

I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

- (a) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

assessments required under the ESEA;

(b) Increasing high school graduation rates (as defined in this notice); and

(c) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

Pupukahi i holomua. A‘ohe hana nui ka alu‘ia. – “Unite to move forward. No task is too big when done together.”

Hawaii’s Commitment: As Hawaii’s leaders and residents, we understand that the State’s economic future and quality of life depend on providing our youth with a world-class public education. Our government, education, civic, faith-based, cultural, philanthropic, and business communities are united in our desire to have a public school system where excellence is expected and embraced by all. We have a shared commitment to build our students’ and our State’s future by preparing our *keiki* (children) for success in careers, college, and civic leadership. To secure Hawaii’s future, we are united in support of common goals: 100% of high school graduates will be college- and career-ready, meaning they will be able to enter postsecondary education programs without remediation, and able to earn a living wage job to support themselves and their families. In addition, we have set a target of 55% of Hawaii’s working age adults attaining a two- or four-year college degree by the year 2025. We believe that these goals are both feasible and necessary for our students and for our State.

Our island state is the most geographically isolated island archipelago on earth. This isolation has made our interdependence starkly apparent, and taught us the importance of self-reliance through hard work. We embrace diversity with a spirit of *aloha* and *kuleana* (responsibility) that respects differences and yields a remarkable mixing of cultures. We have tight-knit communities built on vast webs of relationships that lead us to take social policies personally.

Hawaii’s P-20 reform agenda comes not a moment too soon. Quite literally, the future of our state and society are at stake. With the slow demise of plantation agriculture, the volatility of the tourism industry, and the high cost of land, housing, and labor in our islands, we can thrive only if we build a knowledge-based economy that is true to our values and that generates a living wage for our young people. Our schools need to provide our youth with the creative and critical thinking, problem-solving, and technical skills they will need to build new companies, solve new challenges, and compete with their peers in the nation, as well as the rest of the world, if we are to grow a vibrant economy and retain high-wage jobs. Education reform in our state has never been more critical, and

we have never been more ready to lead this change.

Hawaii’s Education Reform Context: The State public schools located on six of Hawaii’s eight main islands are unique in their representation of the range of the country’s diverse educational landscape. Hawaii public schools are a study in contrasts, spanning dense urban areas characterized by concentrated poverty and its accompanying social and educational impacts; schools with homeless student populations; and schools in some of the wealthiest areas in the country. Seventeen percent of Hawaii’s K-12 schools are designated as “rural” by the National Center for Education Statistics. (Page A-1). Of these rural schools, 42% are considered “distant” or “remote” and can only connect to metropolitan centers by costly air transport.

Hawaii has 256 K-12 public schools operated by the Hawaii Department of Education (HIDOE) and 31 charter schools that together make up the 10th largest school system in the nation. The HIDOE-operated schools are organized into 42 “Complexes,” made up of a K-12 system of a high school and its feeder schools. Complexes are grouped on a geographic basis into 15 Complex Areas that are each led by a Complex Area Superintendent. HIDOE serves approximately 180,000 students. In addition, the University of Hawaii (UH) higher education system serves approximately 54,400 students at 10 university campuses, community college campuses, and other education centers.

The students served by HIDOE K-12 schools reflect the State’s and the nation’s racial, ethnic, socioeconomic and linguistic diversity. Among Hawaii’s public school students, 51% are eligible for free-or-reduced lunch, and 11% are English-language learners. Hawaii’s immigration history has contributed to a high level of ethnic diversity, and there is no majority population in the system as a whole. (See A-2 for a chart displaying ethnic/racial demographics). Native Hawaiian and part-Hawaiian indigenous students, however, comprise the largest ethnic group in the State’s K-12 schools at 28%, with Filipinos following at 21% of the HIDOE’s student population.

Apart from constituting the largest ethnic group in the K-12 public school system, Hawaii’s indigenous students require special mention within the State’s education reform context: A 2010 policy briefing by the Education Commission of the States reports that “persistent learning gaps exist between Native Hawaiian students and other racial and ethnic groups,” and that “improving educational

outcomes for American Indians and Alaska and Hawaii Natives is an important challenge facing policymakers.”

Hawaii is the only state in the nation in which indigenous students represent the largest ethnic group in the State public schools. The federal government passed the Native Hawaiian Education Act (NHEA) in 1988 to recognize its role in meeting the education requirements of Native Hawaiians. (Appendix A-3). NHEA authorizes the development of “supplemental educational programs to address the unique conditions of Native Hawaiians.” (20 U.S.C.A. 7512 (15), page A-7). In addition, the Hawaii State Constitution and statutes “(A) reaffirms and protects the unique right of the Native Hawaiian people to practice and perpetuate their culture and religious customs, beliefs, practices, and language; (B) recognizes the traditional language of the Native Hawaiian people as an official language of the State of Hawaii, which may be used as the language of instruction for all subjects and grades in the public school system; and (C) promotes the study of the Hawaiian culture, language, and history by providing a Hawaiian education program and using community expertise as a suitable and essential means to further the program.” (20 U.S.C.A. 7512 (21), page A-9).

In addition to having diverse student populations and school settings, Hawaii has two policy features that are unique in the nation and provide a compelling “demonstration site” for launching educational reform strategies at full scale statewide. First, the K-12 HDOE is a single, statewide school system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA). Hawaii is the only State with this single SEA/LEA structure directed by a Superintendent of Education and a single Board of Education. Second, Hawaii sets the bar nationally in terms of equity in school financing, and funds schools through State general funds and federal dollars instead of property taxes. A 2009 joint report by the U.S. Chamber of Commerce, the Center for American Progress, and the American Enterprise Institute found that “so far no state has emulated Hawaii’s effort to ensure that education dollars truly follow the child.” (“Leaders and Laggards,” page A-30). This financial context will enable HDOE and the schools to allocate resources in innovative ways to achieve the reform agenda goals outlined in this application and demonstrate models for others. Hawaii is strongly positioned to make transformational leaps forward for its students with the flexible, focused resources provided by Race to the Top.

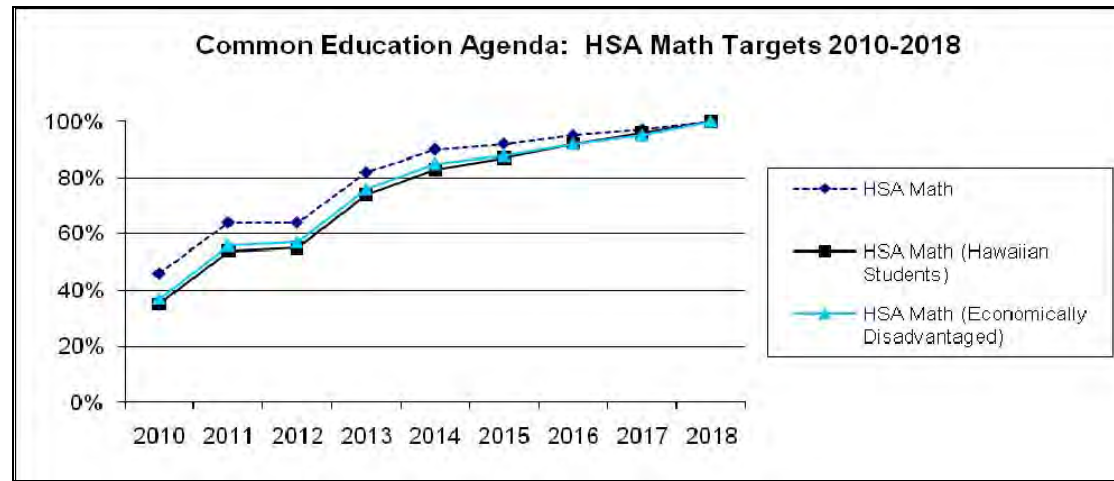
(A)(1)(i) Hawaii’s Education Reform Agenda

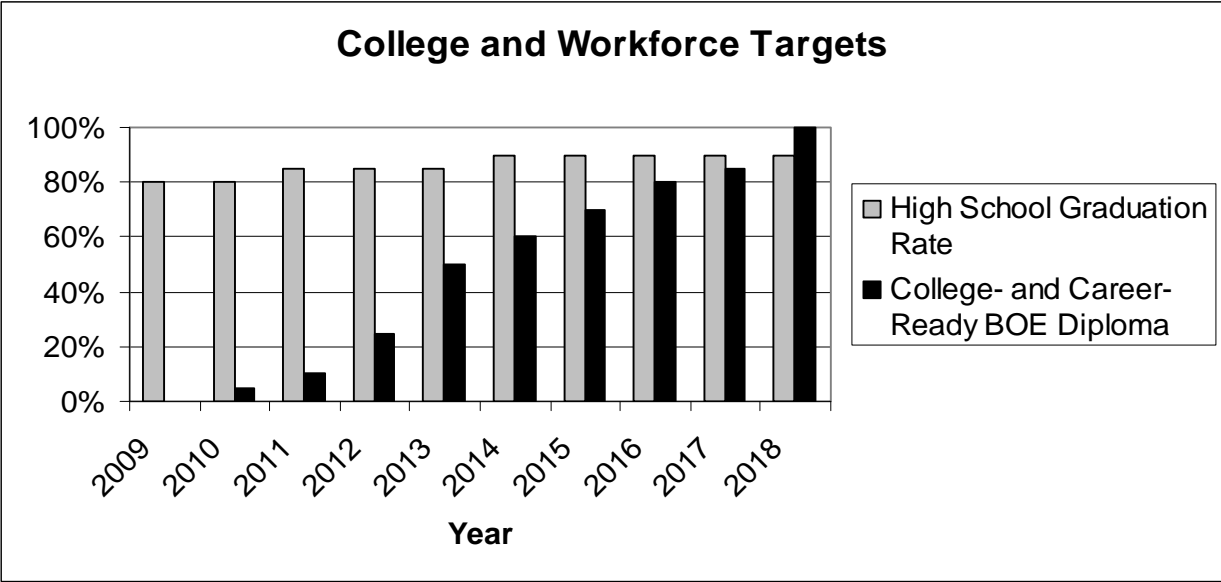
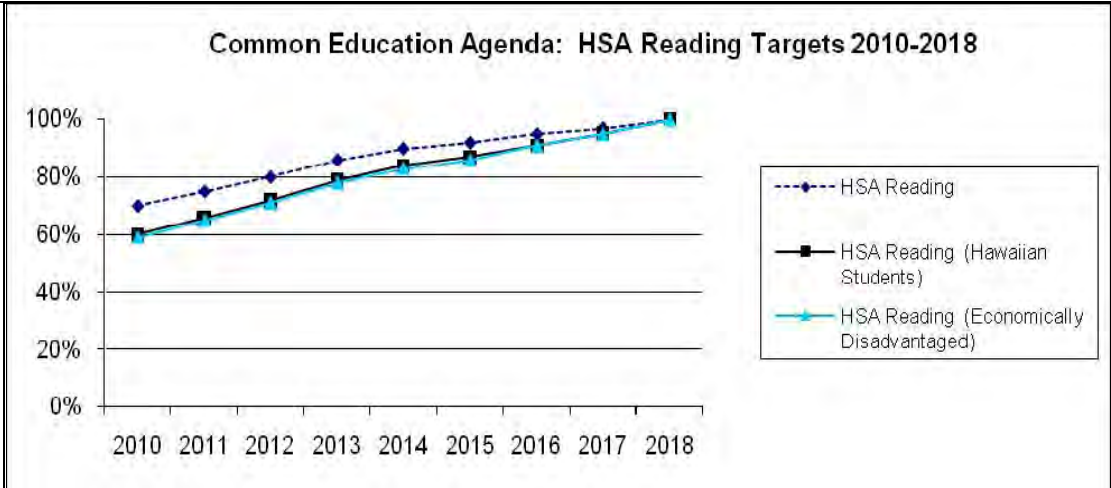
In an unprecedented collective effort to improve the education of Hawaii’s students and secure the economic future of the State, Hawaii’s Governor, the Hawaii Board of Education (BOE), the Superintendent of Education, and the President of the University of Hawaii developed a Common Education Agenda as a condition for the acceptance and use of ARRA State Fiscal Stabilization Funds. (Page A-31). The Common Education Agenda and its accompanying Memorandum of Agreement (page A-33) establish shared targets for increasing academic rigor and achievement from early childhood education through lifelong learning. This “Preschool-Grade 20” (P-20) focus will: (1) raise overall K-12 student achievement; (2) ensure college- and career-readiness; (3) increase higher education enrollment and completion rates; (4) ensure equity and effectiveness by closing achievement gaps; and (5) emphasize Science, Technology, Engineering and Mathematics (STEM) competencies essential for college and career success in today’s world, and essential for the knowledge-based economy the State is dedicated to building. Specific Common Education Agenda targets are as follows and depicted in chart form below.

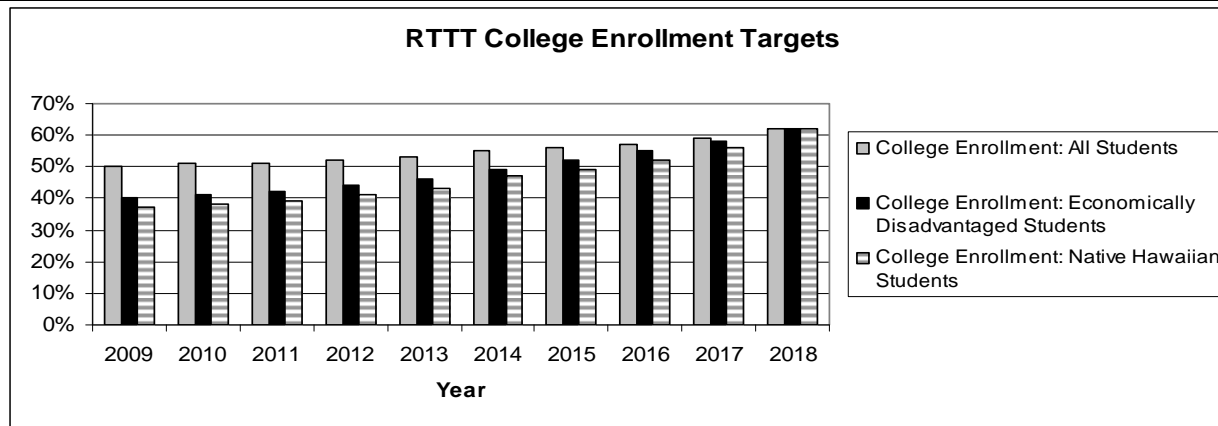
- Raise Overall K-12 Student Achievement: By 2014, Hawaii State Assessment (HSA) scores will increase from 65% to 90% in Reading, and from 44% to 82% in Mathematics. Scores in both areas will increase to 100% by the year 2018. Additionally, Hawaii students’ National Assessment of Educational Progress (NAEP) scores will meet or exceed the national median score by the year 2018.
- Ensure College and Career Readiness: By 2018, HIDOE will increase the overall high school graduation rate from 80% to 90% and ensure that all graduating students are earning the new “college- and career-ready,” STEM-aligned 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% to the national median of 62%. Hawaii also participates in the national Complete College America initiative in a statewide commitment to improving college completion, and the University of Hawaii plans to increase the

number of students earning college degrees by 25% by the year 2014.

- **Ensure Equity and Effectiveness by Closing Achievement Gaps:** By 2014, the gap between student groups and all students for HSA scores, graduation rates, and college enrollment rates will be reduced by 50%, and by 2018, the gaps will be eliminated. Hawaii has single-digit percentage-based achievement gaps between ethnic groups in federally reported categories; however, the State has a commitment to eliminating the achievement gap affecting Native Hawaiian students, who are not represented in federal accountability data, and will work with partners and leaders of Native Hawaiian-focused organizations to ensure equity for all of Hawaii’s students. In addition, HIDOE leadership will focus on gaps based on socioeconomic status.
- **Increase STEM Proficiency Statewide and Highly Effective STEM Instruction in Title I Schools:** HIDOE will ensure all new teacher hires in Title I schools for STEM subject areas and other hard-to-staff subjects are highly qualified/highly effective by 2011. In addition, HIDOE will finalize HSA Science and Math score targets for adoption in the 2011-18 HIDOE Strategic Plan.







These K-12 education outcomes are grounded in HIDOE’s current 2008-11 Strategic Plan (page A-45) and will be the objectives of the next strategic plan (2011-18), which is scheduled for adoption in September 2010. The target outcomes will also be bolstered by the Hawaii P-20 Partnership for Education. The Hawaii P-20 Council, consisting of 31 key legislative, education, business, philanthropic and community leaders, provides the mechanism for coordinating and collaborating among agencies to address the State’s needs for an educated workforce. The P-20 effort is robust and has been sustained since 2002, despite changes in leadership among K-12 State superintendents and higher education executive officers, as well as labor leaders and other key education partners. Hawaii continues to leverage its single K-12 public education system and single public higher education system that governs seven public community colleges and four public baccalaureate colleges to achieve unprecedented collaboration. For example, the University of Hawaii and HIDOE faculty and administrators have developed an innovative policy allowing students to use their high school performance for minimum placement into college-level courses starting summer 2010 as a means to increase students’ college-readiness. Hawaii’s P-20 partnerships and aligned systems’ goals are a model of collaboration and proof of concept of the importance of considering the entire educational pipeline in improving education outcomes. The coordinated goals are also reflected in a number of other State plans and efforts, including:

- Hawaii Head Start State Advisory Council application (draft included on page A-95);
- Hawaii Department of Education Strategic Plan (page A-45);
- University of Hawaii System Strategic Outcomes and Performance Measurements (page A-126);
- Hawaii P-20 Strategic Plan (page A-134);
- Workforce Development Council’s Comprehensive State Plan (page 154); and
- Governor’s Innovation Plan (page A-157).

