and Complex Area- and State-level staff. The intranet includes resources, communication tools, and workspaces for HIDOE employees and working groups. HIDOE notes the intranet also includes key Race to the Top-focused internal resources for initiatives and comprehensive information on testing and transitioning to the Smarter Balanced Assessment. HIDOE reported plans to improve the intranet in both the short and long term, by addressing technical bugs, developing new interfaces to search and sort the HIDOE report repository, implementing School-Level Sites, and adding employee profiles and a master calendar.

## Continuous improvement

Within HIDOE, the Office of Strategic Reform oversees progress on Race to the Top projects and initiatives related to the Strategic Plan. In SY 2013-2014, HIDOE implemented a new series of meetings called Deputy and Secretary Stocktakes. The State rotates through each of the priority strategies as the subject of these meetings to monitor outcomes, keep leadership apprised of progress, and strengthen the State Superintendent's ability to hold staff accountable. Specifically, HIDOE leadership and project managers discuss progress against the delivery plan, review implementation continuum data and available outcome data aligned to the Scorecard metrics, problem-solve solutions to identified challenges, and identify next steps and areas of focus.

At the Complex Area and school levels, Academic Review Teams monitor local implementation of the six priority strategies aligned to the HIDOE Strategic Plan goals. In addition, the State issued multiple surveys to gauge success of various strategies implemented to date and obtain feedback from principals, Complex Area Support Team members, CASs, and State leads to guide improvements in future years. For example, the State reported making several revisions and updates to the implementation continuum rubrics, including expanding the Academic Review Team rubric to allow users to rate themselves at various stages of implementation (previously this rubric required an all or nothing assessment of implementation), and more nuanced detail for each rating category of the EES rubric.

Project-specific mechanisms also drive continuous improvement in Race to the Top implementation. Monthly project manager meetings are mandatory for all Race to the Top sponsors, portfolio managers, project managers, and key project staff. These meetings allow HIDOE staff to share valuable information related to program and fiscal accountability, as well as provide dedicated time for project managers to work individually and collaboratively across offices and projects.

The State's external evaluator provided a second evaluation report in October 2013, summarizing the State's work and progress through SY 2012-2013. HIDOE used the report to frame necessary adjustments to implementation and document next steps. In spring 2014, the vendor also issued a SY 2013-2014 interim memo based on interviews with and data collected from State officials; all Complex Area Superintendents; principals, teachers, and students at 12 schools; and all the teachers in a random sample of 60 schools. This interim memo reported the following observations: (1) although teachers and school administrators generally saw value in each of the priority strategies, the vast majority of school leaders and teachers cited concerns regarding the impact of implementing all six strategies at once in SY 2013-2014; (2) teachers appreciated the rigor of CCSS but requested more time to focus on and explore the standards; and (3) the schools the evaluator visited were using data-driven strategies and teachers reported an increase in collaboration with their peers (compared with previous years). In addition, the evaluator found that teachers had two general reactions to the EES: some felt that the movement toward a more rigorous evaluation system was a positive development for Hawaii, and some shared strong concerns about the EES and the State's plans to link teacher ratings to compensation. The State expects to receive the third and final report from its evaluator in October 2014.

## Successes and challenges

In Year 4, the State fully rolled out and provided resources and supports to help educators implement all six priority strategies. HIDOE's clarity of expectations and the availability of targeted supports to implement Academic Review Teams helped build Complex Area- and school-level capacity to implement and monitor each initiative. In addition, the State received anecdotal feedback from educators that there was a notable improvement in the quality of State communication efforts and clarity of information provided in SY 2013-2014.

[13] The State's Vimeo channel can be found at https://vimeo.com/hawaiipublicschools.

# State Success Factors

The State continued to implement and refine its key oversight and progress monitoring routines with Complex Areas and schools throughout Year 4. The State demonstrated significant progress in aligning resources, staffing, and internal processes to the six priority strategies, collecting evidence through multiple feedback loops, and supplementing internal routine check-ins between project managers and leadership through ongoing stocktakes. In addition, the State oversaw implementation of Race to the Top projects and provided differentiated supports through quarterly stocktake meetings with the Deputy Superintendent and implementation continuum rubrics indicating Complex Areas' self-assessment on progress for each of the six priority strategies. The aligned structure between the Strategic Plan, Academic and Financial plans (which include school-level metrics from the System Scorecard), and the Academic Review Teams allows educators to see a clear connection between student achievement data and the six priority strategies.

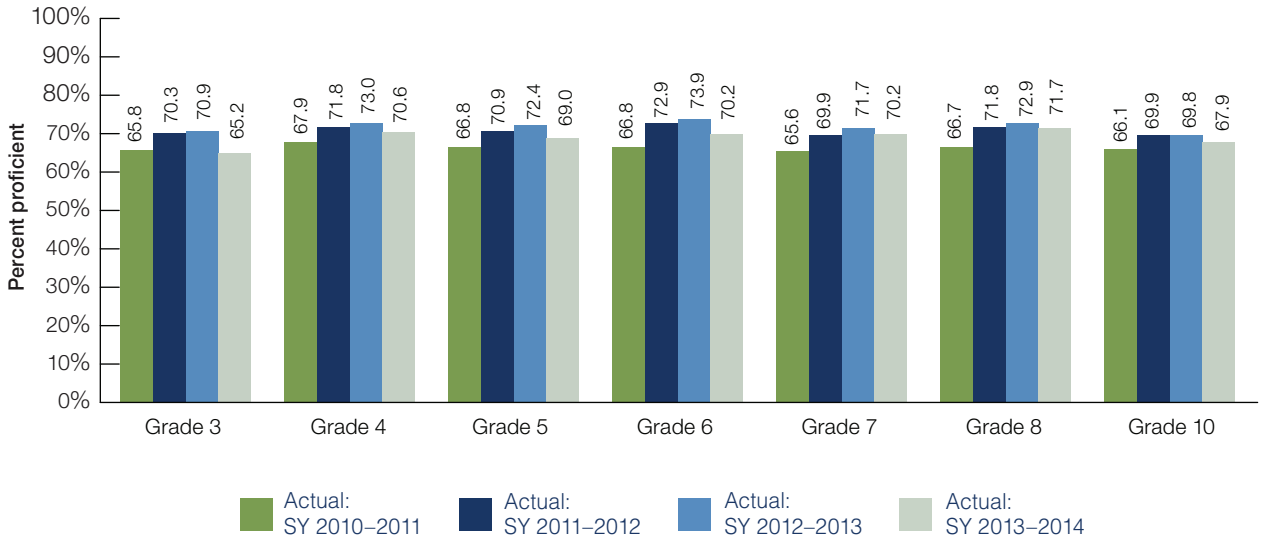
The State continued to gather feedback, analyze data, and make improvements to implementation at all levels of the system. The ongoing collection of information from implementation continuum rubrics, Complex Area Support Team strategy meetings, and stocktake meetings, among others, has allowed the State to continuously evaluate and revise its implementation based on data. HIDOE plans to use final data (beyond leading indicators and self-reflections of implementation status) once available to refine these routines and the State's implementation approach.

HIDOE also continued to implement and refine its communication routines and strategies throughout Year 4. HIDOE's Office of Communication and Community Affairs played a larger role in communicating HIDOE's success and progress to the public and in providing assistance within HIDOE to streamline and message project-related meetings and expectations. However, stakeholders interviewed at selected Complex Areas visited during the Department's Year 4 onsite visit in May 2014 did not fully understand what was happening with the existing resources and how the portal could help educators achieve the State's goals.

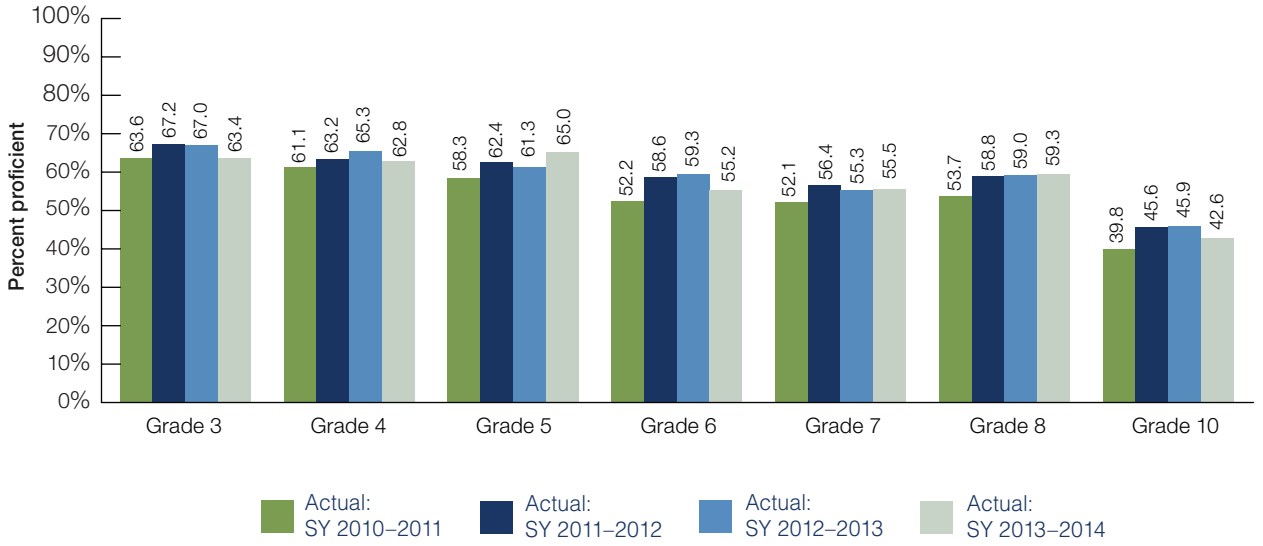
## Student outcomes data

In SY 2013-2014, the HSA was modified to measure areas of overlap between the previous Hawaii Content Performance Standards and CCSS. The HSA assessment data illustrate that Hawaii's ELA and mathematics results increased from SY 2010-2011 to SY 2013-2014, except for grade three, which remained about the same.

### Student proficiency on Hawaii's ELA assessment




### Student proficiency on Hawaii's mathematics assessment




Preliminary SY 2013-2014 data reported as of: November 10, 2014.