Hawaii’s Career and College Readiness Agenda: Hawaii must ensure a focus on advancing its college- and career-readiness agenda in a comprehensive manner and accelerate the pace of reform to match the urgency of the State’s needs. State and public education leaders are also committed to achieving equity in student outcomes that will be necessary to secure the future of Hawaii and its students. The MOA documents a commitment to close the achievement gaps between Hawaii’s students of different socioeconomic and racial/ethnic backgrounds. Closing the State’s achievement and outcomes gaps are critical for the State to achieve its college entrance and degree attainment goals for all of Hawaii’s residents.

HIDOE will achieve its outcome targets and improve the quality of public education for all students in Hawaii through its 5-point Reform Action Plan:

- 1) Tie High Quality College- and Career-Ready Standards and Assessments to a Statewide Curriculum: Hawaii is committed to rigorous standards, and has consistently kept a high bar and high expectations for its students. In a recent *Education Next* article, Hawaii was named as one of only five states with an “A” rating for setting standards at or close to the world-class level, “despite the incentive to lowball expectations.” (Page A-181). Now, Hawaii will transition to the new Common Core State Standards and adopt an accompanying statewide Common Core Curriculum with targeted training, support, and technology-based formative and summative assessment tools to help meet the instructional and professional development needs of teachers and students.

- a) *Common Core State Standards:* In May 2010, the Hawaii State Board of Education approved the draft of the proposed internationally benchmarked Common Core State Standards (CCSS), triggering the transition from its already high standards to the new CCSS. Hawaii participates actively in Achieve’s American Diploma Project. Therefore, Hawaii is well prepared to engage in development and adoption of Common Core State Standards; in fact, Hawaii is the only state with representatives on both the Mathematics and English Language Arts validation panels. HIDOE has completed side-by-side analyses of the Common Core drafts with current standards and shared the drafts with higher education and early childhood education partners.
- b) *Common Statewide Curriculum:* Hawaii will adopt a mandatory statewide curriculum, “Common Core Curriculum,” for the first time. The Common Core Curriculum will be a major lever for change that will dramatically improve HIDOE’s ability to: (1) make statewide improvements in K-12 academic planning, especially the horizontal and vertical articulation of academic expectations; (2) provide consistent, targeted teacher training, support, evaluation and professional development; (3) achieve efficiencies in the procurement of instructional materials; (4) improve support to transient students; and (5) provide needed continuity for vulnerable students in schools that currently have a high level of teacher turnover. This policy is a significant departure from the current practice of individual schools selecting and purchasing instructional materials independently on the basis of personal professional judgment.
- c) *Assessments:* Because the Hawaii State Assessment (HSA) currently has a high “proficiency standard,” indicating a level of rigor comparable to national standards, HIDOE expects a seamless transition to rigorous assessments aligned to the CCSS. By September 2010, HIDOE will complete its full transition to a new, online adaptive HSA. HIDOE personnel play an active leadership role in the SMARTER-Balanced Consortium, to ensure that assessments meet the State’s need for rigorous, summative and formative statewide assessments with just-in-time results. The tests will be used to inform instructional improvement and for accountability of multiple parties – including students through their course grades, teachers through their performance evaluations, and schools through Adequate Yearly Progress review.

d) *High School Graduation Standards*: In March 2007, with encouragement of the higher education and business communities, the Hawaii Board of Education (BOE) adopted rigorous “college- and career-ready” high school graduation requirements as its elective BOE Recognition Diploma. Together with Hawaii P-20, HIDOE and community partners are encouraging students to opt for the BOE Recognition Diploma through “Step Up,” a comprehensive communications campaign which includes a student pledge program, multi-media public awareness and action campaign, more than 100 business partners, and college and employer related incentives for earning the rigorous diploma. Achieve featured the campaign as evidence of a strong sustainability approach for the college- and career-ready agenda in its publication *Taking Root: Lessons Learned for Sustaining the College- and Career-Ready Agenda* (2009). In July 2010, the BOE is scheduled to adopt its “college- and career-ready” high school diploma (CCR Diploma) as a default graduation requirement for students entering high school in 2014. HIDOE and its partners have been working with BOE members and others to help encourage this adoption. Students earning the BOE diploma will meet STEM competencies and be prepared for workforce or college without the need for remediation. These default graduation requirements hold students accountable for meeting the State’s rigorous standards in order to finish high school. In the interim period before the CCR Diploma becomes mandatory for graduation, HIDOE and its partners will continue to build upon the P-20 Step Up campaign at the community and school level, where current efforts include working with radio stations, Rotary and Lions Clubs, civic clubs, local businesses, trade unions, and high school principals and teachers to urge incoming freshmen to voluntarily adopt this rigorous diploma as their personal goal.

2) Improve Longitudinal Data Collection and Use: Hawaii is aggressively creating the infrastructure and culture to support data-driven decision making throughout the P20 continuum. Through its integrated data projects, Hawaii has vastly improved the ability of teachers, leaders, and community members to use data strategically to help students succeed. Additional improvements continue and by 2011, all teachers and principals will have access to a user-friendly longitudinal data system to help them understand whether a student is succeeding in the classroom and what factors are leading to the student’s success.

Student's instruction, the teacher's professional development, and school level resources can then be adjusted to grow successes statewide. With statewide student identifiers in *place for over 20 years and with 11 of the 12 America COMPETES Act requirements* in place and the final requirement on track for completion this summer, Hawaii expects to have the data and the infrastructure in place to deliver on its commitment to provide data for targeted support for students, teachers, and schools.

Key aspects of Hawaii's new data system will include:

- a) the "Data for School Improvement" (DSI) system, which includes a bank of formative assessment items that will provide immediate feedback to teachers about students' progress;
 - b) a single integrated data warehouse for all student, program, teacher, and school data that allows creation of school-level dashboards to facilitate decisions related to instruction and management;
 - c) a college and career access web portal that will help counselors, students, and parents to make informed decisions for college and career planning and to spot "early warning indicators" signaling whether students are on track for graduating; and
 - d) strong data governance policies and practices along with extensive training to improve the quality of data entry and analysis.
- 3) Cultivate, Reward, and Leverage Effective Teaching and Leading: HIDOE will cultivate a highly effective, performance-oriented teacher and principal workforce whose evaluation, tenure, and compensation are linked to their effectiveness in facilitating student growth. HIDOE has a written agreement with its teacher's union, the Hawaii State Teacher Association, to work in partnership to:
- a) Measure individual student learning gains through multiple measures of achievement, and implement annual performance-based evaluation for teachers and principals with 50% of that evaluation based on student achievement;
 - b) Provide incentives to encourage teacher effectiveness and achieve a more equitable distribution of effective and exemplary teachers in schools throughout the State. HIDOE and the unions are committed to negotiating removal of barriers to

recruiting, hiring, and placing effective in-state and out-of-state principal and teacher candidates in high-need areas;

- c) Expand quality induction, mentoring, and coaching programs for both teachers and principals, and expand alternative pathways to teacher and principal certification through the creation of “grow-your-own” alternative delivery models and other pathways (particularly in high-need areas) and through the removal of barriers to teacher certification for effective in-state and out-of-state teacher candidates;
- d) Develop a comprehensive, data-driven needs-based professional development system that includes induction, mentoring, coaching, school, and Complex-based data teams, and needs-based interventions that will be used to improve the effectiveness of our teachers and principals; and
- e) Expand the HIDOE’s existing use of technology such as video conferencing to connect the best teachers in the state with students in the most remote schools and hardest-to-staff subject areas.

4) Provide Targeted Support to Struggling Schools and Students: HIDOE is committed to turning around its persistently lowest-achieving schools – Priority Schools – identified under a formula approved by the federal government.² Of the 115 “in status” Title I schools, the bottom 5% percent or six schools comprise the Priority Schools. However, HIDOE recognizes that focusing solely on six Priority Schools will not transform the entire system. Thus, HIDOE is establishing PK-12 Zones of School Innovation (ZSI) that encompass both Priority Schools and the schools within their Complex Area (or feeder pattern). In total, the HIDOE will provide intensive support to 14 schools. The total student population of the ZSIs is 11,000, and 13 of these 14 schools are considered “hard-to-staff” because of their geographical remoteness. Specific plans for Priority Schools will include: 1) early childhood education subsidies to help families and young children enter kindergarten ready to succeed; 2) piloting of financial retention and performance incentives, specifically for educators serving in hard-to-staff schools and

² This includes analysis of academic performance, based on the composite average proficiency in the “All Students” category on the HSA in Reading and Mathematics for the most recent three years, as well as analysis of lack of progress.

subjects; 3) extended learning opportunities for students and compensation increases for teachers provided through grant funds and strategic use of State and federal Title I and Title II funds; 4) incentives for highly effective teachers in Priority Schools; 5) expansion and enhancement of HIDOE videoconferencing technology to connect highly effective teachers to students in the Hawaii's most remote and rural island locations; and 6) expansion of current innovative school practices such as the recent establishment of a New Tech High campus within two ZSI high schools that serve a high-poverty indigenous community. The plan to turn around the Priority Schools and provide targeted support to the students in the ZSI will focus on the following core strategies:

- a) Human Resource units will be established in each ZSI to manage and appropriately staff the schools, provide job-embedded professional development, provide preferential placement of highly qualified teachers and leaders, and provide additional capacity to implement quality standards-based curriculum, instruction and assessments.
- b) Under the direction of a newly created Office of Strategic Reform (OSR) and the guidance of a consulting lead turnaround partner, a minimum of one school will undergo the federal "transformation" school intervention model in SY 2010-2011. In all ZSI schools, dedicated teams, with technical assistance from OSR, the Office of Curriculum, Instruction and Student Supports (OCISS), School Improvement Team (SIT) and OSR, will identify performance indicators and strategies to implement the selected interventions, which follow federal guidelines, are researched-based, target the root causes for lack of improvement by changing conditions, provide comprehensive support, and build capacity at the school level.
- c) HIDOE will monitor, document, and evaluate intervention efforts to assess success and identify practices that may be replicated in other schools and Complex Areas. HIDOE will conduct on-site and desk review of schools, including quarterly visits to schools and classrooms, and will review implementation and compliance. An external evaluator will be contracted to conduct an independent evaluation of the intervention efforts to link intervention strategies to student outcomes.
- d) By SY2013-2014, up to six additional schools will undergo reform consistent with the federal intervention models.

5) Align Organizational Functions to Support Reform Outcomes: HIDOE is a single, statewide school system that operates as both the State Education Agency (SEA) and the State’s only Local Education Agency (LEA). Additionally, Hawaii funds schools through legislative allocation of State general funds instead of local real property taxes. Thus, funds are allocated centrally but implemented through a weighted student formula funding model to ensure that resources follow students and can be directed strategically by schools. These governance and funding mechanisms enable HIDOE to leverage reform through strategic direction and reallocation of resources to achieve the reform agenda objectives outlined in this application. HIDOE leadership is committed to aligning resources—time, funds, and people—to this plan of action. HIDOE has already begun the process of redefining and reorganizing its central office and State support to align with strategic reforms. HIDOE will use a Balanced Scorecard method coupled with Project Management for strategic planning and management. HIDOE is reviewing allocation of all its resources to support its plan of action and to increase student achievement. Accountability will be systemwide; the Superintendent has stated that all staff should see a “straight line” between their work and student learning. In SY2010-11, starting with the Superintendent and Superintendent’s Leadership Team, including Complex Area (regional) Superintendents, the Superintendent has directed that employee evaluations statewide will be performance-based with student achievement as a significant factor. This evaluation mirrors the first phase of teacher and principal performance-based evaluation described in Section (D)(2).

Hawaii’s approach to reform is customized to its unique cultural context and its existing strengths, including its single SEA/LEA structure. An overall implementation timeline of the Hawaii Reform Action Plan can be found on page A-183.

(A)(1)(ii) **Securing LEA Commitment**: The Hawaii Department of Education’s unique organizational structure as a single, comprehensive system authorizes the Hawaii State Board of Education (BOE) “to formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and to appoint the superintendent of education as the chief executive officer of the public school system.” (HRS §302A-1101) (Page A-191). Thus, there is only one Local Education Agency (LEA) that has “public authority legally constituted within” the State of Hawaii “for either administrative control or direction

of, or to perform a service function for, public elementary or secondary schools” (Elementary and Secondary Education Act of 1965, § 14101).

The BOE appoints the Superintendent of Education, who serves the functions of both the Chief State School Officer and organizational head of the HIDOE, which is authorized as the “central support system responsible for the overall administration of statewide educational policy, interpretation, and development of standards for compliance with State and federal laws, and coordination and preparation of a systemwide budget for the public schools.” (HRS §302A-1102, page A-192). The signatures of the BOE Chairperson and the Superintendent of Education on Hawaii’s Race to the Top application are evidence that all schools and administrative units of the Department are committed to the effective implementation of the outlined reforms. Additionally, the Superintendent of Education appoints and supervises 15 Complex Area Superintendents (CASs), who maintain a direct supervisory connection to the State’s 42 regional K-12 school Complexes. The CASs oversee:

- (1) personnel, fiscal, and facilities support;
- (2) monitoring of compliance with applicable State and federal laws; and
- (3) curriculum development, student assessment, and staff development services.

The 15 Complex Area Superintendents have signed a joint letter affirming their firm commitment to the goals articulated in this application and to implement the plan of action (page A-386). The Superintendent of Education also has direct line authority over all employees in both administrative units and schools. Since there is one statewide school system within the State of Hawaii, there is one teacher’s union (Hawaii State Teachers Association), and one union representing educational officers including school principals (Hawaii Government Employees Association). Public charter schools, while not under the supervision of the Superintendent in the role of chief executive officer, are authorized and reviewed by the Charter School Review Panel (CSRP) appointed by the BOE. Thus, the HIDOE Reform Action Plan is common to ALL Hawaii Public Schools. The CSRP letter of support delineates its commitment to exercise its powers and incorporate within its duties those aspects of the Race to the Top reform agenda applicable to public charter schools.

(A)(1)(iii) **Statewide Impact:** The table below (Figure 1) specifies the State’s baseline, annual, and overall targets under Hawaii’s Common Education Agenda. Because HDOE is funded through State General Funds versus local property taxes, the State can achieve equity in school funding, but not necessarily overall adequacy in funds. With Race to the Top funding, community partnerships, and strategic alignment of federal ARRA and State funds with Reform Action Plan goals, Hawaii’s single SEA/LEA structure will make possible the ambitious targets specified below:

Raise Overall Student Achievement									
	2010	2011	2012	2013	2014	2015	2016	2017	2018
NAEP Ranking for all tested grades – Math		31-43		29-41		27-39		25-37	25
NAEP Ranking for all tested grades - Reading		35-47		32-44		29-41		25-37	25
HSA Math	46%	64%	64%	82%	82%	92%	95%	97%	100%
HSA Reading	70%	75%	80%	85%	90%	92%	95%	97%	100%
College and Workforce Targets									
	2010	2011	2012	2013	2014	2015	2016	2017	2018
High School Graduation Rate	80%	85%	85%	85%	90%	90%	90%	90%	90%
College Prep: Recognition Diploma	5%	10%	25%	50%	60%	70%	80%	85%	100%
(Possibly mandatory for class of 2018)									
	2010	2011	2012	2013	2014	2015	2016	2017	2018
College Enrollment	51%	51%	52%	53%	55%	56%	57%	59%	62%
Achievement Gap									
	2010	2011	2012	2013	2014	2015	2016	2017	2018
HSA Math (Hawaiian Students)	-11%	-10%	-9%	-8%	-7%	-5%	-3%	-1%	0%
HSA Reading (Hawaiian Students)	-10%	-9%	-8%	-7%	-6%	-5%	-4%	-2%	0%
HSA Math (Disadvantaged Students)	-9%	-8%	-7%	-6%	-5%	-4%	-3%	-2%	0%

HSA Reading (Disadvantaged Students)	-11%	-10%	-9%	-8%	-7%	-6%	-4%	-2%	0%
College Enrollment: All Students	51%	51%	52%	53%	55%	56%	57%	59%	62%
College Enrollment: (Disadvantaged) Students	41%	42%	44%	46%	49%	52%	55%	58%	62%
College Enrollment: Native Hawaiian Students	38%	39%	41%	43%	47%	49%	52%	56%	62%

Race to the Top Support: Support in the form of the Race to the Top funds, as detailed in the Budget Summary and Narrative (pages A-424 to A-464), would enable the State of Hawaii to achieve its public education goals in support of its students and its overall economic development. HIDOE is committed to the Reform Action Plan, and will align its new strategic plan to the reforms. HIDOE requires a large infusion of capital to initiate new performance-based systems, provide immediate, targeted interventions to struggling schools and students, and build the capacity of teachers and leaders to raise the achievement of all students and close the gap between HIDOE's subgroups. HIDOE is committed to the reform goals and to reallocating its resources to support strategic reforms now and to sustain them beyond the grant period.

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	1	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	1	100%
(ii) Professional development on use of data	1	100%
(iii) Availability and accessibility of data to researchers	1	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		

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

All public schools in the State of Hawaii are under a single statewide administrative authority.

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:

Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	1	1	100%
President of Local School Board (or equivalent, if applicable)	1	1	100%
Local Teachers' Union Leader (if applicable)	1	1	100%

All public schools in the State of Hawaii are under a single statewide administrative authority. However, 100% of the state's Complex Area Superintendents (CASs) signed a letter of agreement committing to implement the reforms detailed in this Race to the

Top application. The Hawaii State Teachers Association (HSTA), which represents ALL teachers in Hawaii, has submitted a letter of support and agreement for this application. The principals are represented by the Hawaii Government Employees Association (HGEA), which has also submitted a letter in support of the educational reforms in this application.

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	1	1	100%
Schools	287	287	100%
K-12 Students	178,649	178,649	100%
Students in poverty	82,613	82,613	100%

All public schools in the State of Hawaii are under a single statewide administrative authority. These numbers represent official enrollment for 2009-2010.

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics	Signatures on MOUs	MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion
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Participating LEAs																						
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Hawaii Single Statewide LEA	287	178649	82613	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices’ effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State’s budget and accompanying budget narrative, to accomplish the State’s plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State’s Race to the Top goals; and

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

(a) The State’s teachers and principals, which include the State’s teachers’ unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State’s legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State’s response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State’s budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State’s plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

(A)(2)(i)(a-c) Ensuring the Capacity to Implement

Reform Action Plan Management and Oversight: The HIDOE Reform Action Plan goals, action plans, and target outcomes

form the core of the upcoming State Strategic Plan, which now has a 2011-18 timeline to align with the goals and targets in the MOA for the State's Common Education Agenda. The Strategic Plan is scheduled for BOE adoption in September 2010. To implement the strategic plan and achieve its ambitious targets, HIDOE will reorganize its state offices. The goals of the organizational redesign of HIDOE are to:

- Ensure a focus on outcomes at the level of the student and throughout the system;
- Establish a clear, connective path between every State function and the benefit to student learning in the classroom;
- Realign the HIDOE's unique SEA/LEA structure to accelerate the reforms in the 2011-18 Strategic Plan;
- Ensure that resources to the schools are maximized;
- Leverage and expand community partnerships to realize the ambitious goals of the HIDOE Reform Action Plan; and
- Establish a clear accountability and oversight structure that includes staff and community.

There are currently six main offices of HIDOE: Office of the Superintendent, Office of Human Resources, Office of Information Technology Services, Office of Curriculum Instruction and Student Support, Office of Fiscal Services, and Office of School Facilities and Support Services. HIDOE has completed reorganization of two of the main offices to support the Strategic Plan and achievement of the reforms proposed in this Race to the Top application (Office of Fiscal Services and Office of School Facilities and Support Services). The reorganization of the four remaining offices is scheduled for completion in 2010. In addition, Race to the Top funds would help establish and staff a new Office of Strategic Reform (OSR). The OSR will serve as a catalyst for a performance-based culture and aligned organization, and will be directed by the newly created position of the Special Executive Assistant for Strategic Reform (SEASR). The SEASR will report directly to the Superintendent and be responsible for project management oversight of strategic initiatives. (Page A-193). OSR will include four Special Assistants, who will be deployed to support strategic projects with a focus on projects involving multiple state offices and requiring cross-functional solutions (see Organizational Chart, page A-197). The Special Assistants would provide consulting, analysis, and strategic planning services; they will also measure and evaluate the progress of strategic initiatives. One of the Special Assistants will be dedicated to the Priority

Schools in the Zones of School Innovation. Under the guidance of the SEASR, the Special Assistants would focus on critical implementation deliverables within the four main pillars of the HIDOE Reform Action Plan, to include support for:

- Management of the Balanced Scorecard Project to ensure effective implementation of the Reform Action Plan;
- Teacher and leader effectiveness;
- Zones of School Innovation;
- Implementation of the college- and career-ready diploma and achievement of HIDOE STEM goals; and
- The Hawaii Partnership for Educational Research Consortium.

The OSR would function for seven years, the duration of HIDOE's 2011-18 Strategic Plan. A key function of OSR is to facilitate the transformation of HIDOE to a performance-focused organizational culture. Initially funded by Race to the Top resources, OSR's primary funding would be taken over by the reorganized HIDOE in 2015, and the functions would shift exclusively to monitoring performance and sustaining reforms statewide.

Since fall 2009, project teams in HIDOE have developed "Project Charters" for initiatives requiring HIDOE resources. HIDOE's leadership initiated Project Charters as a mechanism to allocate American Recovery and Reinvestment Act (ARRA) funds and have increased their use of Project Charters to allocate resources and track project implementation. Preliminary project charters have been developed for each prong of the Reform Action Plan described in this Race to the Top application. Each Charter contains an outline of deliverables that include communication plans for dissemination of practices to schools and complex areas, and protocols for monitoring implementation. Current copies of these charters are available on pages A-198 to A-297. OSR is responsible for the oversight and facilitation of implementation of Project Charters on behalf of the Superintendent.

In the interest of sustaining the capacity to implement the Reform Action Plan and integrating it into HIDOE's day-to-day operations, Race to the Top resources and HIDOE resources will be combined to fund training and capacity building for the critical next four years. This will ensure that HIDOE builds the long-term capacity to institutionalize new practices and a new way of "doing business." HIDOE will take immediate actions to communicate the priorities and building capacity for the Reform Action

Plan will include:

- 1) Focus Time and Political Capital on Advancing Key Strategic Initiatives: For example, the Superintendent's bi-weekly meetings with her leadership team will focus on strategic initiatives and assessing Balanced Scorecards to track and ensure implementation, performance and accountability at the school, Complex and State levels. Project Charters will continue to serve as tools for project management.
- 2) Redefine and Reorganize SEA and LEA Support Functions to Enable the Reform Actions: HIDOE is further clarifying the "tri-level" of support provided to teachers from the school, Complex and State levels. For example, in summer 2010, the Office of Human Resources will be reorganized to support talent development and performance-based evaluation for effective teachers and leaders. For Zones of School Innovation, the Office of Human Resources will deploy a small, nimble team of human resource (HR) professionals to the Zones of School Innovation to support implementation of HR reforms. Incentives will be offered to teachers and principals to ensure an equitable distribution of effective teachers and leaders and to address regional needs in a personalized and customer-oriented fashion. The Office of Superintendent will complete its reorganization effort by 2010, including the establishment of a community affairs unit bringing together communications, community partnership, and military liaison functions to facilitate HIDOE's communication and to leverage partnerships with the community. Hawaii is convinced that effective communication and partnerships are vital to realizing a successful plan of action and achieving the Common Education Agenda goals.
- 3) Review Uses of Major Funding Sources (e.g., Title I, Title II, Perkins) and Direct Funds to Highest Priority Needs: The analysis of available sources and uses of funds is complete, and now an analysis of the most optimum strategic deployment of funds in support of the Reform Action Plan is underway.
- 4) Training on Project Charters to Develop Staff Capacity for Goal-Oriented Project Management and Performance, and to Support Effective Adoption of the Project Charter Process: Ongoing training on the Project Charter process has centered on an annual week-long summer institute administered through the Office of Human Resources Professional

Development and Educational Research Institute to train principals and vice principals on executing the HIDOE Reform Action Plan. In addition, all educational officers, including principals, State office staff, and other leaders, will participate in a reinstated annual Superintendent's Leadership Institute, scheduled for July 21-22, 2010; an advantage of the single SEA/LEA is the opportunity to convene all of the State's educational officers simultaneously and to set one strategic direction.

- 5) Use Data to Continuously Evaluate HIDOE's Effectiveness and the Efficacy of Its Progress: Key programs will be evaluated by staff in the Office of the Superintendent's Systems Accountability Office (4.0 FTE) who have already been redirected from expenditure audits to program audits. These program review staff will evaluate the effectiveness of key strategic initiatives. Complex, key strategic initiatives, such as performance-based evaluation, will be assessed by external evaluators who bring strong technical and research expertise to partner with HIDOE staff in ensuring continuous improvement and effective outcomes. Program review external evaluations and results will identify program improvements and inform the redirection of HIDOE financial and human resources to support the effective execution of HIDOE's Reform Action Plan and improved outcomes for children.

Community Accountability: In developing the Race to the Top application and strategic plan, the Superintendent has invited a range of community members to learn about HIDOE's plans, to provide input, and to become engaged in improving educational outcomes. These gatherings have included regional meetings with all principals statewide, meetings with community leaders (some of which have been standing room only), community organizations, labor, and educator representatives. Achieving the Reform Action Plan goals requires the entire community's resources, as many of the challenges faced by schools reflect community issues with solutions that lie beyond the schoolyard. Changing the entire community's expectations for children and schools is critical for creating the friendly external pressure necessary to facilitate improvements, as well as the environment to support schools and families to achieve more. This Race to the Top plan and the Reform Action Plan invites the community to

engage in solutions and counts on the community to hold HIDOE accountable through a number of mechanisms including:

- Semi-annual reports on the progress of the Common Education Agenda and Race to the Top implementation to the Hawaii P-20 Council. The Council is committed to strengthening the State’s educational pipeline from early learning through college. The Hawai‘i P-20 Council has agreed to provide this oversight (page A-372).
- Annual written reports made public through the HIDOE website and other publications.
- An interactive public website to make school and system outcomes data available to parents, educators, policymakers and the community (See Section C for development details of this data portal).
- Working groups made up of HIDOE staff and community partners to advise HIDOE on strategic initiatives identified for OSR oversight. Each initiative will have a workgroup charged with providing advice as well as maintaining a sense of urgency about achieving the initiative’s goals. Similar models are already working well locally. HIDOE’s Committee on Weights consists of community members, oversees the implementation of weighted student funding throughout the state, and makes recommendations to executive management and the Board of Education regarding the progress and effectiveness of pilots and practices. Also, the American Diploma Project Hawaii State Leadership Team consists of HIDOE, the University of Hawaii, Hawaii P-20 leadership, and business leaders. The team advises Hawaii P-20 in strategic directions for college- and career-ready initiatives.
- Three advisory groups to the Superintendent of Education:
 - *The Joint Education Initiative Council (JEDI Council)*, which consists of a range of community leaders who champion HIDOE’s Reform Action Plan described in this Race to the Top application and who are committed to informing and mobilizing their constituencies to support the Common Education Agenda (page A-386).
 - *The Native Hawaiian Educational Outcomes Council*, which includes leadership from the Native Hawaiian community and Native Hawaiian organizations that share a common goal of improving educational outcomes for Native Hawaiian students in HIDOE. This group, which met for the first time on May 10, 2010, is focused on

advising the Superintendent specifically on the goal of closing the achievement gap for Native Hawaiians (page A-298). Chaired by Micah Kane, current Kamehameha Schools Trustee and former chairman of the State Department of Hawaiian Homelands, the Council will conduct an environmental scan in summer 2010 to review how the roughly \$500 million of federal, State, and private monies are being spent annually by Native Hawaiian organizations, assess the achievement-gap activities are already taking place, and identify possible synergies through better alignment of resources and perhaps through a geographical focus on the Zones of School Innovation. (For more on the Zones, please see Section E.)

- *The Community of Practitioners Advisory Council* is made up of award-winning teachers and administrators who have demonstrated excellence, innovation, and dramatic student gains in Hawaii public schools, and administrators of schools that have shown the greatest year-over-year percentage gains in student achievement scores. This Council will also include representatives from the Great Teachers Great Leaders workgroup. The workgroup's recommendations on promoting and supporting teacher and leader effectiveness, performance-based compensation, tenure, licensing, and critical State office supports were critical to the development of the proposed reforms detailed in Section D.

(A)(2)(i)(d) **Aligning Funds to Support Education Reform Goals:** HIDOE will use the existing budget, accounting, human resources, and procurement practices and procedures currently in place as a means to ensure the grant funds are administered in an effective manner. These are the same practices and procedures through which HIDOE currently tracks all general and federal funds including those ARRA funds with additional tracking and reporting requirements. HIDOE will use unique program identifiers for each Race to the Top reform agenda area to track funding sources. Additional unique program identifiers will be used when reform activities require closer attention and reporting details. In addition to these procedures, the Race to the Top grant will be overseen by the Special Executive Assistant for Strategic Reform and monitored annually for compliance by the Federal Compliance unit in

the soon-to-be-reorganized Quality Management and Compliance unit in the Office of the Superintendent. Findings and corrective actions taken will be reported to the Board of Education, the Superintendent of Education, and the Hawaii P-20 Council, which is providing community oversight.

Overall coordination of the use of general and federal fund budgets is the responsibility of the Superintendent of Education, supported by the Chief Financial Officer, Deputy Superintendent, and other Assistant Superintendents. An annual budget development and alignment process requires all offices within HIDOE to evaluate current and requested budgets for alignment with HIDOE Strategic Plan. The high degree of consistency between HIDOE Strategic Plan and the Race to the Top reform agenda ensures that all funds available to HIDOE will be used to maximize the effect of these additional funds in moving the Hawaii education Reform Action Plan forward.

(A)(2)(i)(e) **Using State Resources to Sustain Successful Reforms:** HIDOE is aware of the “cliff effect” that can affect the sustainability of reforms when temporary funding is no longer available. Race to the Top resources will support the functions described above and establish new systems, provide training, and realign existing resources. Race to the Top funds will build capacity of HIDOE’s human resources by developing such assets as new procedures for performance-based evaluations system-wide. By using these funds in this manner, HIDOE will be better positioned to support continued increases in student achievement and school improvement beyond the life of the Race to the Top grant.

In addition, key community partners have long supported HIDOE schools with financial and technical assistance, and have significant resources to further support statewide educational goals. For example, the largest private foundation based in Hawaii, the Harold K.L. Castle Foundation, designated public education as one of its three strategic funding areas in 2004, and concentrates its funding of approximately \$2 million per year on eliminating the achievement and preparation gaps in HIDOE schools through the creation of a critical mass of principals who are transformational leaders. In May 2010, the Foundation announced a new three-year, \$2.1 million Initiative for New School Leaders, with clusters of grants designed to improve the recruitment, training, and coaching of future principals. Funds will help create multiple pathways to certification for aspiring principals through partnerships

with some of the finest principal leadership programs in the nation.

The W.K. Kellogg Foundation has granted \$15 million to improve access to high-quality early education initiatives and to link preschool and K-3 instruction, particularly in low-income, high Native Hawaiian population communities.

The largest private Native Hawaiian trust (and one of the largest endowed philanthropies in the nation), Kamehameha Schools, established a Department of Public Education Support in 2007 to expand outreach and better support Native Hawaiian learners in public schools. In SY2008-09, Kamehameha Schools invested \$24.9 million supporting HIDOE efforts, Hawaiian Focused Charter Schools, and school-based supports such as a New Tech High pilot in Nanakuli and Waianae high schools (See Kamehameha Schools Report, page A-298). Kamehameha Schools has committed additional funding at that level or more to support Hawaiian students in the DOE in SY2010-11 and is particularly committed to working with HIDOE to close the achievement gap for Native Hawaiian students, including providing resources and expertise for persistently low-achieving schools. Other organizations that oversee federal and State dollars designated for the support of Native Hawaiians that have a history of partnership with and/or investment in Hawaii public schools and HIDOE initiatives include the Native Hawaiian Education Council, the Office of Hawaiian Affairs, and the Department of Hawaiian Homelands.

(A)(2)(ii) **Using Broad Stakeholder Support:** The letters of support for Hawaii's Race to the Top application represent the broad range of critical stakeholders that will be needed to successfully implement the reform strategies and reach the State's target goals (pages A-334 to 423). Two such stakeholder groups, the Joint Education Initiative (JEDI) Council and the Native Hawaiian Educational Outcomes Council, were created in 2010 as a direct result of the State's efforts to reach out into the community for input and support for its Race to the Top strategy to eliminate achievement gaps and ensure college readiness.

Many of the letters expressed a sense of urgency for change, a recognition that public education is the responsibility of all sectors rather than that of HIDOE alone, a willingness to work hard to help implement these reforms in their communities, and an excitement about the transformative nature of Hawaii's comprehensive new strategy. This strategy has support from:

- *Parent and Student Organizations:* The application received strong letters not only from the long-established Hawaii Parent

Teacher Student Association and Hawaii State Student Council but also from newly emerging parent groups such as Hawaii Education Matters and Save Our Schools Hawaii.