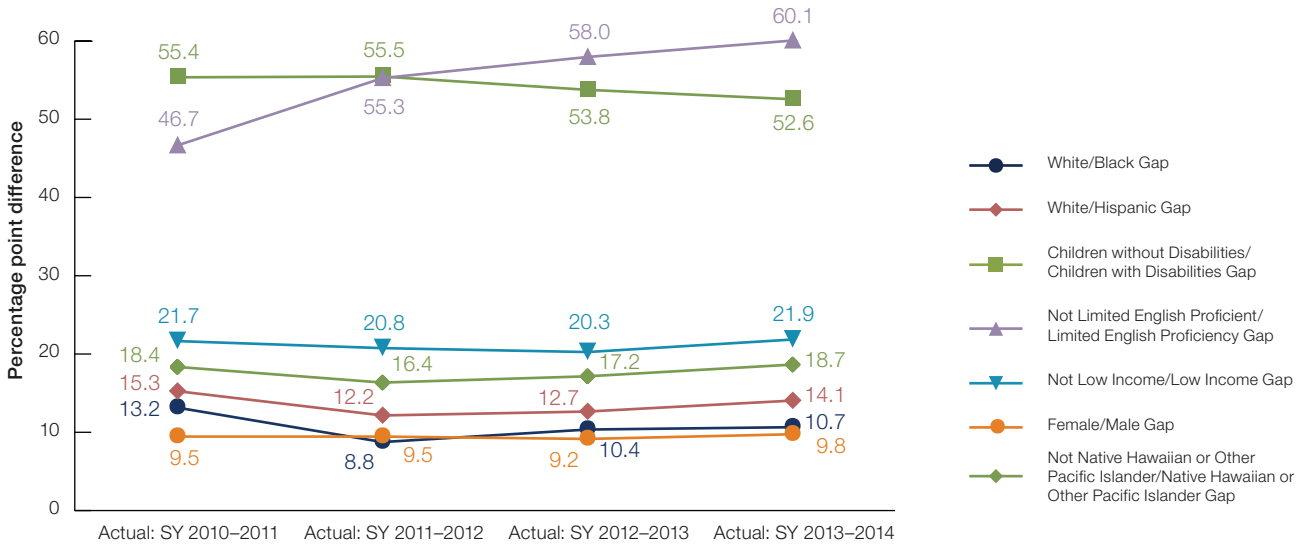
NOTE: Over the last four years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

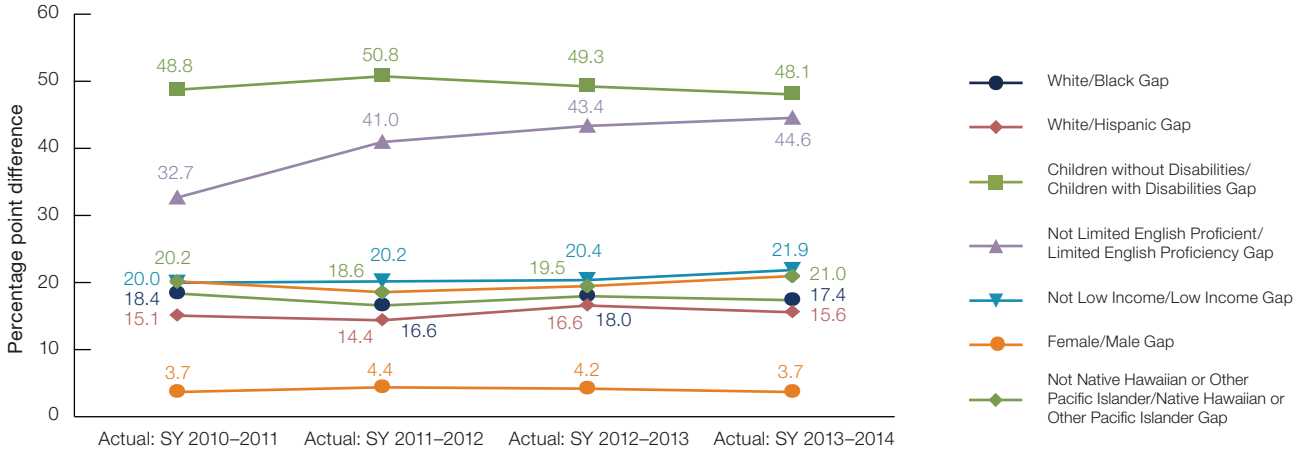
# State Success Factors

Between SY 2010-2011 and SY 2013-2014, Hawaii saw mostly mixed results for closing achievement gaps. The achievement gap between children with disabilities and children without disabilities steadily decreased on the ELA assessment, while the achievement gap for students with limited English proficiency and those without limited English proficiency on the ELA and mathematics assessments increased across the four years.

## Achievement gap on Hawaii's ELA assessment




## Achievement gap on Hawaii's mathematics assessment




Preliminary SY 2013-2014 data reported as of: November 10, 2014.

Numbers in the graph represent the gap over four school years between two sub-groups on the State's ELA and mathematics assessments.

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

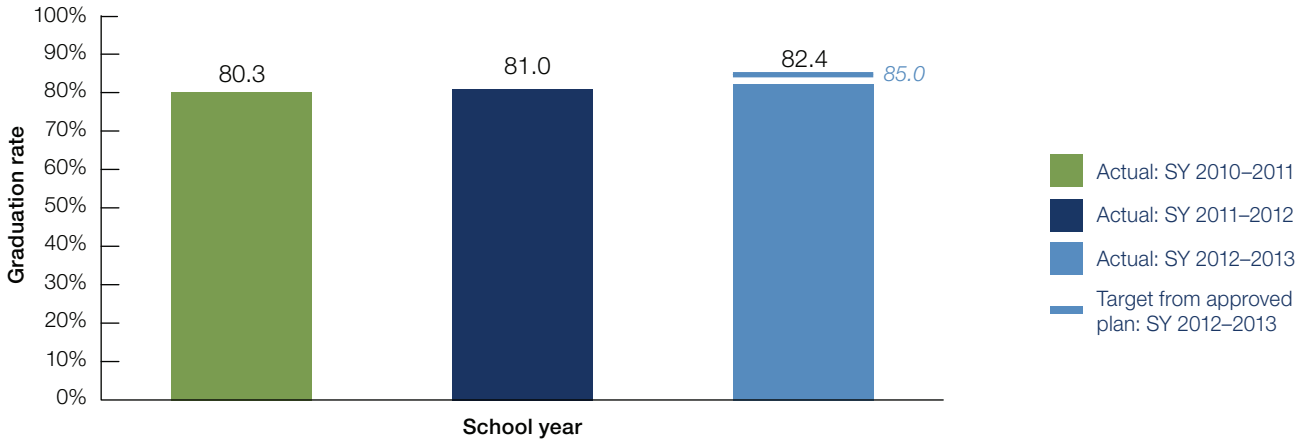
If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.

NOTE: Over the last four years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Hawaii's high school graduation rate steadily increased each year from SY 2010-2011 to SY 2012-2013; however; the State fell just short of its high school graduation rate target. The State's college enrollment rate increased from SY 2010-2011 to SY 2012-2013 and remained approximately the same in SY 2013-2014. Ultimately, the State exceeded its college enrollment rate target by 8.2 percent.

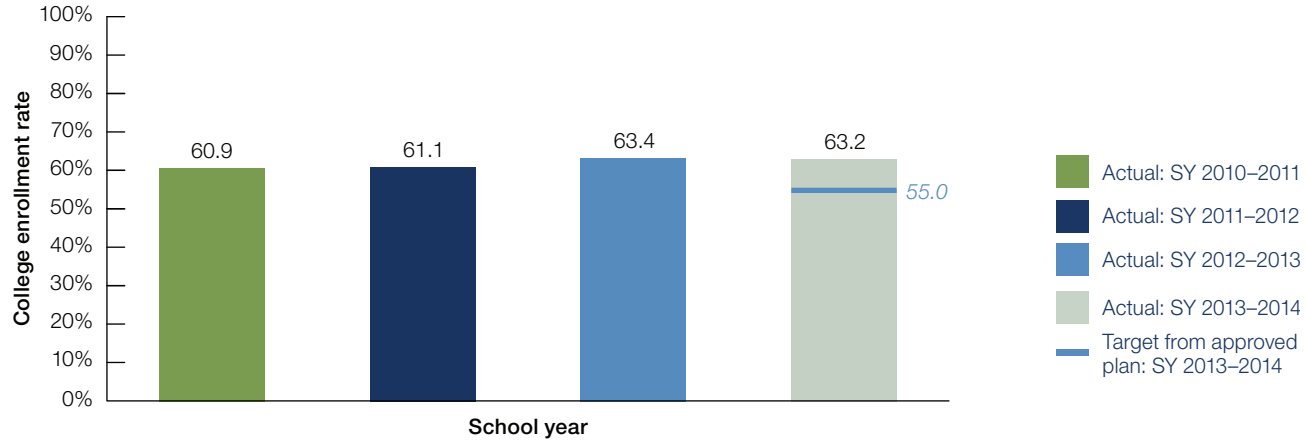
## High school graduation rate




Preliminary SY 2012-2013 data reported as of: October 16, 2014.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

## College enrollment rate




Preliminary SY 2013-2014 data reported as of: September 10, 2014.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

The Department provided guidance to States regarding the reporting period for college enrollment. For SY 2013-2014 data, States report on the students who graduated from high school in SY 2011-2012 and enrolled in an institution of higher education (IHE).

# Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

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

Hawaii sought to provide all students with access to rigorous standards, assessments, and instruction. In June 2010, Hawaii's Board of Education voted unanimously to adopt CCSS, and during SY 2012-2013, Hawaii teachers in all grades began implementation of these standards for all students. In SY 2013-2014, the State reported all HIDOE schools implemented CCSS-aligned instruction in English language arts and mathematics for all grade levels. To support implementation, HIDOE compiled CCSS-aligned implementation protocols, crosswalks, curriculum frameworks, webinars, and sample performance tasks for ELA and mathematics into grade-level folders and posted these on its standards toolkit website. Educators statewide participated in six mathematics, three ELA, and one CCSS Complex Area Support Team Edmodo groups to share resources including lessons, articles, and website links. CCSS leads provided targeted supports to Complex Areas and schools based on implementation continuum data, and conducted joint training sessions with other Complex Area Support Team members to highlight the integration between the six priority strategies.

The State reported that a common statewide curriculum will ensure quality instruction for every student statewide, allow for focused training and aligned conversations across schools, and serve as a set of core materials which schools can supplement as needed. As a result, in winter 2014 HIDOE completed a multi-phase review process and announced final decisions for the statewide ELA and mathematics curriculum. The State's multi-phase process included a review by HIDOE of 71 mathematics textbooks/programs and 40 ELA textbooks/programs using the Student Achievement Partners' Publishers Criteria tool; review and recommendation from a committee of educators (teachers, school leaders, Complex Area staff, and State staff) based on programs' alignment to Common Core content and pedagogical (instructional) standards; and an evaluation by Hawaii Curriculum Review Committee of instructional alignment, content alignment, overall impressions, and digital capacity. The State reported the common statewide curriculum would ensure quality instruction for every student statewide, allow for focused training and aligned conversations across schools, and serve as a set of core materials which schools can supplement as needed. For the statewide ELA curricula, in spring 2013 the State selected K-6 and 6-12 curricula from commercial publishers. For the statewide mathematics curricula, in winter 2014 the State selected a K-5 curriculum and a 6-8 curriculum developed by commercial publishers, and 9-12 Algebra I, Geometry, and Algebra 2 curricula developed by HIDOE and University of Hawaii Manoa. HIDOE reported that schools have until SY 2016-2017 to purchase the ELA materials and SY 2017-2018 to purchase the mathematics materials.