- *Unions and Teachers:* The Hawaii Government Employee Association, which represents all principals statewide, has committed to negotiating with the State to achieve the goals of the Hawaii Reform Action Plan and has served on the Great Teachers and Leaders Work Group to shape the proposal. The Hawaii State Teachers Association, representing all teachers, signed a powerful agreement with HIDOE and the Board of Education that commits to the Common Core State Standards, increases tenure to three years, and initiates annual evaluations of all teachers, with student measures of growth to count for a full 50% of the evaluation by 2013-14. The Hawaii Teacher Standards Board expressed support for the application, as did Teach for America-Hawaii.
- *Business:* The State's two largest and most influential business organizations, the Hawaii Business Roundtable and the Chamber of Commerce of Hawaii, declared in their letters a major interest in public education and committed to work with the HIDOE to achieve the vision that Hawaii students graduate college and career ready.
- *Charter Schools:* Hawaii's Charter School Network, a membership group of all charters in the state, sent a strong letter of support, as did the charter authorizing body, the Hawaii Charter Review Panel.
- *Political Leaders:* Leaders of the state House and Senate education committees wrote a joint letter detailing the specific legislation they passed to ensure the success of Hawaii's Race to the Top reform strategy. Two major declared gubernatorial candidates wrote very strong letters indicating their commitment to continue the reforms. All four county mayors (one of whom may be a candidate for governor in the next election) co-signed a single letter indicating the importance of these reforms to the social and economic well-being of the citizens in their counties.
- *Military:* High-ranking commanders of the Army, Navy and Air Force and United States Pacific Command (PACOM) in Hawaii wrote to express the benefits of the Race to the Top reforms for their families, whose children represent a large proportion of Hawaii's public school student population.

- *P-20*: Three major early learning organizations wrote to support Race to the Top (Early Learning Council, Good Beginnings Alliance, and INPEACE), as did four different leaders of the University of Hawaii, including its president. The distinguished board of the Hawaii P-20 Initiative, long a driver of and partner in increasing rigor in HODOE to ensure college- and career-preparedness, approved a resolution pledging to support Hawaii’s Race to the Top reform strategy.
- *Native Hawaiian Organizations*: Hawaii’s application enjoys support from Kamehameha Schools, the Office of Hawaiian Affairs, and INPEACE, all of which play major leadership roles in public education in the State.
- *Foundations*: The State’s largest community foundation (Hawaii Community Foundation), private foundation (Harold K.L. Castle Foundation), and charitable trust (Kamehameha Schools) all wrote of their deep engagement in public education change and their strong support for the Hawaii Reform Action Plan. The W.K. Kellogg Foundation, which is heavily invested in P-3 innovation and culture-based education in Hawaii, expressed support, as did The Learning Coalition, a new foundation focused on improved school system governance and parent participation in schools.

Section (A)(2) Timeline of Action Items and Deliverables (See page A-198 for related Section A Project Charter)

(A)(2) State Success Factors – Performance Monitoring of Organizational Functions															
2010	2011				2012					2013					
Reorganize Office of Superintendent, OHR, OITS and OCISS															
Establish and staff an Office of Strategic Reform															
Establish a community affairs unit w/in the Office of the Superintendent															
Formalize and convene Superintendent advisory councils					Continue to convene councils →	→	→	→	→	→	→	→	→	→	→
Common Education Agenda	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→

outcomes reporting to P-20 Council			
Review and more strategically deploy major funding sources	→ → → → →	→ → → → →	→ → → → →
Implement and manage Balanced Scorecard program	→ → → → →	→ → → → →	→ → → → →
Develop singular PMO; implement train, and maintain	→ → → → →	→ → → → →	→ → → → →
Determine data requirements, content and presentation of reporting to schools & stakeholders	→ → → → →	→ → → → →	→ → → → →
Consolidate/align school improvement planning processes			
Identify team, scope, reengineer DOE annual planning processes; implement and monitor progress	→ → → → →	→ → → → →	→ → → → →
Zones of School Innovation implementation, monitoring, and directives	→ → → → →	→ → → → →	→ → → → →

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

(A)(3)(i) **Demonstrating Progress in the Four Reform Areas:** HIDOE and the State have made significant progress over the past several years in each of the four education reform areas. HIDOE State Strategic Plans from SY2005-08 and SY2008-11 both focus on standards-based education and professional development, as well as on General Learner Outcomes that align to college- and career-ready skills and capacities. (Pages A-51, A-52, A-60, and A-64 for SY2008-SY2011 and Page A-74 and A-77 for SY2005-2008).

1) Standards and Assessments: Hawaii's assessment exams have been benchmarked to national standards for a minimum of six years, and are among the most rigorous in the nation according to a national study comparing state assessment results to National

Assessment of Educational Progress results. As mentioned in Section (A)(1), Hawaii was one of only five states to receive an “A” grade for world-class student assessment standards in a research conducted at Harvard University (page 181). In addition, the Hawaii Board of Education (BOE) established college- and career-ready standards for its BOE Recognition Diploma and in July 2010 will have the opportunity to make the BOE Recognition Diploma mandatory for all students entering high school in SY2014-15. This is part of the Memorandum of Agreement between the Governor, BOE, and Superintendent of Education that forms the basis of the Hawaii Education Reform Action Plan.

Improvements continue as HIDOE conducted online field testing in SY 2009-10 and is now administering the HSA exclusively online. HIDOE will include international benchmarks within this assessment (page B-16) and is working with the World-Class Instructional Design and Assessment (WIDA) consortium in assessing the growth of English language learning for limited English speaking students.

Similarly, HIDOE has working agreements with more than 10 states to share standards-based formative assessment items that will be used to provide students and teachers with up-to-date information regarding student progress to inform better instructional decisions. Beginning in SY2010-11, HIDOE will implement statewide online, build-your-own, formative assessments through the use of a repository of high-quality, standards-aligned items known as the Data for School Improvement (DSI) project.

2) Data Systems to Support Instruction: HIDOE has 11 of 12 components of the America COMPETES Act in place, with remaining item to be completed by SY2010-11 through general state funds and federal discretionary fund grants. Additionally, HIDOE has transactional personnel, student support, and financial data available for reports and analysis. The process of transporting the relevant data into a data warehouse that will contain state-wide data is ongoing. The eHR data management system began in 2006 and provides teachers, principals, and other managers the capacity to better manage human resources, track professional development and progress in meeting credentialing requirements, and access regular reports (i.e., NCLB Title II, Part A Highly Qualified and Experience Teacher reports).

3) Great Teachers and Leaders: Recruiting, training, and retaining excellent teachers and leaders are areas that continue to require constant attention. Unlike in many states, Hawaii's institutes of higher education do not graduate enough prospective teachers to meet HIDOE demand. HIDOE has therefore worked on expanding the existing pathways available to become a teacher. A recent U.S. Chamber of Commerce report stated that 17% of the teachers in Hawaii become teachers via an alternative route, compared with the national average of 13%. Similarly, the Hawaii Teachers Standards Board (HTSB) has adopted new administrative rules that grant reciprocity to teachers from other states. This is particularly helpful due to the high volume of military personnel and their family members temporarily residing in Hawaii. Title II, Part A funds are being used to provide professional development opportunities to teachers and principals.

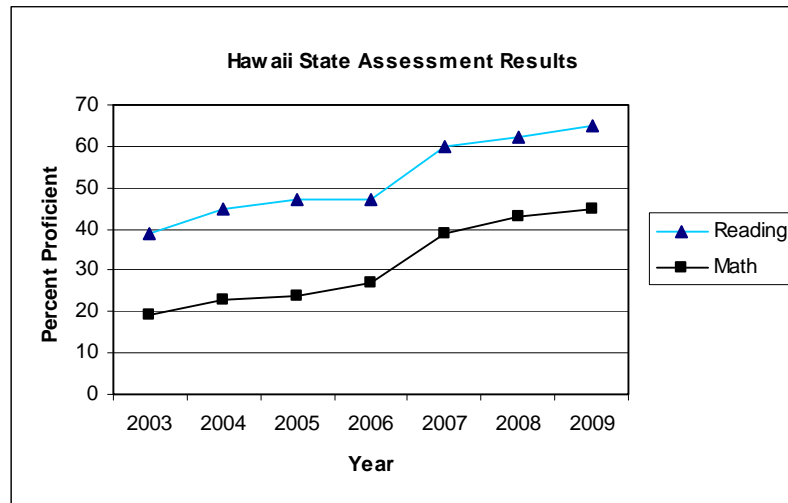
Given the challenges, the distribution gap between high and low poverty schools of teachers that are experienced and inexperienced or Highly Qualified and Not Highly Qualified is small. For example, the gap is less than 10% in all areas except secondary Mathematics, where the gap is 14%. The current bargaining contract with the Hawaii State Teachers Association (HSTA) includes numerous types of incentives for teachers to relocate to areas in which they are needed.

4) Turning Around the Lowest-Achieving Schools: State actions to support schools that could be identified as "persistently lowest achieving schools" date back to the 1990s when additional "special needs" funds were made available. Since SY2006-07, HIDOE has used a "weighted student formula," to fund schools based on student needs rather than the traditional staffing formula (Act 51, SLH (2004), page D-21). This has resulted in 10% more funds going to high-poverty schools, most of which struggle to meet student achievement goals. Also, HIDOE has recognized, supported, and directed comprehensive school-wide interventions for schools in need of improvement. To that end, HIDOE has been recognized for its willingness to contract with external providers to assist schools, such as Edison Schools, America's Choice, Success for All Foundation, Focus on Results, and Educational Testing Service. Complex Areas also provide external help to schools. In this respect, HIDOE has taken significant steps to intervene in struggling schools. This Race to the Top plan extends the restructuring work into Zones of School Innovation based on Mass

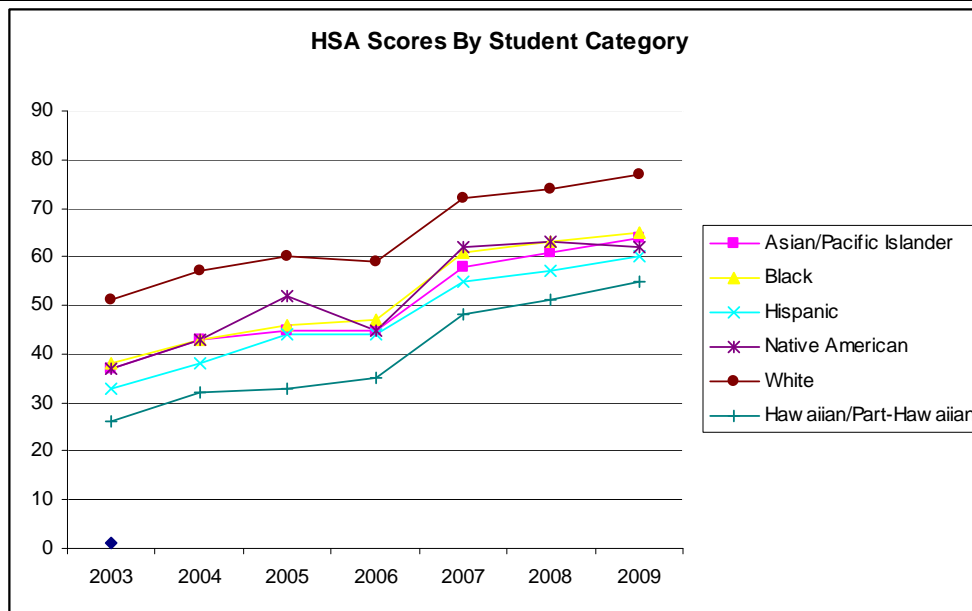
Insights “High-Poverty, High-Performing Schools” model, in order to provide our most struggling schools with the authority, flexibility and resources to succeed. Currently, under the ARRA Title I and Education for Homeless Children and Youth (McKinney-Vento) Recovery Act, funds have been deployed to provide Extended Learning Opportunities to economically disadvantaged students. In addition, ARRA IDEA (Special Education) Act funds are being used to develop, implement, and document a statewide Coordinated Early Invention System (CEIS), commonly referred to as Response to Intervention (RTI). These data will be included in the HIDOE K-12 Longitudinal Data System and are a necessary support for HIDOE’s work with struggling students and schools.

(A)(3)(ii) Demonstrating Significant Progress in Raising Achievement and Closing Gaps:

(A)(3)(ii)(a) Raising Student Achievement: HIDOE uses the Hawaii State Assessment (HSA) to measure student achievement as required under the ESEA. There has been a continuous increase in the number and percentage of students demonstrating grade level proficiency in both Reading and Math on the HSA since 2003. Reading proficiency has increased by 66% in the “all students” category. Even larger increases in Mathematics proficiency rates occurred over the same period. The “all students” rate increased 237% (page A-303).



It should be noted that the HSA was revised in 2006 pursuant to HDOE's regular four-year cycle of reviewing and updating its State standards; however, the HSA changed only slightly and maintained its level of rigor. HSA scores have increased across subgroups, though the achievement gap remains. (See (A)(3)(ii)(b))



Raising Achievement on National Assessment of Education Progress (NAEP): Identifiable growth in Hawaii’s student achievement is not limited to the HSA. In 2009, using average scale score as the metric, Hawaii was one of only 15 states to show significant gains in 8th grade Mathematics (National Center for Education Statistics, Institute of Education Sciences, “The Nation’s Report Card, Mathematics 2009”). In prior years, Hawaii’s grade 8 Mathematics scores had generally shown a trend of gains, but at a rate lower than the national rate. Hawaii’s gains in 2009 exceeded the national gains (See NAEP Chart on pages A-304-305).

Hawaii’s grade 4 Mathematics score results showed a higher average scale score and higher percentages of students achieving proficient and advanced, but these gains were not statistically significant. That being said, these gains helped propel Hawaii into the national average, whereas in prior years, the grade 4 scores kept Hawaii in the bottom quartile. The percentage proficient and above among fourth-graders in Hawaii has more than doubled since 2000, increasing from 14.2% to 36.7% in 2009. In certain content-related sub-scores, Hawaii has now gained parity with the nation.

Student achievement growth in English Language Arts and Mathematics is attributable to HIDOE's focus on standards-based education, comprehensive student support, and continuous systems improvement. As demonstrated by goals through two successive HIDOE Strategic Plans (2005-08 and 2008-11), schools and administrative units aligned activities and budgets in support of standards-based education and student achievement. In addition, the significant reform conditions put into place over the past six years have created the conditions for school improvement and increased student achievement (see Section (F)(3)). The Hawaii Reform Action Plan builds on these successes by further ensuring fidelity in implementation through the Balanced Scorecard method, and by directing additional support and interventions to those schools and students still struggling to raise achievement. HIDOE will do this concurrently with its efforts to continue to "raise the bar" by adopting internationally benchmarked academic performance standards and a diploma that ensures that graduates are college- and career-ready.

HIDOE has determined that when the classroom instruction is standards-based, supportive, and adapted based on student learning, students succeed. One successful example of the results to be developed through such instruction is the Pihana Na Mamo project, which serves 13 low-income elementary schools with high Native Hawaiian student populations to improve reading proficiency. Rigorous external evaluations of this project found graduation rates, Stanford Achievement Test 9 reading scores, and Hawaii State Assessment third grade reading scores far above normative expectations in comparison with peer schools with similar socioeconomic characteristics.

Further evidence of high-quality instruction that adapts to the varied cultural backgrounds on Hawaii's student population comes from an empirical study of 2,969 students in Hawaii. The study found that culture-based education strategies (i.e., strategies that involved the family, recognized or used native Hawaiian language and values, made learning relevant through culturally grounded content, and gathered data to ensure student progress) was positively correlated with student outcomes, especially those of Native Hawaiian students. Regardless of their ethnicity, students of teachers using culture-based education strategies reported significantly higher motivation and higher expectations to graduate from college than did students of other teachers (See featured report in *Education Week*, April 7, 2010, vol. 29, issue 28, p. 5.)

Based on lessons learned, the Hawaii Board of Education has adopted Board Policy 2203, Comprehensive Support System which states in part, “Therefore, HIDOE shall provide a comprehensive student support system framework to support the implementation, with fidelity, of:

- (1) Effective standards-based instruction for all students;
- (2) Appropriate student support through an array of services;
- (3) Involvement of families and community stakeholders as partners in the education process,;
- (4) Management of decision-making driven by ongoing assessment of student progress; and
- (5) An effective single all-student database.” (Page A-306).

To increase the effective delivery of standards-based education, the University of Hawaii’s Curriculum Research and Development Group (CRDG) has conducted the HIDOE Standards Streamlining Project so that instructors and instructional leaders can implement standards-based instruction with more fidelity and become more effective providers of standards-based instruction. CRDG will complete the same streamlining process for the Common Core State Standards. HIDOE has also implemented the Literacy for Learning Plan (see page A-314) based on Michael Fullan’s Tri-Level Reform strategy to more effectively support schools to ensure that all classrooms provide quality instruction to students. This will also serve as the professional development support to teachers in the rollout of the Common Core State Standards adopted by the Board in 2010.