As part of the State's comprehensive assessment system, HIDOE secured a contract to administer EOC examinations in Algebra I, Algebra II, Expository Writing, and U.S. History. The State also developed a Biology EOC examination to use for federal accountability purposes.[14] In SY 2013-2014, HIDOE worked with standard setting committees to approve EOC performance level descriptors and identify four proficiency level cut scores for each exam. The State reported all EOC examinations were fully operational in SY 2013-2014 and provided to all students enrolled in the courses. Starting with SY 2013-2014, EOC assessment results will account for 15 percent of a students' final course grade.

Hawaii is a governing member of the Smarter Balanced consortium and reported strong collaboration across States in the consortium to develop, implement, and administer assessments in ELA and mathematics aligned to CCSS. In preparation for administering Smarter Balanced assessments in SY 2014-2015, the State piloted the consortium's assessment items in spring 2013 with over 1,000 students. The State reported 91 schools and roughly 25,000 students participated in the spring 2014 Smarter Balanced Field Test in designated grades and content areas. To prepare educators and students for the assessments transition in SY 2014-2015, HIDOE developed and administered a "Bridge HSA" in SY 2013-2014, which measured only the standards that overlap between Hawaii Content Performance Standards and CCSS. To track student achievement in science and social studies, the State continued to implement HSA science assessments in grades four and eight, and Biology and World History EOC assessments. For SY 2013-2014, HIDOE created technology-advanced simulation items (similar to Smarter Balanced items) for the Biology EOC assessment; the State plans to do the same for the fourth and eighth grade HSA science assessments by SY 2015-2016.

Based on the new high school diploma requirements unanimously approved by the Board of Education in September 2011, the State started implementing the CCR diploma in SY 2012-2013 for the graduating class of 2016, two years ahead of the State's approved timeline. Throughout SY 2013-2014, HIDOE tracked State data to ensure high schools offered courses necessary for students to earn the CCR diploma. As part of its communication efforts, HIDOE hosted discussions with principals, counselors, and registrars on how to implement the new diploma requirements; posted frequently asked questions on the State's website; and issued three public service announcements about the CCR targeted to counselors, parents, and students. The HIDOE Office of Curriculum, Instruction and Student

[14] As described in the December 7, 2012 amendment letter, the funding for the development of the Biology end-of-course (EOC) assessment was removed from the Race to the Top budget after the State decided to use the Biology EOC assessment for accountability purposes under the ESEA. The four EOC examinations included in the Race to the Top budget – Algebra I, Algebra II, Expository Writing, and U.S. History – will not be used for accountability purposes under the ESEA. See the State's College and Career Ready Indicator report at http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2013-ccri-data/.

Supports also continued to develop and refine the guiding principles, resources, and best practices for moving forward with a comprehensive warehouse of proficiency-based equivalents. HIDOE reported plans to analyze changes in college going rates, percentage and demographics of students receiving honors, college credit attainment in high school, and college remediation rates to assess the impact of the new diploma. Based on early indicators, the State reports improvements in all of these metrics.[15]

The State encouraged students graduating before 2016 (and therefore before the CCR diploma is available) to work toward the Hawaii Board of Education's recognition diploma. Approved by the Hawaii Board of Education in 2008, the recognition diploma is a voluntary diploma designed to signify that these graduates have taken the required courses, met content learning standards, and mastered college- and career-ready skills. HIDOE reported in the SY 2013-2014 APR that only 15 percent of students graduating in SY 2013-2014 received a recognition diploma, far short of its goal of 60 percent.

## Dissemination of resources and professional development

HIDOE makes CCSS-aligned resources available to educators primarily through its standards toolkit website and providing various opportunities for professional development. The standards toolkit website also includes a variety of K-12 resources, such as links to websites with additional resources (including curriculum frameworks and assessment items from other States) and Edmodo, Hawaii's online collaborative workspace for educators to share curricula resources.

As described previously, the State began implementing a Complex Area Support Team structure in summer 2013 that includes one State lead supporting 15 CCSS Complex Area Support Team resource teachers, one for each Complex Area, to support CCSS implementation, integrate content and technology, identify resource needs, and support assessment implementation (formative assessments or those developed by Smarter Balanced). In SY 2013-2014, CCSS leads conducted over 130 training sessions across all Complex Areas; the State reported 86 percent of participants at these sessions rated the trainings as having a somewhat, moderate, or extreme degree of impact. CCSS and EES leads worked together to provide guidance for creating examples of student learning objectives (SLOs) aligned to CCSS. In addition, CCSS leads trained EES observers to identify CCSS-aligned instruction. The State also revised CCSS implementation continuum rubric in fall 2013 to provide additional detail for what the quality of implementation should be at each rating level.

The vendors of the selected statewide common curricula hosted trainings on the materials in summer 2014. HIDOE reported that approximately 1,000 teachers were trained on the secondary ELA curriculum in the 24 sessions held across four islands, and over 2,000 teachers were trained on the elementary and secondary mathematics curriculum materials.

The State also launched two digital resource development initiatives in SY 2013-2014: the Open Education Resources project to curate materials from oercommons.org for the standards toolkit website, and the Access Learning Pilot project for eight schools to use laptops or tablets to access digital curriculum and generate tools for using Google Apps for Education. Complex Area Support Team members narrated PowerPoints and created grade-level spreadsheets and a professional development module to support educators on accessing and using Open Education Resources.

## Successes and challenges

Throughout Year 4 the State continued to provide ongoing supports, training, and resources to support educators implementing CCSS. In addition, HIDOE collected data to inform implementation, utilizing implementation continuum data to track school implementation status and customizing training based on local needs. CCSS leads provided targeted trainings and helped to build local capacity for implementation.

The State has successfully selected a common statewide ELA and mathematics curriculum and articulated clear expectations and timelines for schools to implement it. HIDOE plans to track implementation of the selected curriculum to assess whether the material is rigorous, and if the common curriculum is having the intended result of aligning statewide efforts.

In SY 2013-2014 the State implemented the CCR diploma and began gathering early indicators of success. However, the State is still determining if the revisions to the diploma are truly increasing students' college- and career-readiness. HIDOE implemented operational EOC exams in spring 2014 and educators are incorporating results as 15 percent of students' final grades. The State continued implementation of the Interim and Summative Assessment project, and reported a large number of schools participating in the Smarter Balanced field test. The State plans to provide support and information to prepare educators and students for implementation of the new assessments in SY 2014-2015.

The State has completed a large extent of the work in this area, but many of these efforts are still in the early stages of implementation. Educators began fully implementing CCSS in SY 2013-2014, and many have not yet adopted the statewide curriculum. The CCR diploma will not be awarded to eligible graduates until the class of 2016. Although some educators and students have participated in the Smarter Balanced assessments pilot and field tests, statewide educators are still adjusting to the EOC examinations that became fully operational in SY 2013-2014. Since the State is still in an early stage of implementation for this work, more time is needed to determine if Hawaii will achieve its ultimate vision to increase the rigor of instruction and improve student performance.

[15] See the State's College and Career Ready Indicator report at http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2013-ccri-data/.

# Data Systems to Support Instruction

Statewide longitudinal data systems and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

## Fully implementing a statewide longitudinal data system

Through its Race to the Top grant, Hawaii worked to develop a streamlined data warehouse for all student, program, teacher, and school data, and improve the State's technological infrastructure. The State's K-12 SLDS, which includes information related to student achievement, assessment, enrollment, and attendance metrics, continued to be available to all principals and teachers in SY 2013-2014. According to the State, the SLDS provided information in accordance with the State's data privacy policies and the federal Family Educational Rights and Privacy Act regulations related to student achievement, assessment, enrollment, and attendance metrics. HIDOE reports that Academic Review Teams, data teams, and educators can analyze SLDS data metrics to inform broad decisions about implementation. HIDOE staff track data analytics of the SLDS system and reported that page views increased 45 percent between September and March of SY 2012-2013 (127,319 views) and the same period in SY 2013-2014 (184,321 views). The State has SLDS usage data from all schools except for one K-12 school serving a small community, which in seeking to preserve the traditional Native Hawaiian culture and traditions, does not allow the use of computers and other electronic devices.

In SY 2013-2014, the State expanded the data available in and the functionality of the SLDS. The State incorporated new data, such as students' ACT test data and EOC exam results, into the SLDS and plans to incorporate Smarter Balanced assessment results once available. HIDOE also launched a Multiple Measure Student Screening teacher and school dashboard on the SLDS in SY 2013-2014 in response to educator feedback requesting more teacher-focused reports. These dashboards are designed to provide teachers, school administrators, and Complex Area staff with classroom and building data to inform key decisions. The State noted the SLDS continued to aggregate and display data from other State data systems, but does not pull all State data nor does it allow for manipulation of source data metrics; users continue to utilize the source data systems when they need to engage in transactional functions. Furthermore, while the State predetermines the metrics and data pulled into the SLDS, HIDOE reports users can adjust data filters to customize reports of available metrics.

The State provided training to staff on the functionality of the system. In SY 2013-2014 the State focused trainings on increasing usability and usage, and enhancing the system in response to user needs. HIDOE also trained formative instruction and data team leads on SLDS functionality and usage to support educators to leverage the system. The State acknowledges that despite these efforts, more work is needed to clarify the intended uses of and integration between various data sources.

HIDOE and Hawaii's P-20 Partnerships for Education (Hawaii P-20) staff worked collaboratively to develop the Hawaii Data eXchange Partnership (DXP), a pre-kindergarten through college (P-20) data system that pulls data from cross-sector systems, including HIDOE's SLDS, to inform policymakers and researchers.[16] Throughout Year 4, SLDS and DXP staff collaborated to identify, collect, and integrate data types and sources, such as employment and early childhood data, into the DXP. The State executed a contract to develop a suite of DXP reports on student performance indicators at each transition point along the education to workforce pipeline, and a separate contract to develop a five- to seven-year strategic plan for DXP data use. While HIDOE and HI P-20 can manually query the DXP to run cross-agency student, workforce, and teacher outcome reports on custom analyses, the system does not yet have standard reporting features for producing cross-sector reports.

## Accessing and using State data

Hawaii sought to provide stakeholders with access to more timely and rigorous data from the State to the school level. To prepare schools to access the new data systems, Hawaii continued to upgrade the technological infrastructure across the State. In Year 4 HIDOE reported completing network upgrades to allow schools access to digital content, videoconferencing, eCourse materials, and internet in a timely, accurate, and secure manner. In February 2014, the State completed the Broadband Technology Opportunities Program with fiber optic installations at 265 HIDOE schools and offices. As a result, HIDOE reported it now has a standardized infrastructure that is easier to manage, maintain, and expand moving forward. HIDOE also completed the statewide Wide Area Network upgrades to increase web bandwidth at all Zones of School Innovation schools and those schools experiencing network issues. HIDOE's Office of School Facilities and Support Services completed school network upgrades at 233 schools to increase the bandwidth to support access to curriculum and instructional materials. The State reported a 500 percent school bandwidth consumption increase since HIDOE completed this work in spring 2014.

The State began further enhancing bandwidth capacities beyond the commitments of its original grant, with plans to upgrade

[16] In previous reports this system was referred to as Hawaii P-20 SLDS.

on-campus networks to a modern wireless fiber-optic network and upgrade the network management system to provide greater capacity to monitor the system and allow for remote control of network components. The State expects to complete these additional upgrades by December 2014.

### Technology investments

As a result of the technology investments in the Zones of School Innovation, the State reports schools are able to communicate with schools on different islands. For example, Keaau Elementary on the Island of Hawaii held Google Hangouts with Nanakuli Elementary on Oahu Island to consult on cultural protocols when visiting the Volcano National Park. Using Google glasses, Keaau Elementary students took students from five schools on a virtual field trip to Volcano National Park in spring 2014.

HIDOE, with support from its vendor, deployed a single sign-on system in spring 2013 to provide educators one entry point to the State's online systems, including time and attendance, the State professional development portal, email, and the student information system. As of spring 2013, all applications are available via the single sign-on portal, and landing pages of individual systems redirect users to the single sign-on site. In SY 2013-2014, the State incorporated additional applications into the single sign-on system beyond the original plan for the project, and plans to improve the quality of implementation by expanding system access to remote users; the State launched this functionality in spring 2014.

## Using data to improve instruction

In SY 2013-2014 the State continued to provide educators with access to professional development modules and webinars on the standards toolkit site focused on assessment literacy, including a series of classroom videos that provide exemplars of teachers utilizing formative assessment strategies. In addition, HIDOE and educators accessed the Smarter Balanced resource library throughout SY 2013-2014 for assessment items, including performance tasks.

HIDOE continued to improve the DSI bank of formative assessment items to enable teachers to develop their own assessments, score student responses, and store results securely on a central server. Previously, the State increased the number, types, and content of CCSS-aligned items and assessment development features in the DSI system based on feedback from educators, administrators, resource teachers and data coaches. As of May 2014 HIDOE reported there were roughly 50,000 DSI items, including mathematics and ELA items aligned to CCSS and science and social studies items aligned to the Hawaii Content Performance Standards. HIDOE decided to replace DSI with Blackboard and preserve the item banks and performance tasks originally acquired for DSI after the vendor discontinued the DSI system product. HIDOE worked with a vendor to convert DSI items to Blackboard format throughout SY 2013-2014, and trained Complex Area Support Teams and formative instruction and data team leads on the Blackboard system. By early 2014-2015, the State transitioned all DSI items banks and performance tasks to Blackboard for educators to use when creating and scoring assessments.

The State reported all schools established data teams and implemented the data team process in SY 2013-2014. HIDOE continued to create, train, and support school-level data teams to collect, enter, manage, and analyze data to enable schools to implement data-driven instructional practices. The State also deployed formative instruction and data team leads to provide supports and data analysis training for instructional leaders. In addition, formative instruction and data team leads created four videos showcasing local schools to provide anecdotal and qualitative evidence of how to implement data teams. As part of its Strive HI Performance System, the State required that buildings designated as focus or priority schools implement one of two State-approved models for data analysis; HIDOE reported both models guide instructional leaders to utilize multiple measures of data to answer questions related to student learning or school systems and to develop solutions that address problems' root causes.

HIDOE was featured in the RSN briefs *Implementation Planning* and *Management Guidebook and IIS State Scan*, which focused on strategies for planning, developing, and implementing statewide instructional improvement systems. In addition, the State also contributed to the RSN *Chief Information Officer (CIO) State Inventory* publication, which cataloged States' Race to the Top efforts.[17]

The Hawaii Partnership for Educational Research Consortium (HPERC) continued to implement ongoing research projects and conduct annual reviews of each multi-year project to identify any changes that needed to occur. HPERC held its 2013 Educational Research Symposium in December 2013, focused on the use of datasets available to researchers in and around Hawaii. In addition, HIDOE polled participants during the 2013 symposium to develop new research questions related to the nine priority research areas that could be answered using publicly available education data sources. Priority research topics included: teacher training, technology-supported curriculum/technology use in the classroom, English language learner services and support, teacher evaluation, graduation rate, model schools and best practices, Elementary and Secondary Education (ESEA) flexibility waiver requirements/redefining school success, instructional time, and special education services. HIDOE utilized its online portal to allow researchers to submit online applications for review and approval, and developed a guidance document to illustrate the approval process and guide researchers to the materials they need to submit high-quality research applications aligned to Hawaii's landscape. As of April 2014, the State reported receiving over 100 research requests and over 50 data requests, and initiating 20 formal written agreements for research with external partner agencies and organizations.

[17] For copies of Reform Support Network (RSN) publications, see https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html.

# Data Systems to Support Instruction

## Successes and challenges

HIDOE made progress in this area, developing a complex SLDS that gathers data from various State systems and provides educators with opportunities to analyze data in customizable reports. The State also implemented a streamlined single sign-on system to facilitate access to electronic applications. In addition, the State expanded school network infrastructure and increased the bandwidth capacity of schools, improving educators' and students' ability to access, share, and utilize electronic resources. With more systems available to access data, the State is challenged with ensuring complexity and redundancy across systems does not result in confusion among educators. Throughout Year 4, the State focused trainings on increasing usability and usage of its data systems, and enhanced the system in response to user needs.

The State established data teams and implemented the data team process, as well as leveraged formative instruction and data team leads to support educators' usage of data to improve instruction. HIDOE continued to improve the DSI bank of formative assessment items and secured a total of 50,000 DSI items by May 2014. The DSI vendor discontinued the DSI system after SY 2013-2014; therefore, HIDOE decided to use Blackboard to replace DSI, populating it with the item banks and performance tasks originally acquired for DSI. While the State intentionally did not mandate the use of a particular system, limited local awareness of DSI, Blackboard, Google Drive or other State-created formative assessment items raises some concern about educators' access to high-quality formative instruction resources.

In Year 4, the HPERC hosted its annual research symposium and continued to implement ongoing research projects and conduct annual reviews of each multi-year project to identify any changes that needed to occur. The State plans to assess over time if the focused research priorities and increased research projects are resulting in data-driven policies that improve student outcomes.

# Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by supporting high-quality pathways for aspiring teachers and principals, ensuring equitable access to effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators. As part of these efforts, Race to the Top States are designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions.

## Providing high-quality pathways for aspiring teachers and principals

HIDOE worked to establish alternative teacher and administrator residency-based preparation routes to prepare educators to teach in high-priority areas (rural, remote, high-need schools or high-need subject areas). HIDOE secured contracts with two alternative route providers in March 2012, Teach For America (TFA) and University of Hawaii at Manoa special education program, to prepare teachers through a residency-based program focused on meeting the needs of hard-to-staff schools and subject areas. Both programs conduct recruitment activities, provide coursework and assessment materials, and mentor teacher candidates in the residency program. The State reported that the two programs enrolled a total of 224 candidates in alternative certification programs for teachers by SY 2013-2014, exceeding the State's goal of 132 candidates and both alternative providers placed teachers in the State's neediest schools (including *Title I* schools and schools in remote and rural locations). The State reported high-quality teacher candidates in both programs, based on the candidates' ability to pass the teaching credential exam and candidate and mentor survey responses. HIDOE plans to triangulate these data with educator effectiveness results, once available, to inform any changes needed to recruitment efforts or program support.

In addition, HIDOE established the Alternative Certification for School Administrator Program as a non-traditional pathway to provide early stage educators and mid-career changers the ability to earn certification as a school administrator while employed by HIDOE. This program, designed to supplement HIDOE's existing Administrator Certification for Excellence (ACE) training program, seeks candidates who have demonstrated track records and have backgrounds in change management and organizational turnaround. Despite expanding recruitment efforts in SY 2013-2014, the State reported enrolling six cohort 1 participants and nine cohort 2 participants in Alternative Certification for School Administrator Program, short of its overall target of enrolling twenty-four candidates total. Throughout Year 4, HIDOE continued to support and track

both cohorts and reported candidates were performing satisfactorily or better based on mid-year progress reports, conversations with supervising principals, and analysis of data from available data sources (*e.g.*, mentor contact logs, coursework, final grades, and the mid-year Professional Evaluation Program for School Leaders (PEP-SL) evaluation).[18]

## Improving teacher and principal effectiveness based on performance

Throughout the Race to the Top grant period, the State also worked to design and implement rigorous teacher and principal evaluation systems to support educators to continuously improve practice based on data and allow HIDOE to inform personnel decisions and educator compensation based on demonstrated effectiveness.

### Educator evaluation system

In summer 2013, the State worked with stakeholders to design and recommend an EES for statewide implementation in SY 2013-2014 based on lessons learned from pilots conducted in 18 schools during SY 2011-2012 and 81 schools during SY 2012-2013.[19] The final EES design for SY 2013-2014 included two equal components: student growth and learning (determined by results on student growth percentile and student learning objective measures) and teacher practice (determined by results on classroom observations/working portfolio, core professionalism, and the student survey measures). Based on performance for each component, educators will annually receive one of four possible effectiveness ratings. The final rating for educators is determined using a matrix comparing the results of student growth and learning and teacher practice. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification.

The State continued to use feedback and support mechanisms it developed in Year 3, including the EES Help Desk, a dedicated e-mail address for EES-related questions, and a "weebly" site to share information about EES implementation and feedback received to date and HIDOE's response.[20] As part of the State's Complex Area Support Team structure, HIDOE provided each Complex Area an EES lead with previous teaching and administrative experience as well as skills developing and providing high-quality professional development.

HIDOE implemented the EES for all teachers in SY 2013-2014 consistent with the State's Race to the Top application for teachers of tested grades and subject areas, and two years ahead of schedule for teachers of non-tested grades. The State held EES Overview trainings and disseminated resources including the Introduction to the Observation Framework and an EES manual. HIDOE hosted more in-depth trainings on each component of EES, including 48 trainings on student learning objectives, 34 trainings on classroom observations and working portfolios, 32 trainings on roster verification and student survey administration, 23 trainings on the Professional Development Experiences that Educate and Empower (PDE3) data system, 13 trainings on EES for non-classroom teachers, and 4 trainings on the core professionalism component.

Specific to the work of SLOs, the State noted that EES leads reported increased SLO rigor as a result of working with principals to review SLO templates, providing feedback on draft educator SLOs, and deploying Complex Area staff to work with grade-level teams as needed. HIDOE participated in the RSN SLO Workgroup to develop strategies for implementing and sustaining systems of high quality SLOs. In addition, the State attended the SLO Workgroup Target Setting Convening focused on building skills and modeling practice related to the essential components of target setting for SLOs.

HIDOE, with support from its vendor, expanded its PDE3 data system to include an evaluation engine to assemble educators' composite EES ratings. Throughout Year 4, the State used PDE3 to track EES implementation and make adjustments as necessary.