The Need and Opportunity Ahead: HIDOE has made gains in overall student achievement, and performance for each group of students has increased. In the No Child Left Behind (NCLB) accountability framework, Native Hawaiians are grouped into the federal category of “Asian and Pacific Islander.” Given Hawaii’s unique demographic composition, this Asian and Pacific Islander group includes the important variation of the highest performing and lowest performing student groups. Only through further data analysis are students’ need for targeted academic supports and assistance identified. Indeed, Native Hawaiian students and economically disadvantaged students experience the largest disparities in academic achievement as compared to “all students” (See page A-30 for a chart depicting the current HSA achievement gap). The gap in student achievement as measured by the

Hawaii State Assessment also exists in the college-going rate, with Native Hawaiians and disadvantaged students having the fewest graduates enroll in higher education immediately after high school.

To address these disparities, HIDOE and the University of Hawaii (UH) have set institutional goals to improve the educational outcomes for Native Hawaiians. The University of Hawaii (UH) set a specific target of becoming “one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians,” and “increasing the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions.” (See UH Strategic Outcomes and Performance Measures, 2008-2015, page A-127-128). Under Hawaii’s Common Education Agenda, the HIDOE collaborates with UH to provide data and information to meet these and other goals along the P-20 continuum (See Career and College Indicators Report as an example, page A-331).

To achieve significant gains especially for Native Hawaiians, HIDOE is partnering with Native Hawaiian education serving organizations and Native Hawaiian leaders to work collaboratively to close the gap. As mentioned in Section (A)(2), HIDOE initiated a Native Hawaiian Educational Outcomes Council with leadership from the Native Hawaiian community and Native Hawaiian organizations that share a common goal of improving educational outcomes for Native Hawaiian students and families.

Hawaii’s high school graduation rate is relatively high statewide at 80%, and there has been significant improvement in the graduation attainment of student subgroups. From 2002 to 2008 the graduation rate increased sharply for economically disadvantaged (from 69% to 78%), special education (from 60% to 72%), and Limited English Language (from 58% to 81%) students (See page A-333). The emphasis on standards-based education statewide during that time period, as well as increased K-12 articulation within HIDOE Complexes (a high school and its feeder schools) contributed to these gains. HIDOE would like its graduation rate to increase even further to 100% within four years, and it will deploy an early warning indicator, based on existing student achievement and other data, in SY2011-12 to draw attention of school-level staff to students at risk for not graduating. This information will be displayed through HIDOE’s data portal and will be made available to schools, parents, and students. (See C(2) Project 1) K-12 Longitudinal Data Supporting Student Success).

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.³

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

³Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

B(1)(i) Participation in a Consortium of States to Adopt Common Standards: Hawaii is one of 48 states that have committed to The CCSS Initiative, a state-led process to develop internationally-benchmarked K-12 Common Core State Standards (CCSS) in English Language Arts and Mathematics that will prepare all students to be ready for college or a career. On June 1, 2009, Hawaii's Governor, the Superintendent of Education, and the University of Hawaii (UH) joined the partnership of the National Governors Association Center for Best Practices (NGA Center), the Council of Chief State School Officers (CCSSO), Achieve, ACT, and the College Board.

B(1)(ii) Adoption of Common Set of K-12 Standards: At its May 20, 2010 general business meeting, the Hawaii Board of Education (BOE) approved the draft CCSS in English Language Arts and Mathematics (page B-63). Hawaii was able to take this

swift action because the State is a contributor to the national leadership to implement a common set of K-12 standards that include rigorous content and skills, are internationally benchmarked, and are aligned with college and career readiness:

- HIDOE’s K-12 content lead for Language Arts, Dr. Petra Schatz, is a member of the National CCSS Initiative English Language Arts Work Team and the expert validation committee convened by Achieve that reviewed the College and Career Readiness Standards (CCRS) and the K-12 Common Core State Standards (CCSS) in English Language Arts.
- HIDOE’s K-12 Mathematics content lead, Dewey Gottlieb, Education Specialist for Mathematics, is also a member of the CCSS Initiative Mathematics National Work Team. As a contributing member, Gottlieb reviewed, gathered, and provided feedback to the national CCSS committee regarding the proposed K-12 CCSS for Mathematics.
- The BOE was provided with a comparison of the CCSS’ College and Career Readiness Standards for English Language Arts (Reading, Writing, Speaking and Listening) and Mathematics against the current Hawaii academic standards. These comparisons are found in *Hawaii Content and Performance Standards (HCPS) III* (pages B-4-8).
- As required by the MOA signed by the Governor, Superintendent of Education, and University of Hawaii President, HIDOE and Hawaii P-20 Partnerships for Education are seeking BOE approval in mid-2010 to make the college- and career-ready BOE Recognition Diploma requirements mandatory for all students entering high school starting in SY2014-15. The required courses in this career- and college-ready Diploma will ensure that all students learn the content and master the skills in the K-12 CCSS (see Section (B)(3) below for more information).
- As described in Section (B)(3), HIDOE will implement a robust and thoughtful rollout of the CCSS to ensure that all educators, building leaders, and complex area personnel understand and can align their practice to the new standards. The BOE derives its authority to adopt state academic standards from HRS §302A-1101, which gives it the power to “formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and

to appoint the superintendent of education as the chief executive officer of the public school system.” (page A-191). The BOE also has official policies and procedures in place to officially adopt both content and performance standards, as well as to approve curricular frameworks and standards for student achievement (See pages B-10 to B-14, for BOE Policies 1200-1.2 through 1200-1.5).

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice)
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

Hawaii’s Vision for High-Quality Assessments: HIDOE seeks to improve the quality of its comprehensive assessment

system in two ways: continuing on its path to ensure the rigor of State academic and proficiency standards and improving the State's suite of assessment tools so that they best serve students and inform educators.

Two significant improvements to Hawaii's statewide assessment system are occurring in SY2009-10 and SY2010-11. The first set of improvements is the bold shift that the Department has already undertaken to migrate the Hawaii State Assessment (HSA) in grades 3-8 and 10 to an online, computer-adaptive format. Although HIDOE's timeline in moving to an online testing format was aggressive (HIDOE conducted a statewide field-test in spring 2010), the State determined that the expected benefits outweighed any presumed complications or inconveniences. Online testing will provide more flexibility for schools, as each student will be allowed up to three opportunities to take the Mathematics, Reading, or Science assessments in grades 3-8 and 10 within a seven-month, continuously-open testing window. Moving away from the one-time-only, paper-pencil format to computerized administration and scoring will allow for immediate feedback about student performance to teachers and other educators while they can still use the information to help target instruction.

To further support the online assessment system, the State of Hawaii renewed the cable franchise with Time Warner Entertainment (TWE). Upon the granting of the cable franchise, and at the direction of the Director of the Hawaii Department of Commerce and Consumer Affairs, TWE agreed to provide business class high-speed broadband service to all current and future HIDOE schools (for any purpose but primarily for online testing purposes) at no cost or charge to the State, subscribers, or HIDOE schools. HIDOE and TWE will determine the implementation schedule of the high-speed broadband service, but all schools are expected to be wirelessly enabled by SY2013-14, with top priority given to the Priority Schools and their K-12 feeder schools in the Zones of School Innovation (as identified in Section E) for implementation in SY2010-11.

In addition, Hawaii has entered into other agreements to ensure that the HSA item banks are of the highest quality. First, Delaware, Hawaii, and Oregon are entering into an agreement to share copyrighted materials in order to increase the depth and breadth of each state's assessment test item pool (the agreement and the license granted are set to expire on June 30, 2018). These three states are committed to online, computer-adaptive summative testing, and thus share a common need for a rich and deep item

bank that can measure the standards comprehensively. Second, HIDOE has licensed items from the Organization for Economic Co-Operation and Development (OECD) to embed Programme for International Student Assessment (PISA) items in the online HSA field test. These embedded items will provide international comparative data on the skills and knowledge of grade 10 students in Reading, Mathematics, and Science. Third, HIDOE also will report student scores in grades 3-8 and 10 using Lexiles, which is a measure familiar to classroom teachers and administrators because it provides comparable information about students' reading ability. All told, the HSA results will therefore provide much more relevant data that can help HIDOE close the achievement gap and provide more targeted instruction and instructional leadership.

The second set of improvements is the full statewide implementation beginning in August 2010 of build-your-own, rapid-time formative assessments through the use of an online repository of high-quality, standards-aligned items known as the Data for School Improvement (DSI) project. The full implementation includes coordinated professional development through the complex area structure. For the first time ever, *all* classroom teachers, administrators, and Complex Area superintendents and staff in Hawaii will have access to a rich bank of formative assessment items—multiple choice, constructed response, and performance tasks—that enables teachers to develop their own assessments, score student responses, and store the results securely on the central server. As described in more detail in Section C, the vision is for the DSI technology platform (supported by a multi-year contract) to serve as the overall platform for all State assessments, including the DSI assessment item bank, new periodic interim assessments used for educator evaluations (as described in Sections (B)(3) and (D)(2), and the summative HSAs that will be in place until the new summative Common Core assessments are fully implemented (as described in Section (B)(3)).

Hawaii's Commitment to Multi-State Assessment Development: To advance HIDOE's goal of ensuring that the State is on par with international expectations and criteria for rigor, especially in the subject areas critical to the State's goals for STEM learning and success, HIDOE has joined the SMARTER-Balanced Assessment Consortium. Joining this consortium was a natural next step for Hawaii, as beginning in SY2010-11, the Hawaii State Assessments (HSA) in Reading, Mathematics, and Science will be given online instead of using paper and pencil test booklets. The computer-based tests will be adaptive, meaning the test will

adjust to each student's skills. Every time a student answers a question, his/her response helps to determine the next question that a student must answer.

The SMARTER-Balanced Assessment Consortium proposes to develop common summative assessments that can be used as State, district, and school accountability instruments. These tests will allow for the comparison of performance across states. Additionally, the tests will be reported on a common scale, facilitating the interpretation of a student's progress as he or she moves from school to school, or to and from districts or states. Periodic benchmark assessments will be developed as interim instructional tools. They will be used to monitor student progress throughout the school year and redirect instruction and resources to students according to their performance. In addition, rich formative classroom tasks and instructionally-embedded professional development will reinforce teaching and learning on a daily basis in classrooms. The SMARTER-Balanced Assessment Consortium rests on three primary design principles: teacher involvement and their professional development; computer-delivered adaptive testing; and performance assessment. Computer-delivered adaptive testing is of particular importance to Hawaii, as the state already has moved in that direction. Currently, there are 32 states participating in this consortium (as of May 12, 2010), including: Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

This common assessment partnership will provide Hawaii with the resources, expertise, and tools to build the next generation of assessment systems that will fully measure the depth and breadth of the Common Core State Standards, while supporting increasing accountability requirements and providing teachers with timely information they need to identify and respond to the academic needs of students throughout the school year. See page B-16 for a signed copy of the memoranda of understanding with the SMARTER-Balanced Consortium.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

(B)(3) Supporting the Transition to Enhanced Standards and Assessments: HIDOE has a demonstrated commitment to, and a track record for, developing and implementing high-quality, college- and career-ready standards and assessments. HIDOE's 2008-11 *Strategic Plan* (adopted August 2007, see page A-49-51) laid out the vision, objectives, and strategies to accomplish three major goals that closely align with the goals of Race to the Top: 1) improve student achievement through standards-based education, 2) provide comprehensive support for all students; and 3) continuously improve performance and quality. Independent analyses of Hawaii's current academic standards and assessments indicate that the State has already put in place nationally-competitive standards and rigorous assessments (see Achieve letter on page B-19). In a recent *Education Next* article, Hawaii was named as one

of only five states with an “A” rating for setting standards at or close to the world-class level, “despite the incentive to lowball expectations.” (Page A-181). Hawaii joined the American Diploma Project (ADP) Network in 2006 in order to align high school expectations with those of college and work. Fully implementing internationally-competitive Common Core standards and assessments in partnership with other states is the natural next step for Hawaii.

Like many states, the challenge Hawaii faces is not in adopting internationally-benchmarked standards; it is in ensuring full and faithful implementation of these expectations for all students—and especially for struggling students and schools. Building on strategies well-established over the last several years and codified in the current Strategic Plan, HIDOE will move from its current system of standards and assessments to an enhanced system of Common Core State Standards and Assessments and a consistent statewide Common Core Curriculum in English, Mathematics, Science, and Social Studies. A description of strategies that are currently in place, strategies that are being planned, and designation of responsible parties is provided for each of the following six transition activities that comprise HIDOE’s integrated approach to a successful transition to CCSS standards and assessments:

- 1) Implement a thorough rollout plan for the K-12 CCSS in English Language Arts and Mathematics that includes statewide implementation of a consistent Common Core Curriculum and high-quality aligned instructional materials and resources;
- 2) Align high school graduation requirements and assessments with college readiness requirements and State STEM goals, in cooperation with the University of Hawaii (UH) system and private colleges and universities, coordinated by Hawaii’s P-20 Partnerships for Education;
- 3) Analyze the capacity of schools to ensure equitable access to the internationally-benchmarked expectations, standards, and graduation requirements, especially in schools that serve high proportions of academically and socioeconomically disadvantaged students, and develop a plan to act on those capacity gaps;

- 4) Develop, identify, acquire, disseminate, and implement high-quality formative and interim assessments aligned to Common Core Standards and Curriculum;
- 5) Develop/acquire and deliver high-quality professional development to support the transition to CCSS; and
- 6) Modify statewide Response to Intervention programs to prevent academic failure and remediation for all students and especially for high-need students.

A list of responsible parties follows the detailed descriptions of each of these six areas, and a detailed timeline of the planned activities across the six areas is included at the end of Section (B)(3).

1) Implementing a Thorough Rollout Plan for the K-12 CCSS in English Language Arts and Mathematics That Includes the Statewide Implementation of a Consistent Common Core Curriculum and High-Quality Aligned Instructional Materials and Resources:

The process to identify and continuously improve academic standards is built into Hawaii's existing education system. In 1994, the Hawaii State Legislature mandated that a Performance Standards Review Commission convene every four years through 2010 to review the Hawaii Content and Performance Standards (HCPS) and provide the State and the BOE with recommendations to improve the system of standards. Each new version of HCPS uses local and national research to update or upgrade the minimal standards and benchmarks for student performance by grade level.

Foreshadowing the adoption of the K-12 CCSS in 2010, HIDOE and the BOE delayed a planned adoption in 2009 of a "streamlined" version of HCPS III benchmarks and extended the normal four-year revision cycle to allow Hawaii to join the CCSS Initiative. As a result of continuously updating the BOE with the progress of CCSS, in May 2010 the BOE adopted the CCSS as is, in place of the HCPS III for English Language Arts and Mathematics, with plans to fully implement the CCSS in SY2011-12. HIDOE is also committed to adopting CCSS for Science and Social Studies upon their development, and has

therefore postponed the deployment of the “streamlined” HCPS III benchmarks for these subjects. The CCSS Literacy Standards for Science and Social Studies will be integrated with the HCPS III.

Adopting CCSS provides a welcome opportunity to implement a standardized, statewide curriculum with common instructional materials for all tested subjects. Despite Hawaii’s unique status as the single SEA/LEA, in the past, schools, and Complexes retained the authority to choose and implement their own curricula. HIDOE believes that establishing a single, common, statewide curriculum will help to raise student achievement by: minimizing the gap in learning for mobile students; promoting effective teaching through consistent training and coaching across the state; and administering common formative, interim, and summative (including end-of-course) assessments aligned to the curriculum in order to gauge how well students have learned content, both in relation to the CCSS and in comparison to their peers across the state and the nation.

Hawaii’s Common Core Curriculum will be based on the CCSS, and will be implemented according to the following guiding principles:

- At a minimum, HIDOE will expect all schools in the state to implement a curriculum that is aligned to the Curriculum Framework. Schools that do not meet the State’s expected targets will be required to use the Common Core Curriculum (including primary instructional materials that will be adopted for statewide usage). As schools achieve and sustain performance goals, they may earn autonomy to employ other curricular options so long as such options adhere to the Curriculum Framework.
- HIDOE will house the Common Core Curriculum online (first on its website and possibly in the future on the DSI platform) to ensure rapid-time access by educators across the State.
- Based on their best professional judgment and with administrator approval, teachers may supplement (but not replace) the Common Core Curriculum with units or lessons that enhance the common instructional materials and engage students in meaningful, real-world contexts, especially lessons that incorporate Native Hawaiian culture, regional strengths, and

STEM fields and learning. For example, a Geometry teacher might enhance the unit on right triangle trigonometry by partnering with her Career and Technical Education teacher on its real-life application in the construction industry. Or a group of high school science teachers on the Big Island might supplement the curriculum with interdisciplinary units on the study of volcanoes. The intent, however, is to supplement, not replace, the Core Curriculum.

- Teachers who develop their own supplemental units may choose to submit their units, along with performance data and student work exemplars, to be reviewed by HIDOE’s Content Panels; units approved by the Panels would be made accessible for all teachers to use, and the submitting teacher could include the approved unit in his/her professional portfolio as evidence of highly effective teaching.
- In order to implement the Curriculum with fidelity statewide, HIDOE will conduct extensive training on the CCSS and new curriculum materials. The training will be delivered via the State’s “tri-level” structure that delineates unique delivery responsibilities for the State, Complexes and schools. Current staff at the Complexes and State office will deliver and/or purchase the training, keeping costs low and making CCSS implementation seamless and affordable. (See Section (B)(3)(d) below for additional information.)

Some components of the Common Core Curriculum will be in place as early as SY2010-11, while the entire curriculum will be fully in place no later than SY2013-14 (A detailed timeline is available at the end of Section (B)(3)). The Common Core Curriculum will include the following components:

- *Crosswalk and Gap Analysis* – a crosswalk document that compares the CCSS with the HCPS III to show teachers which standards remain in their grade level, which standards have moved to another grade level, which standards are new to their grade level, and which standards are no longer part of the curriculum. Initial work on the Crosswalk has already occurred (see page B-21 for samples), and the final versions will be available by fall 2010.

- *What the Common Core Standards Mean* – a document to be developed by December 2010 providing more details and examples to help teachers make better sense of what the standards are asking students to know and be able to do. HIDOE’s content specialists for English and Mathematics (who serve on the Common Core validation panels) will initiate the development of this document and will share it with their colleagues from other Common Core states for feedback and input.
- *Curriculum Framework* – a statewide curriculum map that further explicates the expected CCSS content (knowledge and skills) to be taught and learned, conceptual understandings, domain-specific pedagogy (including best strategies and tools), and suggested interdisciplinary STEM-based curricular and instructional approaches. It also will include a revised version of Hawaii’s General Learner Outcomes (GLOs) (see Section (B)(3)(b) below for more information), and criteria to assess student proficiency on the standards. The Framework will organize the content in a scaffolded scope and sequence (defined at minimum by the four grading quarters per school year, in order to facilitate the development of quarterly interim assessments as described below). It will be completed by fall 2010 to allow time to align current instructional materials to the CCSS.
- *Digital Resources* – an evaluated collection of digital instructional resources meta-tagged to the CCSS that teachers, students, and parents can access on the Internet. For example, HIDOE recently entered into a partnership with Discovery Education so that all K-8 students, schools, and their teachers are able to access Discovery Streaming, the largest library of digital content correlated to the current state standards, the Hawaii Content and Performance Standards (HCPS) III, and also to Discovery Education Science, the online instructional service supporting science inquiry with content developed for and tied to state science standards. Identification of other digital resources will begin in fall 2010 and will be led by content specialists in HIDOE.
- *Common Instructional Materials* – instructional materials (e.g., textbooks, digital books, and software applications) that

are designed as a primary source of instruction for the CCSS while furthering the development of 21st century literate learners. Most importantly, the common instructional materials are not meant to serve as the entire curriculum, but rather to serve as the core of the curriculum and provide logical sequencing for the teaching of standards. In addition, HIDOE will collect and evaluate educator-developed “exemplar lessons” meta-tagged to the CCSS and contributed over time by teachers whose performance-based evaluations deem them “effective” or “highly effective.” These materials will be selected and made available to teachers by SY2012-2013.

In order to develop the Curriculum Framework, a Memorandum of Agreement with the University of Hawaii’s Curriculum Research and Development Group (CRDG) will be amended so that CRDG will develop the Curriculum Framework with input from teacher focus groups. The currently existing English Language Arts and Mathematics Content Panels (composed of classroom teachers with content and pedagogical expertise, higher education faculty, and HIDOE content specialists) will be convened by September 2010 to review and provide feedback on the Curriculum Framework. Upon completion in fall 2010, the Framework will be housed online at the HIDOE website and publicized widely statewide so that complexes/schools may begin to align current instructional materials to the quarterly maps in the Framework.

HIDOE’s vision is to adopt comprehensive materials (paper and digital) that serve as the teacher’s primary source for instruction. In order to identify exemplary Digital Resources, HIDOE will form a team of English Language Arts and Mathematics Content Panel members as well as other Hawaii and national curriculum and technology experts, in order to find, evaluate and select best-in-class Open Education Resources (OER) that align to the CCSS in Language Arts and Mathematics. Identification of the Digital Resources will be ongoing, beginning in fall 2010, with priority given to finding resources that will fill identified gaps between HCPS III and CCSS. Along with their current instructional materials, teachers will be able to access the Digital Resources via the HIDOE website to supplement their curriculum. The Digital Resources will continue to be updated on an ongoing basis as newer and better resources become available. A rating system (such as the 5-star scale found on popular websites such as Amazon.com) will be devised to allow teachers to communicate to each other how well the resources met their

needs and increased student achievement. Additional evidence used to evaluate the Digital Resources' efficacy over time will include studies (led by HPERC as described in Sections (A) and (C)) analyzing the connections between certain Digital Resources and student and teacher performance.

In order to identify exemplary Common Instructional Materials, HIDOE will work strategically with other states, especially Tennessee, Delaware, and other Race to the Top winners and finalists that are as committed to college and career readiness and common curriculum as is Hawaii. Hawaii will not rush to buy materials that were developed to match *current* national or state standards; instead, the State is willing to wait for the "next generation" of Common Core-aligned materials and resources. HIDOE would like to adopt materials in a digital format that could possibly be sustained on an iPad-like platform, which also could be used for additional valuable purposes, such as online test administration, research, and basic word processing. The adoption process and criteria for selecting instructional materials will be developed by the end of 2010, and the search for materials will take place during SY2011-12, with adoption, purchasing, and training targeted for SY2012-13, and implementation targeted for SY2013-14.

The Curriculum Framework, Digital Resources and Common Instructional Materials will include interdisciplinary STEM-based curricular and instructional approaches, lesson plans and teaching aids. For example, Hawaii's Department of Business, Economic Development and Tourism (DBEDT), in cooperation with HIDOE, UH Community Colleges, and industry partners, has developed contextual learning modules that engage secondary school students in STEM through animation, game design, creative writing, and digital media. Twenty-six schools are participating in the 2009-10 pilot program and federal stimulus funds have been authorized to expand the program. Another approach to interdisciplinary STEM teaching is HiEST (Hawaii Excellence in Science and Technology) Academy, established in 2008 to engage more students in a rigorous standards-based curriculum designed to improve their Mathematics and Science skills and increase their readiness and motivation to pursue postsecondary training and career options in STEM and STEM-related disciplines. The curricular approach was tested in Waipahu High School in SY2008-09 and funding was expanded to establish HiEST Academies in six new schools (Baldwin on

Maui, Kau on the Big Island, and Campbell, Kahuku, Olomana, and Waialua on Oahu), reaching over 500 students. In 2009, the Governor authorized \$3.2M in stimulus funds to expand HiEST Academies to 15 schools by 2011. HiEST is a partnership between HIDOE, DBEDT, local community colleges, and other local agencies. Finally, the state also has launched a STEM portal (www.mystemhawaii.org) to provide students, parents and teachers with information on and access to STEM programs around the State, including curricular and instructional resources.

The responsible parties and their roles include:

- *HIDOE Office of Curriculum, Instruction and Student Support (OCISS)*, which will develop, disseminate, and provide training on the Curriculum Framework and support documents for the Common Core Curriculum. OCISS also will conduct the review of Instructional Materials and identify the Digital Resources to be accessible online. OCISS will build on its current infrastructure for the Literacy for Learning initiative to include professional development for the implementation of the CCSS.
- *University of Hawaii Curriculum Research and Development Group*, which will convene teachers who are currently teaching from textbooks/programs that were recommended for HCPS III and use their input to drive the development of the Curriculum Framework, and produce a curriculum map for each of the textbooks/programs that aligns with the Curriculum Framework (i.e., the curriculum map will tell teachers using those textbooks/programs which units to use and in what order). This work will be funded by state Title IIA funds and will be supervised by OCISS and their content specialists.
- *HIDOE Office of Information Technology Services*, which will host the Curriculum Framework and Digital Resources on the HIDOE website in the short-term, and enable the CDLM conceptual framework to eventually house curricular resources and link the resources to performance results from the DSI Formative Assessments or Interim Assessments.

2) Aligning High School Graduation Requirements and Assessments with College-Readiness Requirements and State STEM

Goals, in Cooperation with the University of Hawaii (UH) System and Private Colleges and Universities, and Coordinated by Hawaii's P-20 Partnerships for Education:

The UH system and HIDOE have an ongoing close collaboration, facilitated by Hawaii's P-20 Partnerships for Education, to strengthen the rigor of the high school curriculum (particularly in Math and Science), increase high school graduation rates and increase college access, readiness, and success. Much work already is under way to align high school exit criteria and college entrance requirements with the K-12 CCSS and Assessments:

- Hawaii joined Achieve's American Diploma Project Network (ADP) in 2006 and participated in Achieve's Alignment Institute, during which Reading, Writing, and Mathematics faculty from HIDOE and the 11 community college and baccalaureate campuses that comprise the UH system revised the HCPS III to align with the ADP Benchmarks for college and career readiness.
- In March 2008, the Board of Education approved a new, voluntary BOE Recognition Diploma for the graduating classes of 2013 through 2017, which signifies that these graduates have taken the necessary courses and met standards required to be ready for postsecondary education or a job that leads to a living wage. (See page B-35 for BOE Policy 4540.) The State's approach to the Recognition Diploma was modeled explicitly after Indiana's successful introduction of the Core 40 Diploma as a voluntary "opt-up" diploma with attached incentives (such as aligned financial aid and admissions policies) that later became the "default" diploma required of all students. The course of study for this voluntary diploma includes four years of more rigorous courses in English (such as a new required Expository Writing class for the 11th or 12th grade focused on nonfiction/informational writing); three years of Science, including two lab sciences; three years of Mathematics, including Algebra I, Geometry and Algebra II, meeting the standard on the ADP Multi-State Algebra II End-of-Course (EOC) exam; four years of Social Studies; and a completed Senior Project. Hawaii P-20, HIDOE, and the BOE are working hard to achieve their joint goal that 50% of students in the class of 2013 (this year's ninth-graders)

will earn this diploma.

- To reach that goal, Hawaii P-20 is leading a comprehensive statewide awareness, outreach and incentive “Step Up” campaign to encourage students in the class of 2013 (this year’s ninth-graders) and 2014 (this year’s eighth-graders) to pledge to “Step Up” to the Recognition Diploma. To date, more than 2,700 students have agreed to take the coursework for this college- and career-ready voluntary diploma; nearly 85% of students at one high school pledged to earn the Recognition Diploma. Higher education and businesses also are stepping up to the challenge to provide aligned incentives and recognition for students who earn the Recognition Diploma. For example, Hawaii public and private colleges such as University of Hawaii, Hawaii Pacific University, and Chaminade University will be offering priority admission to their campuses for students who graduate with the Recognition Diploma with Honors (which is the coursework described above and in BOE Policy 4540, along with a 3.0 GPA). Several local scholarship organizations will now require students to earn the Recognition Diploma in order to be eligible for their awards. Various local employers such as the Hawaii Carpenters Union, Hawaiian Electric Company, City Mill, and Island Movers will grant preferred advancement in their employment application processes to Recognition Diploma recipients.
- In November 2009, Mathematics faculty from all campuses in the UH system agreed, effective in the fall of 2010, to begin a three-year trial to use score results from the ADP Multi-State Algebra II End-of-Course Exam (administered by HIDOE statewide to all students taking Algebra II beginning in SY2009-10) to place high school graduates entering the UH system into credit-bearing Mathematics courses. This agreement, similar to those in place in California and New York, allows HIDOE graduates to make a seamless transition from high school to college Mathematics without requiring remediation.
- In SY2008-09, HIDOE, in partnership with Hawaii P-20 and UH, developed a curriculum guide for Expository Writing to help high school English teachers provide a curriculum that would better prepare students to write at the college level

and to be prepared for entry-level English in the singularly-governed college and university system. In SY2009-10, teachers were trained in using the curriculum guides. In addition, HIDOE contracted with the California State University system to add their 12th grade Expository Reading and Writing materials (developed as part of that state's Early Assessment Program) to Hawaii's Expository Writing curriculum guide, thus expanding the resources available for teachers.

- Running Start is a statewide program initiated in 2000 that provides an opportunity for academically qualified juniors and seniors to enroll in college classes through the UH system as part of their high school coursework. This HIDOE-UH partnership allows public high school students to attend college classes during the fall, spring, and summer while earning both high school and college credits. Currently, nine of eleven UH campuses participate in Running Start: UH Hilo, UH West Oahu and all seven of the state's public community colleges: Hawaii Community College, Honolulu Community College, Kapiolani Community College, Kauai Community College, Leeward Community College, Maui Community College, and Windward Community College.
- As part of HIDOE's Vision of a High School Graduate, all students are expected to demonstrate proficiency of the six General Learner Outcomes (GLOs). (See page A-51). By December 2010, the GLOs will become the framework for a set of criteria which will be used to assess the Senior Project and other related projects or performance assessments that will become required for all grade levels and courses. The GLOs' criteria will be defined by revising several documents that promote similar learning outcomes: HIDOE's Profile of a Literate Learner; the CCSS Literacy Standards in ELA, Science, and Social Studies; the CCSS Mathematical Practices; and 21st Century Skills. These documents will be combined into one refined statement that identifies the literacy, scientific, mathematical, technological, and problem solving skills all high school graduates will need to demonstrate.

Building on Hawaii's history of collaboration and commitment to college and career readiness, in 2010, HIDOE, the

BOE, UH, and Hawaii P-20 are developing a significant upgrade to the requirements for the “regular” high school diploma, aligning it with the major features of the Recognition Diploma and making it required for all students. As required by the Common Education Agenda MOA among the Governor, State Superintendent, and UH President described in Section (A)(1), this diploma, known as the “career- and college-ready” diploma, will be conferred for students in the class of 2018 forward. The BOE expects to adopt the requirements for this default diploma in 2010 by revising Policy 4540. The diploma will:

- Require four years of English including Expository Writing; three years of Mathematics including Algebra I, Geometry and Algebra II or verified equivalent; three years of Science, including laboratory Biology and an additional lab science selected from an approved list; four years of Social Studies; and a comprehensive Senior Project requiring students to demonstrate interdisciplinary research, synthesis, writing and other critical skills derived from the General Learner Outcomes.
- Include three optional advanced pathways for students seeking additional distinctions on the diploma that will further solidify their options after high school: the Academic Honors Pathway, the Technical Honors Pathway, and the STEM Honors Pathway. The Academic Honors Pathway will recognize students who have completed additional rigorous coursework in the core content areas (e.g., courses in Mathematics exceeding Algebra II) and who have earned at least six college credits through Advanced Placement, International Baccalaureate and/or Running Start. The Technical Honors Pathway will encourage career and technical education students to complete a full Program of Study in a high-demand career path and to earn an industry-recognized credential (for example, a one-year certificate) before graduation. The STEM Honors Pathway will combine elements of the Academic and Technical Pathways by requiring rigorous coursework (at least four years of Mathematics through pre-Calculus and four years of Science); an interdisciplinary Senior Project that utilizes STEM design processes such as inquiry and design; and relevant, real-world experiences such as an approved co-op/internship.

Students will be able to meet the requirements of more than one Pathway, and the system will be constructed to enable students to move seamlessly among the requirements of the Pathways. Students who are successful in one or more of these pathways will get an endorsement on their DOE transcripts. Perhaps most importantly, incentives currently in place for the Step Up BOE Recognition Diploma, such as automatically meeting college admissions requirements, waiving entry tests for apprenticeships at employers, or waiving placement tests at community colleges, will also be available to students who successfully complete the Academic Honors, Technical Honors, and/or STEM pathways and earn these endorsements.

Also based on this work, Hawaii intends for the to-be-developed Common Core Assessments in English and Mathematics to include end-of-high-school “anchor assessments” that can provide students with indicators of readiness for college and that will be used by higher education institutions to place students into credit-bearing courses. Given that Hawaii already has set up the policies to align high school graduation requirements and high school assessments with college placement requirements, the next steps will be:

- Continue to administer the Algebra II End-of-Course Exam; and
- Develop similar anchor assessments for English (i.e., Expository Writing for operational administration in SY2011-12) and Mathematics (i.e., Algebra 1 and Geometry), using high school assessments as measures of both proficiency of the CCSS and readiness for college-level English and Mathematics courses. HIDOE teachers and higher education faculty will assist in the development of the assessments.

The responsible parties and their roles include:

- *HIDOE Superintendent, Office of Curriculum, Instruction and Student Support and Hawaii P-20 Partnerships for Education*, which will design the CCR Diploma and optional advanced pathways;

- *BOE*, which will revise Policy 4540 in 2010 to mandate the CCR Diploma for the class of 2018 forward;
- *HIDOE Systems Accountability Office*, which will develop and administer the Common Core Assessments in conjunction with consortium partners;
- *HIDOE Office of Curriculum, Instruction and Student Support*, which will provide content area feedback on the Common Core Assessments in conjunction with consortium partners; and
- *Hawaii P-20 Partnerships for Education*, which will recruit higher education faculty to collaborate in the test development process and to facilitate work sessions leading to cross-system agreements concerning use of the CCSS Assessments for the end of high school in order to ensure that these indicate readiness for college-level courses in English and Mathematics.