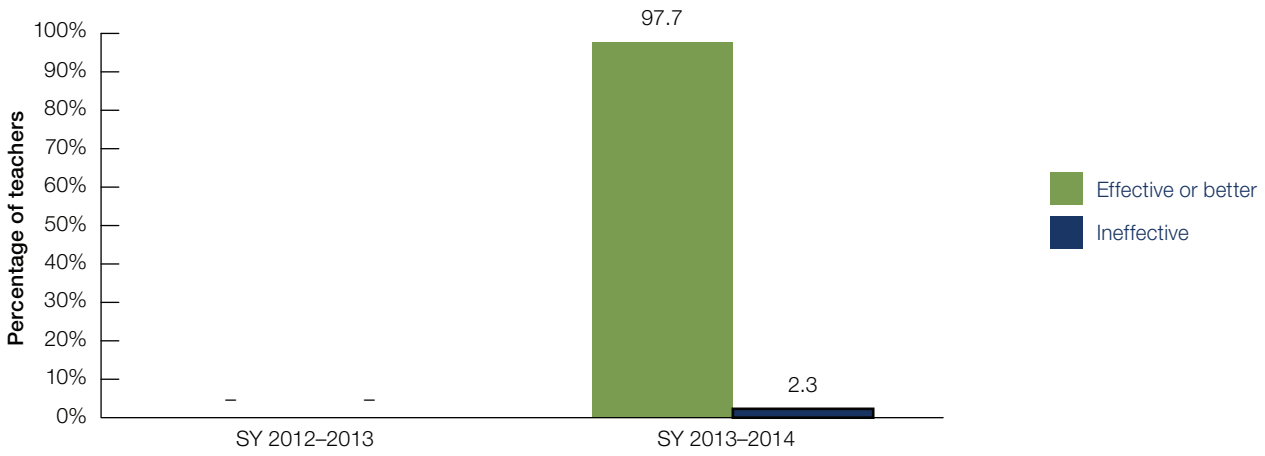
[18] While the State transitioned from Professional Evaluation Program for School Leaders (PEP-SL) to Comprehensive Evaluation System for School Administrators (CESSA) in SY 2012-2013 for principals, vice principals are not included in the memorandum of understanding and thus will remain on PEP-SL. The State plans to migrate vice principals to CESSA in future years, but reported that it is still working to ensure the vice principal evaluation student growth component will be appropriate for vice principals, who are often not directly involved in enabling factors of student achievement.

[19] The SY 2012-2013 educator evaluation system (EES) pilot covered 81 pilot schools and 3,000 teachers. The State reported roughly one third of piloting teachers were able to receive student growth percentile scores, as they taught English language arts (ELA) or mathematics in grades for which the Hawaii State Assessment (HSA) was given (grades 3-8 and 10). The State also reported student learning objectives (SLOs) and core professionalism components were not implemented uniformly across the 81 pilot schools.

[20] HIDOE's EES weebly site can be found at https://doeohr.weebly.com/.

# Great Teachers and Leaders

Percentage of teachers in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year




For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

## Stakeholder outreach

Leveraging the structures established in 2012, HIDOE worked with multiple education stakeholders to evaluate and refine the EES. The State's Great Teachers Great Leaders Task Force, made up of representatives from the business, philanthropy, labor, and education sectors, advised the State Superintendent on strategic personnel management approaches. HIDOE continued to assemble teams composed of school leaders, HIDOE's contractor support and HIDOE staff to engage in monthly capacity-builder sessions. The State's Teacher Leader Workgroup, composed of educators and HSTA representatives, met on a quarterly basis to explore design improvements, monitor implementation, gather feedback from peers, and revise training materials. Beginning in spring 2013, the Teacher Leader Workgroup assembled five sub-committees focused on the components of EES and facilitated by HIDOE project managers. These sub-committees are organized around the student survey, SLOs, student growth, classroom observations/core professionalism, and considerations for non-classroom teachers (*e.g.*, librarians and registrars). The State's Technical Advisory Group provided recommendations on technical standards based on HIDOE's policies and practices, impact data for each component, and examples of policies and practices from other States and districts nationwide. The HSTA-HIDOE Joint Committee (Joint Committee), made up of four HSTA and four HIDOE members, also focused on continuous improvement of EES design and implementation and provided final recommendations to the Superintendent for proposed revisions to the system.

## Continuous improvement

Throughout Year 4, the State and stakeholder groups collected data and framed considerations for future EES revisions. Based on the results of a survey conducted by the State's external evaluator (see *State Success Factors*), HIDOE reported that principal workload and teacher anxiety were among the most critical EES implementation concerns. Building off recommendations made by the Technical Advisory Group, the Joint Committee issued a memo to the State Superintendent on March 4, 2014, highlighting high-priority issues for attention, further data collection, ongoing review, and potential changes to design and/or implementation. HIDOE assembled the recommendations of the Joint Committee, input from the Teacher Leader Workgroup sub-committees and feedback from HSTA prior to recommending EES changes for SY 2013-2014 to the State Superintendent.

In June 2014, HIDOE notified the Department that the State is implementing a series of 18 changes to EES for SY 2014-2015. Specifically, the State described changes including, among other things, differentiating the number of required classroom observations based on need (from twice annually to zero for teachers rated highly effective); allowing teachers rated highly effective to carry over their SY 2013-2014 rating in lieu of repeating the evaluation; reducing student survey administration from twice to once annually and embedding the results as a subcomponent of core professionalism (rather than keeping it as a separate component); reducing the number of required SLOs from two to one annually; and replacing the student

growth percentile ranking of teachers with anchors in criterion and a built in margin of error.[21]

### School administrator evaluation system

The State developed and reported that it rolled out CESSA in SY 2012-2013 to all tenured and new principals, a year delayed from the State's approved timeline to pilot the principal evaluation system by the end of SY 2011-2012. The Hawaii Government Employees Association (HGEA) and HIDOE entered into an MOU in January 2013 that established CESSA as the only principal evaluation system in the State. All schools were expected to fully implement the system in spring 2013, and in July 2013 Complex Area Superintendents provided the principal evaluation ratings based 50 percent on student outcomes and 50 percent on principal leadership practice.[22] As reported in the SY 2012-2013 APR, the State noted two Complex Areas did not incorporate student growth into principals' ratings.[23]

HIDOE reported refining components of the system for SY 2013-2014 implementation. The State adjusted the CESSA measure for student learning in SY 2013-2014, allowing principals to choose either to focus on student growth percentile or student academic growth. In addition, in April 2014 an arbitration panel awarded a four-year agreement between HIDOE and HGEA. This agreement included a requirement to establish a rewards program for CESSA rather than tying principals' evaluation results directly to compensation.

## Ensuring equitable access to effective teachers and principals

The State also worked to revise its recruitment and hiring policies and supports and increase student access to high-quality instruction in high-priority schools and subject areas. In spring 2013 HIDOE continued implementation of revised teacher recruitment and placement policies initiated in spring 2012.[24] OHR gave Zones of School Innovation principals a two-week head start in recruiting and hiring, limited candidate preference to island preference, offered a $1,500 bonus to teachers who transferred to the Zones of School Innovation, and provided additional applicant and recruitment information to personnel regional officers and Zones of School Innovation principals. The State Superintendent's January 2012 memo requiring highly qualified candidates to receive priority in all hiring and placement decisions remained in place in Year 4.

The State also provided targeted supports to personnel regional officers and Zones of School Innovation principals in advance of the SY 2013-2014 hiring season in hopes of recruiting more highly qualified teachers and achieving greater equity in the Zones of School Innovation. Supports included creating a detailed implementation timeline to maximize the impact of the two week head start for Zones of School Innovation administrators, re-assigning displaced teachers earlier in the transfer and assignment period to allow Zones of School Innovation principals to interview high-quality teachers that appeared to be a good fit for Zones of School Innovation schools, and providing a total of $500,000 in recruitment bonuses to help fill special education teacher vacancies. HIDOE reported implementation of revised recruitment and placement policies in SY 2013-2014 did not yield the additional candidates that the Zones of School Innovation had anticipated, attributing this to the limited number of high-priority schools utilizing early hiring opportunities and the need for more training and support for personnel regional officers to use those policies. Despite the low uptake, the State reported confidence that if implemented correctly, the current policies could lead to more highly qualified and effective teachers and greater equity in the Zones of School Innovation.

HIDOE continued to track teachers' highly qualified status. As of April 2014 the State reported that 92 percent of classes statewide were taught by highly qualified teachers; the State's Scope of Work set a target of 100 percent of teachers being highly qualified by the end of SY 2010-2011. In addition, HIDOE reported in the SY 2013-2014 APR that roughly 83.5 percent of mathematics and 87.7 percent of science teachers were highly qualified, short of its target of 100 percent for each. The State provided technical assistance for principals on how to support remaining teachers to obtain highly qualified status, including an annual training for CAS, business managers, and principals on *Title IIA* requirements.

The State's eCourse technology project allows students to take courses with highly qualified teachers and also allows schools in rural and remote areas to offer a range of courses otherwise not available because of limited demand. The State offered 60 online courses in SY 2013-2014, including 15 Advanced Placement (AP) courses, and reported enrolling roughly 1,500 students.[25] HIDOE reported positive feedback on the courses' quality based on voluntary student surveys, teacher grades, and student assessment data. In addition, the State noted that students taking AP eCourses earned on average a score of at least a three out of five on the final AP exam, which qualifies for college credit, and 49 percent of students earned a three or above on the course; all students in the Chinese AP eCourse earned a five, which makes them extremely well qualified to receive college credit.[26] In SY 2013-2014, the State also offered eCourse trainings for non-

[21] The Department expects to engage in ongoing conversations with HIDOE regarding these changes.

[22] The leadership practice domains are professional growth and learning, school planning and progress, school culture, professional qualities and instructional leadership, and, stakeholder support and engagement. These principal leadership domains were compiled from the National Association of Elementary School Principals and the National Association of Secondary School Principals.

[23] For more information, see Hawaii's SY 2012-2013 APR at www.rtt-apr.us.

[24] Office of Human Resources (OHR) continued all but one of the spring 2012 revised policies: the State did not offer Zones of School Improvement teachers a 17 percent raise to account for extended learning time in SY 2013-2014.

[25] The State reports that it provides but does not explicitly promote, distance learning in the form of eCourse technology to all high schools.

[26] The College Board defines Advanced Placement (AP) exam scores as follows: 5 = extremely well qualified to receive college credit, 4 = well qualified to receive college credit, 3 = qualified to receive college credit, 2 = possibly qualified to receive college credit, 1 = no recommendation to receive college credit. For more information, see https://apscore.collegeboard.org/scores/about-ap-scores.

educators on various business practices (*e.g.*, secretarial, procurement, or budget trainings for office managers), and professional development opportunities for roughly 500 teachers annually via its online Project Inspire program.[27] HIDOE evaluated the eCourses' quality using participant survey results, assessment results and teacher grades, and plans to measure the impact of these distance learning opportunities on instructional rigor and student achievement.