3) Analyze the Capacity of Schools to Ensure Equitable Access to the Internationally-Benchmarked Expectations, Standards, and Graduation Requirements, and Develop a Plan to Act on Those Capacity Gaps:

To ensure that all students have the opportunity to take rigorous high school courses to prepare them for college and career, an inventory is needed to assess the readiness of schools to provide the necessary facilities, equipment, technology, human resources, and infrastructure.

- HIDOE (via Hawaii P-20) contracted with the Education Trust-West (ETW) to conduct an Educational Opportunity Audit of two high schools (Keaau High School and Konawaena High School) in 2009. ETW's audits were based on the San Jose Unified School District's successful district-wide implementation of university entrance expectations as high school graduation requirements and substantial accompanying investments in capacity-building and infrastructure. (San Jose, for example, has twice as many Latino students eligible for the University of California as other comparable school

districts.) ETW's findings were used by the two schools in fall 2009 to develop a blueprint for implementing changes that are necessary to increase the number of students who graduate ready for college or career (see page B-43, for ETW Executive Summaries).

- HIDOE plans to contract with ETW again in SY2010-11 to conduct another Educational Opportunity Audit in one Honolulu high school in order to collect the data needed to prepare a professional development plan targeted to the needs of the school. In addition, HIDOE will form a local cadre to shadow ETW to learn how to implement their audit and planning processes. Under mentorship from ETW, the cadre will conduct its own audit of three additional high schools using the Educational Opportunity Audit process in SY2010-11. State Title IIA funds have already been earmarked to contract with ETW. In addition, the local cadre will also convene forums with HIDOE staff and other key partners to review, inform and ultimately streamline existing audit processes (such as those used in accreditation and Title I AYP Restructuring Response Team audit) based on the methods and findings of the ETW audit process.
- By the end of 2010, the HIDOE will have an updated system-wide inventory of high school science facilities to ensure that all schools have the capacity (physical plant, instructional resources, and human resources) to provide all students, especially those who attend struggling schools, with a high-quality STEM education. With two lab sciences required as part of the 2013 Step Up Diploma and the 2018 college- and career-ready diploma, the inventory of science facilities currently underway will include a school-by-school report on the current status and adequacy of science learning materials, data on teacher quality as measured by "Highly Qualified" (HQ) teacher status, and a snapshot of the enrollment and success rates in current science core courses compared to the HQ teacher data. This "science and math capacity plan" will help the DOE to prioritize repair and maintenance and Capital Improvement Project requests, and it will affect system-wide professional development for science teachers. Schools in the Zones of School Innovation will have first priority implementation of the HIDOE's Science and Math capacity plan that will ensure that the science lab

facilities are sufficient and that a sufficient number of science courses are accessible and taught by highly effective teachers. Knowing that Hawaii currently has a shortage of HQ teachers in secondary science, HIDOE has identified efforts that will increase access to highly qualified teachers in STEM subjects and other hard-to-staff subjects—such as using video conferencing where a Physics teacher housed in one high school could deliver instruction to a classroom in another high school across the State. (See Section (D)(3) for more information on this strategy.) Schools in the Zones of School Innovation will have first priority for implementation of this video conferencing initiative.

- A similar system-wide inventory will be conducted for English Language Arts and Mathematics by the end of 2010. Information on the schools' learning materials and teacher quality in these two subjects will be needed as the State provides the necessary supports to help *all* schools transition from HCPS III to successful adoption of the CCSS. State Title IIA funds have been earmarked for this study.
- The Science and Mathematics assessments also will identify findings relevant to schools' capacity to deliver interdisciplinary STEM-based instructional programs or activities.

As a result of these various analyses and in conjunction with the multi-partner efforts to adopt the new college- and career-ready diploma, HIDOE will create a full plan for addressing equity in access to high-quality courses, appropriate instructional resources and tools that extend beyond the Common Core Curriculum (such as science materials) and effective teachers. This plan will be presented to the BOE for adoption in spring 2011 and will drive the implementation of CCSS, the college- and career-ready diploma, and aligned professional development, statewide.

The responsible parties include:

- *HIDOE Office of Curriculum, Instruction and Student Support (OCISS)*, with funding provided by Hawaii P-20, which will develop the capacity inventories for English, Mathematics, and Science by December 2010; and

- *HIDOE Office of Curriculum, Instruction and Student Support (OCISS)*, which will incorporate the ETW audit processes into existing accreditation processes and needs assessments.

4) Develop/Identify/Acquire, Disseminate, and Implement High-Quality Formative and Interim Assessments:

Successfully implementing the CCSS also depends on simultaneously implementing a comprehensive assessment system. The three types of assessments that Hawaii will implement, along with descriptions of their purposes and methods of administration, illustrate Hawaii's commitment to helping educators use assessment data to diagnose student learning strengths and gaps and to shape differentiated instruction based on the data.

Summative Assessments—Common Core Assessments and End-of-Course Exams: Large-scale

Common Core summative assessments in elementary and middle school will be developed through a funded consortium with other states. HIDOE will drive partner states in a funded consortium to fully implement new Common Core Assessments no later than SY2014-15, with implementation desired for SY2013-14. In the 2011-12 and 2012-13 (and possibly 2013-14) school years, HIDOE will administer "Bridge HSAs" in grades 3-8 that test only content and skills found in *both* the Common Core State Standards and Hawaii's Content and Performance Standards III (HCPS III). The Bridge HSAs will therefore provide a fair measure of school performance until the Common Core Curriculum and Common Core assessments are fully implemented statewide.

End-of-course (EOC) exams will be developed through a funded consortium and administered at the end of a middle/high school course, rather than at the end of a grade level. The ADP Multi-State EOC exam for Algebra II has been administered statewide in Hawaii since 2008, and has set a high bar of expectation, not just for students in Hawaii, but for others across the nation taking the same exam. Similar exams for Algebra I and Biology have also been developed and are ready to be administered (pending funding) to all students taking those courses beginning in SY2010-11. At this time, HIDOE intends to

leverage its participation in a multi-state assessment consortium to administer EOCs in key courses such as English II, Expository Writing, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, U.S. History and World History by SY2013-14. Students need excellent Science, Math, writing, and critical thinking skills to excel in STEM areas; End-of-Course exams in the above subjects have been chosen in part because they develop these proficiencies. The EOCs will standardize course expectations across the state and assure stakeholders that students are proficient in the course content. As HIDOE transitions from a single high school assessment given in grade 10 to a fuller system of end-of-course exams, HIDOE intends for EOC results to count as part of students' course grades. Just as adults in the system are accountable for performance, high school students also should be responsible for their own learning. As part of the college- and career-ready diploma policy to be adopted in 2010, HIDOE and BOE will determine what percentage (between 15 and 40 percent) the EOC results will count in each student's course grade.

As described above, the high school EOCs, especially those for Expository Writing and Algebra II, will serve not only to provide information about students' proficiency of the standards for those courses, but also to provide early readiness indicators for college level courses and open doors to credit-bearing courses for students deemed ready for postsecondary work. For students whose results indicate they aren't yet ready for credit-bearing work or to secure and keep living wage jobs, the results will help guide and inform those students' 12th grade coursework and postsecondary planning. The model for this work is California's Early Assessment Program. In addition, if possible, the EOCs will be administered online to allow for immediate feedback and use by students and teachers before the course is completed and in time to inform course planning for the summer and following school year.

Formative Assessments: *Data for School Improvement (DSI) Project:* As described in Sections (B)(2) and (C)(2), the DSI is an online bank of formative assessment items, accessible and customizable by teachers, that is rolling out statewide beginning in August 2010 with comprehensive professional development provided in SY2010-11. The DSI is meant to provide immediate feedback to guide instructional decisions; DSI assessment tasks are to be used to inform and improve instruction only, and

should not be used for accountability purposes. Items in the DSI bank mainly include publicly-released assessment items that have been validated for quality (with permission from other states and organizations to use their items). New DSI items will be developed through local assessment cadres, and in addition, Hawaii will be seeking other states as partners to create and share items. Participation and use of DSI will remain voluntary, though HIDOE will conduct extensive training in SY2010-11 to all educators to encourage widespread adoption of this valuable tool to assist in assessment for learning.

The DSI is not meant to serve purely as an online assessment tool; in addition to its bank of multiple choice and constructed response items, it will also include performance-based assessment tasks such as essays, projects, and performances. The performance assessments include rubrics used by the classroom to judge proficiency of the CCSS, as well as the General Learner Outcomes.

Interim Assessments: These assessments will be given at regular and specified intervals throughout the school year, as indicated in the Common Core Curriculum Frameworks to be developed by HIDOE, in order to evaluate students' knowledge and skills relative to a specific set of standards. Importantly, these interim assessments will measure student learning growth and will be included as a key measure in HIDOE's new performance-based educator evaluations. Accordingly, HIDOE will develop a full suite of interim assessments for grades K-8 and key high school courses in the four core subject areas (English Language Arts, Mathematics, Science and Social Studies) to be administered each quarter (at the end of the standard Hawaii school grading period) and to align with the scope and sequence laid out in the Curriculum Framework. HIDOE plans to develop and administer its own interim assessments in SY2011-12 and SY2012-13, with an option to purchase off-the-shelf assessments. (Though developing interim assessments aligned to the Common Core Curriculum is preferable, HIDOE may determine that this is not a smart use of resources for SY2011-12 and SY2012-13.) In SY2013-14, when the State's new performance-based educator evaluation system is implemented statewide, when the Common Core Instructional Materials are in place, and when the Common Core Assessments are ready, HIDOE expects to transition to interim assessments that are fully-aligned to the CCSS and Common Core Curriculum. Participation beginning in SY2011-12 will be mandatory statewide for all

tested subjects and grades (K-8 and in key high school courses in the four core subject areas). All affected educators will be provided with individual student growth data aggregated to their classroom level, in order to help them become accustomed to understanding and using growth data. But, as described fully in Section (D)(2), these data will not be used for evaluation purposes until SY2013-14.

Responsible parties include:

- *HIDOE Systems Accountability Office*, which will develop and administer the Common Core Assessments in conjunction with consortium partners;
- *HIDOE Office of Curriculum, Instruction and Student Support*, which will provide content area feedback on the Common Core Assessments in conjunction with consortium partners; and
- *HIDOE Office of Information Technology Services*, which will host the DSI and formative item banks and align and deliver professional development on DSI in SY2010-11.

Develop/Acquire and Deliver High-Quality Professional Development to Support the Transition to CCSS:

A successful transition from HCPS III to the K-12 CCSS will require a careful and thoughtful implementation of all of the above activities—but Hawaii’s ultimate success in helping students achieve the world-class CCSS depends on increasing the skill levels of Hawaii’s current and future teaching force. HIDOE will offer or help teachers acquire an array of professional tools: 1) the CCSS Implementation Toolkit (Science and Social Studies teachers are included because of the CCSS Literacy Standards for Science and Social Studies); 2) training to implement the CCSS Curriculum Framework with existing instructional materials; and 3) training to implement the Common Core Curriculum with newly adopted instructional materials. The total number of training hours will include a mix of required statewide training courses (developed or acquired by HIDOE) and other training provided at the complex area or school level based on the individual needs of teachers.

To support initial statewide training for all English Language Arts and Mathematics teachers to implement CCSS in SY

2011-12, Title IIA funds have been earmarked to support the production of CCSS implementation videos and support/training tools such as CCSS posters. The State Educational Specialists for English Language Arts and Mathematics will oversee the development of the training videos and tools, the initial phase of which will be distributed to all schools by October 2010, and more training modules developed and disseminated over SY2010-11.

While some teachers and principals may be able to implement the CCSS with minimal support from the state or Complex, others may need more intensive training, not just in the CCSS, but in content knowledge and pedagogical knowledge. One specific strategy that will be implemented with funding from State Title IIA funds is statewide training and technical support for school/instructional leaders to learn how to identify effective instructional practices and help teachers to transform teaching practices so that more students will be actively engaged in their learning. For educators who need more professional development to increase their content or pedagogical knowledge of the subject, the new educator evaluation system will help to identify these individualized professional development needs (see Section (D)(5) for more details).

To provide professional development in a timely and teacher-oriented manner, HIDOE will use its existing professional development delivery model that was recently launched for the statewide implementation of the HIDOE Literacy for Learning initiative. (See page A-314). Conducting professional development on this scale will require multiple layers of support from within HIDOE; from other partners in the UH system and other State agencies; from nonprofits, foundations, and other partners external to the public sector; and from other states.

**The Tri-Level Professional Development Delivery Model:
Responsibilities to Implement the CCSS and Common Core Curriculum**

STATE LEVEL	COMPLEX OR COMPLEX AREA LEVEL	SCHOOL LEVEL
<ul style="list-style-type: none"> • Conduct and coordinate research and development of the components of the Common Core Curriculum 	<ul style="list-style-type: none"> • Conduct needs assessment and coordinate professional development for teachers and schools within 	<ul style="list-style-type: none"> • Identify professional development needs of teachers (both individual and group needs) and link these to

<p>(including updating the HCPS III Instructional Map which will provide sample tasks and student work exemplars), instructional materials adoption process, and the comprehensive assessment system</p> <ul style="list-style-type: none"> • Produce training videos and support tools for CCSS implementation • Provide training via webinars when information needs to be disseminated quickly to schools across the State • Host online community of practice for real-time/24 hour responses to teacher needs • Provide State-level support for leaders at the complex or complex area level 	<p>complex or complex area</p> <ul style="list-style-type: none"> • Evaluate the level of success of professional development programs or providers and make recommendations to the State or Complex Area Superintendents for which services should be kept and which should be terminated • Deliver professional development using existing Complex Area staff, including School Renewal Specialists and curriculum coordinators for training that meets the specific needs of the complex schools • Communicate the need for larger scale professional development when a majority of teachers express the same needs 	<p>educator evaluations</p> <ul style="list-style-type: none"> • Include in required annual schoolwide Academic and Financial plans specific timelines and plans for training for CCSS implementation, materials purchasing, and time for job-embedded and collaborative professional development
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Responsible parties include:

- *HIDOE State Office, Complex Area Superintendents and their staff, and the UH-Manoa College of Education, which by August 2010 will develop detailed action plans for delivering CCSS professional development through the Tri-Level Professional Development and Support System. The action plans will also include integration of the CCSS and Common Core Curriculum as part of pre-service education. The action plans also will include strategies for converting current HIDOE state office positions to Complex Area positions so that each Complex Area can have its own Literacy and Mathematics PD specialists who are able to design and help deliver highly-responsive professional development aligned to the needs of individual schools and educators;*

- *OCISS*, which will produce CCSS training tools (including training videos and support documents) and disseminate the tools to all schools by September 2010. The training tools will be part of an implementation kit that HIDOE will use to train the CCSS trainers at each level of the Tri-Level Professional Development and Support Team. Title IIA funds have been earmarked to support the production of the training videos and support tools;
- *HIDOE and Complex Area specialists*, which in fall 2010 will host a professional development institute to train the trainers for each level of the Tri-Level Professional Development and Support Team. State Educational Specialists from OCISS will conduct training of trainers on each island to accommodate more trainers at each venue. Title IIA funds have been earmarked to support this training;
- *Principals and Complex Area Superintendents*, who in their SY2011-12 academic and financial plans will be required to detail the staff positions and other resources needed to provide the appropriate support for teachers at the school level and Complex Area level; and
- *HIDOE professional development leaders*, who throughout SY2010-11 will provide training at the school and Complex Area levels to prepare teachers to fully implement K-12 CCSS in SY2011-12. State-level professional development leaders will work with all Complex Area leaders to develop training modules. Title IIA funds have been earmarked to support the production of training videos and other support tools. The state will provide statewide training and technical support for school/instructional leaders on effective instructional practices. This training is the start to a focused series of training to transform teaching practices that will significantly increase student achievement. After initial training introducing teachers to the CCSS system and its differences from HCPS III, further professional development will be tailored to teachers' individual needs.

In addition to the mandatory and voluntary professional development to successfully implement the CCSS, sometimes what teachers need is simply someone to answer their questions. For example, a 4th grade teacher about to teach fractions might

want to talk with an expert on how best to teach the relevant Common Core standard. To be able to respond to teachers in a timely manner, the state will establish by January 2011 an “online hotline.” This community of practice (co-located with the Common Core Curriculum’s Digital Resources) will enable teachers to submit their questions to experts/mentors who will respond within 24 hours. State specialists, expert teachers, and higher education faculty will be recruited to respond to teachers’ questions.

The bottom line is that the State needs to be able to provide the kind of professional development that is needed. Some training will be delivered via webcasts or podcasts whenever a common message needs to be delivered quickly to a mass audience. But for training that requires more deliberate participation and interaction, professional development workshops or training sessions will be developed and conducted by Complex Area specialists or school faculty, bought from professional development vendors or acquired free of charge from Open Education Resources. Consumers at the State, Complex Area, and school levels will evaluate and report on the effectiveness of the bought/acquired resources to the OCISS educational specialists for the respective content areas.