HIDOE planned to expand its pilot of schools offering teleconference courses from three high schools in spring 2013 to seven high schools in SY 2013-2014.[28] The State intended pilot sites to test compatibility of the telepresence equipment with existing videoconferencing equipment and identify network connectivity and technological needs for implementation. As of May 2014, HIDOE reported four of the seven pilot sites were utilizing the system to offer Japanese 4 and Hawaiian 4 courses during the expanded pilot; the other three sites were fully equipped with the technology but were not utilizing it. This represents a reduction from the State's approved plan in terms of the number of active pilot sites as well as the scope for the types and numbers of courses offered, from a variety of subjects and content areas down to two language courses. Given the inconsistent implementation of the virtual telepresence model and the reduced course offerings available through the project, the State is still determining the extent to which this effort has met the needs of students who do not have access to a range of courses and highly qualified and effective teachers.

In spring 2014, the State worked with a contractor to plan a reorganization of OHR to align efforts around recruitment and retention of effective educators. OHR began to create an integrated delivery plan aligned to the metrics of Goal 2 (staff success) of the State's Strategic Plan to ensure a coherent and sustainable approach to reform initiatives, which previously were implemented as discrete activities and thus difficult to sustain throughout turnover of OHR leadership.[29] The State expects OHR will become more data-driven and focused on increasing impact once this plan is in place.

## Improving the effectiveness of teacher and principal preparation programs

The State also worked to design, collect, analyze, and report data from education preparation programs to assess their ability to prepare effective educators. In Year 4, the Teacher Education Coordinating Committee (TECC), which includes representatives of all State Approved Teacher Education Program (SATEPs), HIDOE, Hawaii P-20, and the Hawaii Teacher Standards Board, continued to meet and discuss issues of educator preparation programs' effectiveness throughout SY 2013-2014. In November 2013, the State issued reports for each SATEP of the program completers for the most recent three years, or the "three-year cohort." These reports documented completers' geographic placement, type of school and courses taught, time between graduation and teacher licensure, position appointment and highly qualified status, separation rates and the associated reasons, and any available EES data for completers participating in the SY 2012-2013 EES pilot.[30] The State limited access to the reports from SY 2012-2013 to HIDOE, TECC, and SATEP data.

The State provided supports and trainings for SATEP staff to help ensure that they were prepared to understand and utilize the reports. Throughout Year 3 and into Year 4, TECC clarified EES outcome measures, formatted data tables, updated rules for linking program completers to individual SATEPs, and provided guidance to SATEP for validating program completer lists. The State plans to provide additional training to SATEPs on how to analyze and use the data after fall 2014, when the EES metrics have been fully incorporated into the reports.

Starting with SY 2013-2014 reports, HIDOE intends to make the annual reports, and a rank-order of SATEPs according to summative rating outcomes of their completers, publicly available. The Hawaii Teacher Standards Board plans to use publicly reported data to determine what remediation or support programs require, as well as to inform program approval and reaccreditation. The State expects to finalize and release reports by late fall of each year, to ensure time to obtain final EES data in early fall and provide SATEPs opportunities to review preliminary reports prior to release. HIDOE will use the report data to inform recruitment decisions for hiring K-12 positions. The State expects stakeholders to use these reports to redirect public and private funds towards those programs deemed to produce the most effective graduates.

## Providing effective support to teachers and principals

To better support its teachers and principals, the State sought to raise the standards of local induction and mentoring programs so that new teachers and principals could gain the skills and supports necessary to be successful. HIDOE also set out to develop a system to collect and analyze data on professional development needs and effectiveness.

Following the same process established in prior grant years, the State required Complex Areas to develop annual plans, which are approved by the Deputy Secretary, for the implementation of high-quality induction and mentoring programs. In Year 4, HIDOE assigned an induction and mentoring lead to each Complex Area to support all induction and mentoring activities. Induction and mentoring leads met monthly to review local implementation continuum data, share lessons learned, and evaluate progress and improve implementation.

Using the New Teacher Center Hawaii (NTC), HIDOE worked with induction and mentoring leads, induction teams, and CASs to support the development of high-quality induction programs and

[27] HIDOE reported receiving an award from the eCourse vendor for these adult distant learning opportunities.

[28] In the telepresence pilot, seven high schools "transmit" courses or "receiving" courses using videoconferencing equipment.

[29] HIDOE has had 12 Assistant Superintendents of OHR in the past 12 years.

[30] The State reported that the SY 2012-2013 reports included every completer score on a component of EES as a separate data point (*e.g.*, the two observation ratings were counted as two data points); the State intends to follow EES scoring guidelines and provide completers' final scores in a given metric (*e.g.*, the average of two observation ratings) in future reports.

systematized protocols and practices delivered across the State. During SY 2013-2014, NTC provided induction and mentoring training for over 600 teacher mentors statewide, delivered 86 mentor training modules, trained 90 Complex Area Support Team members on social emotional learning and teacher leadership, and built the capacity of local HIDOE presenters to deliver NTC trainings. NTC also provided targeted support to Complex Areas around the development and facilitation of mentor forums and beginning teacher PLCs.

HIDOE's Professional Development and Educational Research Institute administrative training program and NTC co-facilitated the New Principal Academy for newly hired principals. The State revised the New Principal Academy program for Year 4 to include additional supports for developing skills needed for expanded principal responsibilities, and extended program supports from one to two years to allow candidates additional time to learn about school operational responsibilities as well as tactical skills.

The State adjusted support for new principals, from a monthly mentor meeting to a weekly blended coaching session that provides instructive guidance and support to transform principal practice. Principal coaches attended six trainings, 10 half-day coaching forums, and monthly New Principal Academy sessions to learn and practice coaching techniques. The State reported challenges recruiting high-quality principal coaches, developing criteria for principal coaches, and attracting high-quality candidates.

On January 24, 2014, the Hawaii Teacher Standards Board approved a Teacher License field, which allows teachers to meet the requirements for re-licensure by choosing the Teacher Leader option. This option can be satisfied through experience in a leadership role (*e.g.*, mentoring) that supports teaching and learning.

The State continued to develop a statewide system to manage and evaluate effective professional development, provide technology-based support, and standardize the planning process for professional development across the State.[31] In Year 4 the State selected the PDE3 system to serve as its professional development management system, to support educators throughout their entire career with resources such as tracking of mentor logs, EES component data, professional development plans for individual growth needs, and a library of professional development opportunities and offerings rated by users.

In September 2012, the State Superintendent issued a directive requiring the use of the PDE3 data system. This directive required State offices that conduct large-scale professional development and trainings seeking to improve student learning and growth to enter the training opportunity on the PDE3 data system, and required Complex Areas to enter training information pertaining to CCSS and the EES. In addition, the directive established expectations for Complex Areas to log all training in PDE3 for SY 2013-2014 and for schools to do the same beginning in SY 2014-2015.

The State expanded the PDE3 system to include multiple tools to ensure professional development is high quality and to explicitly connect educator effectiveness data to professional development. HIDOE added a professional development creation tool, the Professional Development Framework, to help training providers ensure they are providing Hawaii educators with rigorous offerings. The State requires and expects providers of professional development related to the State's six priority strategies to complete the framework in advance of posting the opportunity; in the future HIDOE will embed the framework tool into the course creation process. Providers offering professional development for topics beyond the six priority strategies are encouraged but not required to use the framework tool.

During SY 2013-2014 HIDOE also released a searchable "learning opportunities" database within PDE3, allowing educators to access videos and training sessions on any of the State's six priority strategies. The State tagged courses to components of the Danielson Framework to provide users the ability to search professional development offerings by competency. HIDOE continued to work with a stakeholder design group to finalize a set of survey questions for participants to use to evaluate professional development offerings immediately following the completion of the course, and launched a PDE3 rating system for educators to provide feedback on the quality of each offering, which would then be displayed in the course catalog. The State plans to publicize course evaluation scores and let Complex Area staff, teachers, and leaders use this data to drive demand for future professional development opportunities. HIDOE also intends to follow up with additional survey questions six weeks after the course to assess to what extent the strategies impacted instruction.

The State anticipates making future adjustments to the PDE3 system to add functionality such as an employee professional development history view, integrated modules, and enhancements to the five-star rating system allowing users to write comments and provide more granular evaluations (rating the content and presenter separately rather than just one rating per session).

In addition, HIDOE finalized the professional growth plan (PGP) engine in PDE3 to support educators to improve in areas identified through EES observations. Using this engine, educators can analyze their individual EES data in PDE3 and identify areas for improvement, then create a PGP plan to develop and track progress on that skill. All teachers have the opportunity to create and document PGPs within the PDE3 system; principals are required to direct the development and monitor progress of a PGP for any teacher rated as marginal in the first semester EES observation.

[31] Previously, components of this work were described as the Knowledge Transfer System/Professional Development Framework.

## Successes and challenges

Hawaii made notable progress in its teacher and leader work in Year 4. The State rolled out each component of the EES in all schools statewide, monitored implementation, and collected data throughout the year to make adjustments and inform recommendations for future design changes. The dedicated EES leads in each Complex Area Support Team provided targeted supports for educators, acted as an avenue for feedback to the State, and utilized multiple stakeholder groups to generate feedback and solve implementation challenges.

The State collected feedback on EES implementation in SY 2013-2014 to inform planned changes in SY 2014-2015, including flexibility from the annual evaluation requirement and allowing fewer observations of educators who are rated as effective in SY 2013-2014. HIDOE plans to continue to gather feedback and revise its guidance given the State's analysis of EES implementation in SY 2013-2014, including the lower than expected differentiation across rating categories and multiple measures.

In Year 4, Hawaii continued to offer alternative pathways for new teachers and principals. The State exceeded its goal for enrolling 132 teacher candidates in alternative teacher certification programs by SY 2013-2014 (enrolling 224) but did not meet its goal of enrolling 24 administrator candidates in alternative certification programs by SY 2013-2014 (enrolling 12).

HIDOE also continued to provide supports for principals to use greater hiring flexibility, and successfully expanded the number of eCourse offerings in SY 2013-2014 for students, educators, and non-educators. However, the State was less successful with the implementation of its telepresence pilot. HIDOE began reorganizing OHR and aligning the work around recruitment and retention of educators and plans to continue assessing the quality of the delivery plan and the success of subsequent implementation.

HIDOE increased the number of professional development opportunities logged in PDE3, provided a framework for how to develop rigorous training opportunities, and educators to rate each session. The State finalized the PGP engine to provide educators the opportunity to create and track plans aligned to specific needs. This functionality has the potential to support educators in accessing trainings and resources for areas of identified need.

# Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.[32]

## Support for the lowest-achieving schools

Hawaii provided comprehensive support and incentive funding to implement intervention plans and improve local capacity in low-performing areas. In 2010, the State created two Zones of School Innovation composed of two Complex Areas that contain all but one of the lowest-performing schools in the State. The State described the Zones of School Innovation as the priority for State initiatives related to the equitable distribution of teachers and enhanced professional development and support. For example, principals in the Zones of School Innovation were the target of enhanced supports related to the recruitment and placement policy changes for SY 2012-2013 and 2013-2014 hiring, and students in the Zones of School Innovation were targeted for eCourse technology to increase access to highly qualified teachers (see *Great Teachers and Leaders*).

[32] Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

**Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.

**Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

**School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.

**Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

### Student achievement data

The Hawaii Department of Education (HIDOE) noted the improvements in Zones of School Innovation student outcomes between 2010 and 2013 is an encouraging affirmation of the quality of implementation. When comparing 2010 and 2013 Hawaii State Assessment (HSA) results, the State reported all nine Kau-Keaau-Pahoa (KKP) and nine Nanakuli-Wai'anae (NW) schools saw increases in student's scores for mathematics, while six KKP and seven NW schools also demonstrated growth.[33] For HSA reading, eight KKP and seven NW schools reported increases in students' scores, with eight KKP and six NW also demonstrated growth.

[33] The State determined "growth" based on a comparison between academic peers (students in the same grade with similar State assessment score histories for a given content area) who have scored similarly (as measured by the students' scaled scores). For more information, see http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/Growth-Model/Pages/home.aspx.

## State assistance and oversight

In SY 2013-2014 HIDOE initiated the federal transformation model in three Zones of School Innovation schools: Waianae Elementary, Waianae High, and Makaha Elementary. The State reports that as of the start of the grant HIDOE completed implementation of that model in nine Zones of School Innovation schools. In addition, HIDOE continued to support the Zones of School Innovation Complex Areas in several academic and financial planning processes in SY 2013-2014. Each Complex Area worked with an identified turnaround partner to implement processes focused on data-driven decision-making. Zones of School Innovation schools updated their comprehensive needs assessments and Academic and Financial plans for SY 2013-2014. The three schools identified as focus schools under the State's Strive HI Performance System also submitted a Focus Schools Academic Plan Addendum for SY 2014-2015.[34]

Throughout the grant period, the State described providing the Zones of School Innovation with greater operational flexibility and engaging in efforts to customize policies and procedures in the Zones of School Innovation to facilitate reform efforts. HIDOE's external evaluator's SY 2013-2014 report noted that the Zones of School Innovation leadership spent SY 2013-2014 strengthening relationships with employees, and reported reduced angst related to work demands from Zones of School Innovation educators as compared to non-Zones of School Innovation educators statewide due to their experiences piloting components of the State's plan and increasing their familiarity with the work processes and expectations. The report also noted Zones of School Innovation principals stated that their teachers were more likely to use data and formative assessments to improve instruction in their schools and were more comfortable analyzing and acting on student data in SY 2012-2013 than in SY 2011-2012.

[34] Focus schools are *Title I* schools within a State with the greatest achievement gaps, or in which sub-groups are the furthest behind.

HIDOE continued to implement several oversight routines to oversee the progress of Zones of School Innovation initiatives. The State continued to conduct monthly onsite monitoring visits to Zones of School Innovation schools in SY 2013-2014, alternating each month between the two Zones of School Innovation Complex Areas. The Zones of School Innovation project team, which includes program sponsors, CASs, and project managers, met every two weeks to discuss implementation progress, solicit input and solutions to challenges, and make decisions about next steps. Zones of School Innovation CAS also participate in the Deputy Superintendent's quarterly meetings and Complex Area- and school-level Academic Review Teams provided oversight and tracked progress of implementation aligned to student achievement targets (see *State Success Factors*).

HIDOE participated in the "Sustainability of Effective Practice through Performance Management" session at the RSN School Improvement Grant (SIG) Directors Meeting, focused on understanding the connection between performance management practices and sustainability and effectiveness of reform initiatives and identifying ways to improve the State's existing performance management practice.

## Supports for teachers and leaders in the Zones of School Innovation

Throughout SY 2013-2014, HIDOE provided each Zone of School Innovation with one data coach and one student success coach to support teachers to use data and provide strong student supports. According to the State, the data coaches increased building-level capacity to examine and act on data for targeted instruction, and student success coaches allowed for implementation of Response to Intervention strategies with fidelity. The RSN publication *Delaware and Hawaii Putting Student Data and Teacher Collaboration at the Heart of Instructional Improvement* highlighted the State's efforts to provide specialized support personnel to the Zones of School Innovation in the form of data coaches and student success coaches.

In addition, HIDOE deployed human resources personnel to support principals in the Zones of School Innovation with recruitment, hiring, induction, and training (see *Great Teachers and Leaders*). Each Zone of School Innovation also worked with a designated turnaround partner to assist their schools in executing their reform plans. One Zone of School Innovation continued to implement an onsite school review process through which each school implements a cycle of evaluation, implements data-driven strategies, and engages in ongoing monitoring and evaluation. The other Zone of School Innovation focused efforts in SY 2013-2014 on building systems of supports around school leaders by providing principals and vice principals with coaching on innovative practices to improve lowest-achieving schools and implementing instructional leadership team meetings.

In addition, the State awarded Academic Achievement Awards in September 2013 as part of the Strive HI Performance System, distributing $75,000 to high-performing schools and $20,000

to high-progress schools identified through the State's Strive HI accountability system.[35]

### Supports for students in the Zones of School Innovation

HIDOE partnered with early education providers to increase the number of students with quality preschool experiences entering kindergarten in Zones of School Innovation schools. HIDOE provided early childhood subsidies to 200 four-year-old children in the Zones of School Innovation in SY 2011-2012, SY 2012-2013, and SY 2013-2014 as part of the Department of Human Services Preschool Open Doors Program. In addition, Both Zones of School Innovation purchased Footsteps 2 Brilliance, an online learning platform, to provide mobile gaming technology for early literacy for all of the Zones of School Innovation schools.

The Zones of School Innovation implemented an Expanded Learning Time mini-grant in SY 2013-2014 and offered financial assistance for professional learning activities to all staff to provide at least 150 hours of individualized, targeted interventions for all identified "at-risk" students. Such interventions include additional academic instruction and credit recovery activities held before and after school and during intersession, during summer school, and on Saturdays. The State continued offering summer extended learning time in June 2014, including additional credit recovery and summer bridge programs in mathematics sponsored by 21st Century Community Learning Center funds and Kamehameha Schools. Each Zone of School Innovation school offered a minimum of seven courses including English Language Arts, mathematics, science, and credit recovery for the high schools.

In Year 4, the State reported that the Zones of School Innovation focused their attention on developing the internal and external partnerships to sustain the wraparound services provided for students. In spring 2014 the State held a Community Engagement Summit with the five Complex Areas establishing a community schools model. HIDOE also hosted a statewide Afterschool and Out-of-School Time Partners Summit to inspire support and get input on building a Hawaii after- and out-of-school network, as well as a Reinventing Community and Schools workshop to focus on chronic absenteeism and college, career, and community readiness. In partnership with the University of Hawaii at Manoa College of Education, HIDOE established the Hawaii Afterschool Alliance and successfully secured a Charles Stewart Mott Foundation Grant to continue to organize the Out-of-School Time partners. With this support the State will: (1) create a sustainable alliance of statewide and local partners, particularly high quality school-community partnerships, focused on policy development at all levels; (2) develop, grow and advocate for statewide policies that ensure sufficient resources to support after-school and out-of-school programs; and (3) support statewide systems that will ensure programs are of high quality.

The State also held a summer institute, A Common Core Learning Journey, structured to provide an opportunity for HIDOE schools and community stakeholders to nurture collaborative learning spaces for co-developing curriculum units aligned to the Hawaii Common Core Standards. According to the State, the institute provided the five Complex Areas an opportunity to share teaching strategies used by HIDOE educators and community educators as well as showcase Hawaii's "Classroom Without Walls" where students conduct coursework requirements off-campus. In addition, the State partnered with the Polynesian Voyaging Society to help promote education about sustainable living for the Islands and the Earth by providing online science lessons throughout the four-year voyage of the Hokulea and Hikianalia canoes.[36]

## Successes and challenges

Hawaii provided extensive supports to Zones of School Innovation schools in Year 4. Data coaches and student success coaches provided support to educators on data and assessment literacy instructional supports for classroom teachers, and led professional learning communities. The State provided targeted support to principals on how to leverage the flexibility in recruitment and hiring for SY 2013-2014. Students benefitted from after-school and summer programs, comprehensive wraparound services, and targeted extended learning time opportunities.

Throughout implementation, the State formalized and routinized processes to ensure quality of implementation of reforms in the Zones of School Innovation. The Zones of School Innovation have internal processes to ensure data-driven decisions, including the Complex Area-level Academic Review Team, school-level Academic Review Teams, and grade-level data teams. HIDOE gathers ongoing Zones of School Innovation implementation data through monthly onsite visits, quarterly meetings between the CAS and Deputy Superintendent, and frequent check-ins with HIDOE portfolio managers.

The State has made great strides in this work, noticeably impacting the culture and academic trajectory of two of its historically lowest-performing Complex Areas. HIDOE leveraged the innovative practices in these areas to pilot reforms and make adjustments prior to statewide roll-out. While the State and Zones of School Innovation have noted early success in academic and non-academic metrics (*e.g.*, reduced number of behavior incidents and higher attendance), HIDOE plans to continue to monitor whether the demonstrated improvements will sustain.

[35] For more information, see http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/Awards/Pages/Well-done!-Scenes-from-the-2013-Strive-HI-Awards.aspx.

[36] For more information on the Hokulea and Hikianali voyage, see http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/Awards/Pages/Well-done!-Scenes-from-the-2013-Strive-HI-Awards.aspx.

# Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Race to the Top States are committed to providing a high-quality plan with a rigorous course of study in STEM. In doing so, each State must cooperate with STEM-capable community partners in order 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. A focus on STEM furthers the goal of preparing more students for an advanced study in sciences, technology, engineering, and mathematics, including among underrepresented groups such as female students.

## State's STEM initiatives

The State sought to prepare students for complex issues of the 21st century by improving access to STEM education. In Year 4, the State rebranded its 15 STEM resource teachers as the Complex Area Support Team of STEM leads, tasked with providing customizable supports throughout SY 2013-2014. HIDOE established a monthly PLC among STEM leads, alternating between face-to-face meetings and webinars to discuss implementation, receive training and updated information on STEM initiatives, and identify efforts for continuous improvement. At HIDOE, the STEM project team regularly meets to identify areas of concern and successes for replication based on feedback data from STEM leads and principals, STEM implementation continuum data, and usage data from the STEM portal, feedback and stories from Edmodo and in-person trainings, and student achievement on science and mathematics HSA and Biology EOC exams.

The State worked in partnership with Hawaii P-20 to create and launch an online STEM portal to connect students and educators to STEM resources. In Year 4, HIDOE revised the STEM portal to provide educators statewide access to My STEM Hawaii, Edmodo groups, and My Future Hawaii websites; links to STEM competitions and programs, information about the STEM capstone course, over 300 online STEM resources and STEM webinars; and a list of STEM leads. Educators statewide used the Edmodo site throughout Year 4 to share, access, and comment on STEM resources and share information on STEM-related events and grant opportunities. STEM leads used the site to gather feedback and encourage educator collaboration. In addition, All Zones of School Innovation high schools participated in the SY 2013-2014 pilot of the My Future Hawaii website, which connects students to postsecondary information, including STEM careers and courses of study. As of April 2014, the State reported My Future Hawaii had been used by 35 schools, over 10,500 students, and almost 900 teachers, counselors, and administrators across the State.

The State also provided numerous supports and trainings for educators to utilize STEM resources. STEM leads provided STEM instruction professional development sessions for teachers and began compiling lists of STEM initiatives in each Complex Area to share statewide. HIDOE offered two webinar trainings to educators statewide on the STEM portal and the Virtual STEM Center on the standards toolkit site and the My STEM Hawaii website. The State also hosted a two-day 2014 Hawaii STEM Conference in May 2014 for over 500 attendants, 300 of whom were students, to celebrate the work done throughout SY 2013-2014 and provide opportunities for breakout sessions, software competitions, a formal awards banquet, and exhibit presentations.

Other Hawaii STEM initiatives focus on STEM instructional opportunities for students. The New Tech High program emphasizes STEM careers through project-based learning and community involvement in high-poverty indigenous communities. The program served two Zones of School Innovation schools during Years 1 through 4. The STEM Honors Pathway, part of the new CCR diploma (see *Standards and Assessments*), contains requirements starting with the class of 2016 that include four credits in both mathematics and science, as well as a capstone course and a senior project. In Year 4, HIDOE developed and approved a STEM Capstone Course to be implemented in SY 2014-2015 for juniors (the class of 2016), and in SY 2015-2016 and beyond for juniors and seniors as a self-directed and project-based elective course focused on career-related skills and the research and design process. The State reported plans to track data on course participation and outcomes through its SLDS, utilizing the courses' unique code.

# Looking Ahead

Most Race to the Top States developed plans to continue their comprehensive reform efforts for an additional year (through the no-cost extension) and are developing plans to sustain many of their projects beyond the grant period.

## Successes and challenges

Throughout the past four years, the State has created resources, built awareness, and trained educators to enhance STEM instruction. Despite not making it a priority strategy, the State invested heavily in STEM efforts and supplied STEM leads to each Complex Area in SY 2013-2014. HIDOE created the STEM portal and STEM resources to provide support to educators and students during and beyond the grant period. Two high-poverty schools continued with project-based learning through the New Tech High program, and the State created resources to support implementation of the STEM Honors Pathway starting with the class of 2016. In addition, the State's inclusion of science in its Strive HI Performance System ensured an ongoing focus on STEM as science assessment results now "count" for all students. Despite this focus, HIDOE acknowledges the need to continue its STEM work to ensure deeper understanding to truly change teaching practice.

The STEM leads have developed, piloted, and refined STEM curricula materials, units, and performance tasks over the past couple of years. HIDOE's STEM project team continuously evaluated the quality of the STEM supports and resources, analyzing usage data and educator feedback to inform mid-course corrections. In addition, HIDOE has continued to implement and track use of the STEM portal, providing STEM resources and collaboration opportunities to educators statewide.

HIDOE has created an aligned organization focused on improving student outcomes through its implementation of the Strategic Plan and six priority strategies, as well as its ongoing tracking of progress on System Scorecard metrics. The State's performance management routines allow for educators at all levels of the three-tiered system to make data-driven decisions to inform changes to and improve implementation. While State did not request a no-cost extension and expended all of its Race to the Top grant funding early in SY 2014-2015, it plans to fully embed many elements of its Race to the Top plan into the overall structure of HIDOE to ensure sustainability of implementation in subsequent years. HIDOE expects to continue to focus its reform efforts around its Strategic Plan and six priority strategies, and track progress and differentiate supports based on Complex Areas' self-assessment rubrics. The State has also begun to embed this work into its organization, by creating the Office of Policy, Innovation, Planning, and Evaluation, and to expand the performance management routines to the operational offices in HIDOE. In addition, HIDOE plans to develop capacity in-house to conduct evaluations of statewide reform implementation in future years much like the external evaluator did during the grant period.

HIDOE also plans to continue its efforts to provide training and resources to educators in all grades and subjects as they implement CCSS-aligned instruction and rigorous new assessments in SY 2014-2015. The years ahead include major milestones in implementation of the State's shift in standards and assessments. Educators will continue to implement CCSS and transition to the new statewide common curricula for ELA by SY 2016-2017 and mathematics by SY 2017-2018. Students and educators alike will continue to adapt to the State's EOC examinations and will completely transition from HSA to Smarter Balanced assessments. HIDOE plans to focus on maintaining momentum at this critical time during which the State is transitioning to Smarter Balanced assessments and preparing for implementation of CCSS standards to impact educators' SLOs and EES evaluations.

The State intends to maintain the data systems developed during the grant period for educators' continued use. Educators will continue to have access to all online systems via the single sign-on portal and have continued access to a growing number of formative assessment items. In addition, educators will continue to work with formative instruction and data team leads and data coaches to analyze assessment data to inform student instruction.

All schools and Complex Areas are committed to continue fully implementing the EES and CESSA and providing educators with a composite rating. Beginning in SY 2014-2015, the State is implementing a series of 18 changes to EES from the SY 2013-2014 system (see *Great Teachers and Leaders*), and teachers' composite EES rating will be used to inform decisions related to retention, performance-based step increases, and termination. Building on the work begun in Year 4, HIDOE's OHR plans to use prior years' data and targets of the pending delivery plan to inform changes to revised hiring policies for spring 2015. The State also expects to use educator effectiveness data to evaluate alternative certification programs and traditional recruitment pathways to identify those producing the most effective educators. Based on lessons learned throughout implementation of its *Great Teachers and Leaders* projects, HIDOE plans to clarify competencies and provide supports for educators across the leadership pipeline in SY 2014-2015, for implementation of a Leadership Institute in SY 2015-2016.[37]

In SY 2014-2015, both Zones of School Innovation plan to fund data and student success coaches to ensure ongoing supports for their educators. The State and Zones of School Innovation have noted early success, but more time is needed to see if the demonstrated academic and behavior improvements will be sustained. HIDOE plans to focus

[37] The State reported in SY 2012-2013 that these leadership competencies will be based on the Interstate Teacher Assessment and Support Consortium Standards for the Teacher Leader Academy and the 2008 Interstate School Leaders Licensure Consortium standards for the aspiring administrators, vice principal and principal programs.

on school-level supports for focus and priority designated schools in future years, rather than providing Complex Area-wide supports.

HIDOE reported plans to sustain STEM supports after SY 2013-2014 when STEM leads are no longer State-funded. The State identified a STEM point person in each Complex Area for ongoing communication and training opportunities related to STEM. In addition, HIDOE will continue to host quarterly STEM PLC meetings in SY 2014-2015, continue to work with existing stakeholders that support STEM activities, and share a list of statewide STEM initiatives to inform educators of STEM engagement opportunities. While the State has made progress so far in providing students with access to effective STEM instruction, HIDOE is still assessing the extent to which schools will continue STEM initiatives beyond SY 2013-2014 and whether it will reach its overall goals to make STEM education rigorous, accessible, and equitable. HIDOE plans to continue to support Complex Areas and schools after the transition away from State-funded STEM leads, and track progress toward its ultimate goal of inspiring and preparing more students to engage in STEM fields of study and careers.

# Budget

For the State's expenditures through June 30, 2014, please see the APR Data Display at http://www.rtt-apr.us.

For State budget information see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.

For the State's fiscal accountability and oversight report see http://www2.ed.gov/programs/racetothetop/performance-fiscal-accountability.html.

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**Alternative routes to certification:** Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (1) can be provided by various types of qualified providers, including both institutions of higher education (IHEs) and other providers operating independently IHEs; (2) are selective in accepting candidates; (3) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (4) significantly limit the amount of coursework required or have options to test out of courses; and (5) upon completion, award the same level of certification that traditional preparation programs award upon completion.

**Amendment requests:** In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information, please see http://www2.ed.gov/programs/racetothetop/amendments/index.html.)

**America COMPETES Act elements:** The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned;

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(10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

**American Recovery and Reinvestment Act of 2009 (ARRA):** On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a $97.4 billion appropriation.

**Annual Performance Report (APR):** Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The annual State APRs are found at www.rtt-apr.us.

**College- and career-ready standards:** State-developed standards that build toward college and career readiness by the time students graduate from high school.

**Common Core State Standards (CCSS):** Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including governors, chief State school officers, content experts, teachers, school administrators, and parents. (For additional information, please see http://www.corestandards.org/).

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting local educational agencies' (LEAs') implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

**Effective teacher:** A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

**High-minority school:** A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

**High-poverty school:** Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

**Highly effective teacher:** A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

**Instructional improvement systems (IIS):** Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

**Invitational priorities:** Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

**Involved LEAs:** LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

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**No-Cost Extension (Year 5):** A no-cost extension provides grantees with additional time to spend their grants (until September 2015) to accomplish the reform goals, deliverables and commitments in its Race to the Top application and approved Scope of Work. Grantees made no-cost extension amendment requests to extend work beyond the final project year, consistent with the Amendment Principles (http://www2.ed.gov/programs/racetothetop/grant-amendment-submission-process-oct-4-2011.pdf) as well as the additional elements outlined in the Department Review section of the Amendment Requests with No Cost Extension Guidance and Principles document (http://www2.ed.gov/programs/racetothetop/no-cost-extenstion-submission-process.pdf).

**Participating LEAs:** LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information, please see http://www.parcconline.org/.)

**Persistently lowest-achieving schools:** As determined by the State, (1) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (1) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (2) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information, please see http://www2.ed.gov/programs/sif/index.html.)

**Qualifying evaluation systems:** Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (1) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (2) are designed and developed with teacher and principal involvement.

**Reform Support Network (RSN):** In partnership with the Implementation and Support Unit (ISU), the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information, please see http://www2.ed.gov/programs/sif/index.html.)

**School intervention models:** A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

**Single sign-on:** A user authentication process that permits a user to enter one name and password in order to access multiple applications.

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The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college- and career-readiness. (For additional information, please see http://www.k12.wa.us/SMARTER/default.aspx.)

The **State Scope of Work:** A detailed document for the State's projects that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information, please see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

**Statewide longitudinal data systems (SLDS):** Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information, please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

**Student achievement:** For the purposes of this report, student achievement (1) for tested grades and subjects is (a) a student's score on the State's assessments under the ESEA; and, as appropriate, (b) other measures of student learning, such as those described in number (2) of this definition, provided they are rigorous and comparable across classrooms; and (2) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

**Student growth:** The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

**Value-added models (VAMs):** A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."