6) Modifying Statewide Response to Intervention Programs to Prevent Academic Failure and Remediation for All Students and Especially for High-Need Students:

Improving classroom instruction and increasing achievement for *all* students is likely to require additional strategies for teachers and students. Whereas the Curriculum Framework prescribes *what* teachers should teach within a certain time frame, ultimately, teachers need to know *how* to match their instruction delivery to the most effective learning styles of students. Effective teaching can eliminate, for many students, the need for intervention or remediation. This is the underlying assumption of Tier 1 of the state’s Response to Intervention (RTI) program.

Through RTI, pre-assessments and other formative assessments should play a major role in assuring that students receive appropriate and timely support. As such, HIDOE will review its current RTI policies and practices and its Comprehensive Student Support System (CSSS) in fall 2010 to assess how well the state is meeting its goal of 75%+ students meeting learning

goals via Tier 1 intervention in English Language Arts and Mathematics, 10-15% meeting learning goals via Tier 2 intervention, and 5-10% meeting learning goals via Tier 3 intervention. The capacity inventory of English Language Arts and Mathematics learning materials and teacher quality (described above) will provide data on the state's capacity to deliver quality Tier 1 interventions. An expected result of the inventory will most likely reveal the need for renewed focus on effective teaching and universal intervention strategies.

Whereas RTI in Hawaii has been mainly under the leadership of the Special Education section of HIDOE, future communication and training regarding RTI is now the responsibility of the Curriculum and Instruction Section of HIDOE. Tier 1 (universal intervention) training will be integrated with the training for using the Data for School Improvement (DSI) system so that teachers will learn how to use formative assessment data to plan necessary interventions (such as extended learning opportunities, tutoring, or online tutorial programs). Part of the intended outcome is for more students to gain success via quality instruction and universal interventions using formative assessment data from DSI, and fewer students will be misdiagnosed as requiring special needs services. In addition, through other professional development opportunities coordinated through the complexes, teachers will learn how to actively engage students using high-yield learning strategies via differentiation, the Rigor-Relevance Framework, learning tasks grounded in STEM, and Literacy for Learning strategies.

Responsible parties include:

- *HIDOE Office of Curriculum, Instruction and Student Support (OCISS)*, which will ensure that all teachers (regular education and special education) are trained in providing timely and appropriate intervention for all students. After conducting an evaluation of its current RTI policies and Comprehensive Student Support System, OCISS will develop a professional development plan to work with the complex areas and schools via the Tri-Level PD Support System to assess teachers' capacity to implement Tier-1 and Tier-2 interventions and provide them with the necessary training. All training on RTI and CSSS will be delivered in the context of implementing CCSS and the revised GLOs.

Comprehensive and Coordinated Timeline for Implementation

	SY2010-11	SY2011-12	SY2012-13	SY2013-14	SY2014-15	SY2017-18
Common Core State Standards (CCSS)	CCSS adopted by BOE May 20, 2010 Prepare for implementation	Initial implementation of CCSS (using current instructional materials aligned to CCSS Curriculum Framework)		Full implementation of CCSS (following Common Core Curriculum)		
Common Core Curriculum	Develop and disseminate three components of the Common Core Curriculum: <ul style="list-style-type: none"> • Crosswalk from HCPSIII to CCSS and gap analysis • “What the Standards Mean” • Curriculum Framework Align current instructional materials to the Curriculum Framework	Implement Curriculum Frameworks using current instructional materials Identify, evaluate and post digitally-available instructional resources and locally developed supplemental contextual units/lessons to fill the gaps from current instructional materials (add to Common Core Curriculum) Begin search for Common Core Instructional	Adoption, purchasing, and training of Common Core Instructional Materials Add adopted instructional materials to the Common Core Curriculum Continue adding Digital Resources and supplemental contextual units/lessons to the Common Core Curriculum	Required adoption statewide of Common Core Curriculum for schools that are not making AYP/meeting standard Continue evaluating and adding Digital Resources and supplemental contextual units/lessons to the Common Core Curriculum		

		Materials		
“Bridge” HSA and Common Core Summative Assessments	Online has administered up to three times per year (aligned to HCPS) Continue to administer Algebra II End-of-Course Exam	Administer “Bridge HSA” (with only items that align to CCSS and HCPS) Prioritize additional STEM-focused Algebra I, Algebra II and Biology EOC Exams statewide		Administer new Common Core Assessments: grades 3-8 and End-of-Course assessments, including Career and College Ready, STEM Assessments
Formative Assessments	DSI statewide training and implementation	<ul style="list-style-type: none"> • Continue implementing DSI • Continue working with teachers on a voluntary basis to develop more items for the DSI bank • Work with other states to share items 		
Interim Assessments (aligned to Curriculum Framework)	Field-test quarterly interim assessments in English and Math, high school grades	Implement quarterly interim assessments in four core subjects, K-8 and key high school courses, developed or purchased by HIDOE		Implement quarterly interim assessments developed through multi-state assessment consortium
General Learner Outcomes	Incorporate the following into the GLOs: Profile of Literate Learner, 21 st Century Skills, and STEM learning strategies	Field test using the revised GLOs as a rubric for assessing the Senior Project		Use revised GLOs as a rubric for assessing the Senior Project and other culminating classroom performance assessments
Professional Development for CCSS Implementation	Statewide training (via technology) on components of the Common Core Curriculum that are already developed			Statewide training on implementing the Common Core Instructional Materials
	<ul style="list-style-type: none"> • Conduct needs assessment and use tri-level framework to coordinate professional development and support for teachers and complex/complex area/state staff • Integrate Common Core Curriculum into pre-service education programs 			

	<ul style="list-style-type: none"> Establish community of learners and provide a mechanism (such as a blog) to allow teachers to pose questions and receive responses within 24 hours 		
Career and College Ready Diploma	Students earn regular High School Diploma or BOE Recognition Diploma	Students earn the voluntary (opt-in) BOE “Step Up” Recognition Diploma including STEM-foundational course requirements (three years of Mathematics including Algebra II or equivalent and three years of Science, including two lab sciences)	Students earn the default (opt-out) CCR Diploma with STEM-foundational courses
School Capacity Analysis	Conduct analysis of capacity of schools (in terms of facilities and Highly Qualified and effective personnel) to offer courses that will fulfill STEM goals and the 2018 CCR Diploma; develop an action plan	<p>Carry out action plans from the analysis</p> <p>Continue to evaluate schools’ capacity to offer CCR courses by streamlining current audit processes (such as WASC Accreditation, AYP Restructuring Response Team visits, SPED and Title I monitoring, Education Trust West Educational Opportunity Audit)</p>	
Student Supports	<p>Evaluate effectiveness of current RTI policies and practices and the Comprehensive Student Support System (CSSS)</p> <p>Develop a professional development plan to train (or re-train) all</p>	<ul style="list-style-type: none"> Conduct needs assessment and use tri-level framework to coordinate professional development and support for teachers and Complex/State staff in implementing RTI and the CSSS Integrate RTI and CSSS into pre-service education programs Establish community of learners and provide a mechanism (such as a blog) to allow teachers to pose questions and receive responses within 24 hours 	

	teachers in RTI		
See Section B Project Charter on page A-204 for more information.			

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

Recommended maximum response length: Two pages

(C)(1) Implementing a Statewide Longitudinal Data System: HIDOE has the capacity to access and use historical and longitudinal data for all students and all public schools in the state through a system that currently meets 11 of the 12 America COMPETES Act elements, and will fulfill the final element in fall 2010. As a single SEA/LEA, HIDOE has had an operational unique statewide student identifier in place for more than 20 years and has built the capability over time to collect and provide robust longitudinal data to a range of stakeholders. Hawaii’s Common Education Agenda places an absolute priority on the expansion of HIDOE’s K-12 data system to include additional data from pre-school, postsecondary, workforce, and the armed forces to allow analyses of educational data leading to college and career outcome indicators. The consolidation of these disparate yet meaningful data will be invaluable for Hawaii’s P-20, college- and career-ready focus.

12 Elements of America COMPETES Act	Current SLDS Status	Outcomes to be accomplished with current funding	Expansion to improve capacity beyond America COMPETES
1. Unique statewide student identifier that does not permit a student to be individually identified by users of the systems (except as allowed by Federal and State law)	Meets the America COMPETES standard.		Expansion to include unique student identifier for P-20 data systems.
2. Student-level enrollment, demographic, and program participation information	Meets the America COMPETES standard.		Expansion to include Pre-K enrollment, demographic and program participation for P-20 data systems.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Meets the America COMPETES standard.		Expansion to include public postsecondary data and private postsecondary when available.
4. Capacity to communicate with higher education data systems	Meets the America COMPETES standard.		Expansion to refine transfer process to achieve seamless automation.
5. State data audit system assessing data quality, validity, and reliability	Meets the America COMPETES standard.		Expansion to include pre-K, workforce, armed forces data.
6. Yearly test records of individual students with respect to assessments under section 111 1(b) of the ESEA Act of 1965	Meets the America COMPETES standard.		Expansion to include classroom and interim assessment item bank data
7. Information on students not tested, by grade and subject	To be met in SY2010-11.	The ability for Hawaii to capture information on students not tested by grade and subject is integrated into the online testing system that	

		was field tested in March-May 2010 and is scheduled for full implementation in fall 2010.	
8. Teacher identifier system with the ability to match teachers to students	Meets the America COMPETES standard.		Expansion to include elementary ACCNs to differentiate teacher-subject matches for elementary students.
9. Student-level transcript information, including information on courses completed and grades earned	Meets the America COMPETES standard.		Expansion to include parent and student portal access.
10. Student-level college-readiness test scores	Met the America COMPETES standard in SY2009-10.	Student-level college readiness test scores for 1998-2009 acquired for SLDS. Funds for acquisition of 2010-12 data are budgeted (See page C-2).	
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Meets the America COMPETES standard.		Expansion to include additional transition data such as counselor (secondary and postsecondary) linkages to student college readiness.
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Meets the America COMPETES standard.		Expansion to include identification and acquisition of other indicators of adequate preparation such as regional usage rates of the college access portal and postsecondary to workforce transitions.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.⁴

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

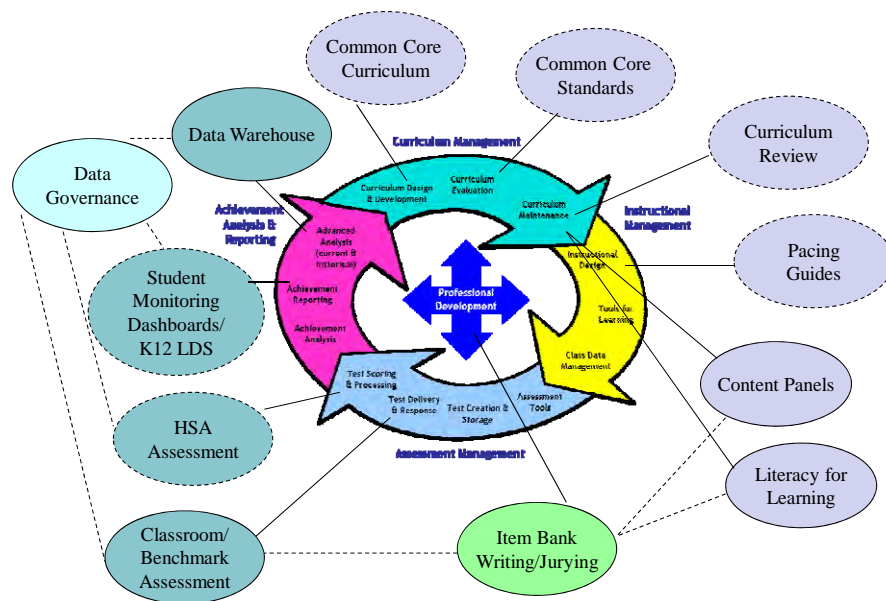
Recommended maximum response length: Two pages

(C)(2) Accessing and Using State Data: To support the P-20 goals of Hawaii’s Reform Action Plan, HIDOE has prioritized and planned ambitiously to build on its solid, statewide infrastructure to quickly meet Hawaii’s education data needs within a short period of time. To develop Hawaii’s comprehensive and robust plan, needs assessments were conducted by two national consultant organizations, InfoSynthesis and the Center for Educational Leadership and Technology, experienced in the development of state-level longitudinal data systems. The consultants determined that the plan and timeline for HIDOE’s expansion of its data system is feasible given HIDOE’s current data systems and the increased availability of the state longitudinal data system models nationally. Furthermore, the needs assessment by InfoSynthesis in August 2009 found that, “Unlike in many other states . . . Hawaii has widespread support and interest from key stakeholder groups . . . and strong administrative commitment from each sector.” Hawaii has had a unique student identifier in place for more than 20 years and has a single system. Compared to states with hundreds of different systems in use, HIDOE’s expanded collection and user-friendly dissemination of data at full scale statewide will be uniquely achievable if given full financial support.

⁴ Successful applicants who receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

The full implementation of HIDOE's comprehensive data plan will give stakeholders, including educators, administrators, community organizations, government agencies, certification programs, parent advocates, and students, the access and training to use data to ensure positive student outcomes from statewide policy to classroom practice. HIDOE's Curriculum Development and Learning Management (CDLM) framework serves as HIDOE's robust model for integrating existing and planned data systems and functions into a common portal, training protocol, and governance standards to make the data user friendly and accessible. The data included in the CDLM conceptual model provide all of the functionality needed to understand whether a student is succeeding in the classroom, what factors are leading to that student's success, and how best to adjust and inform that student's instruction, the teacher's professional development, and the school level resources to grow successes statewide.

The following CDLM Model and Alignment with Key HIDOE Projects diagram provides a map of the overall system architecture.



CDLM Model and Alignment with Key HIDOE Projects

Six key HIDOE projects will realize the CDLM Model and combine multiple systems into a common portal for user access through data dashboards.

Project 1) K-12 Longitudinal Data Supporting Student Success: The HIDOE K-12 LDS project builds on the State’s progress to date through a 2009 SLDS award to combine robust but disparate student, program, teacher, and school data into one integrated data warehouse. In February 2010, HIDOE initiated the production of a school-level dashboard that stakeholders can use to access the data in this warehouse for decisions related to policy, instruction, operations, management, resource allocation, and enhancing student performance. Rollout of the dashboard begins in July 2010 and will include: 1) Student achievement, assessment, enrollment, and attendance metrics, which allow authorized users to drill down to the student-level data underlying the metrics (page

C-1) ; 2) combined metric analyses such as comparisons of content course marks to assessment proficiency levels; and 3) data quality indicators designed to enable school personnel to monitor and improve the accuracy of school-level data (page C-3). Complex Area Superintendents and principals will be able to access the dashboard beginning in July 2010. Teacher users will be added by July 2011, with full implementation by 2012. A plan and timeline for getting feedback from stakeholders on the dashboard indicators and implementation is an integral element of the K-12 LDS development. To that end, HIDOE is involved in ongoing engagement with Complex Area Superintendents, principals, teachers, and policy makers, through interviews, focus groups, surveys, and other tools to ensure the design of the system reflects the needs of those closest to HIDOE's students.

Project 2) Ho'okele: P-20 Longitudinal Data Informing Cradle to Career Development: A collaborative project of State leaders, HIDOE, the University of Hawaii, Department of Labor Industries Relations, and Hawaii P-20, *Ho'okele* (Hawaiian for "navigator") will create a fully operational P-20 statewide longitudinal data system by 2011. This work will be funded through State Fiscal Stabilization Funds Part A Phase II funds in SY2010-11, and any needed maintenance and growth activities after that time will be funded by State General Funds and other competitive grant sources. Through Ho'okele, end users of the current K-12 SLDS system will have access to data from early childhood programs, institutes of higher education (IHEs), and state agencies, as well as expanded charter school data. Ho'okele will:

- Establish a data governance structure that creates interoperability among agencies' data and maintains flexibility to include additional data;
- Build the state's technical capacity through a new P20 data warehouse and train staff on the use of reporting tools for inter-agency data analyses; and
- Develop a culture of data use that empowers stakeholders to make critical data-based decisions by providing access to quality data for analyses and research through stakeholder portals and reports.

Ho'okele's data-rich reports will inform decision-making processes from teacher evaluations, to school-level accountability, institutional planning, and students' choices for course registration. To further increase Ho'okele's accessibility, HIDOE, UH and

Hawaii P-20 are developing a “college and career access web portal,” which will serve as a user-friendly, online, one-stop shop for counselors, students and parents to make informed decisions for college and career planning based on reviewing students’ records longitudinally in relation to their career and college goals. Users will also be able to see “early warning indicators” signaling whether students are on track for graduation and meeting the appropriate college- and career-ready benchmarks at key points in the education pipeline. The goal of the portal is to increase the college-going rate of HIDOE graduates through consolidation of college path planning resources and assistance in the completion of college entrance and financial aid applications. The design and initial portal development have been funded by the U.S. Department of Education College Access Challenge Grant managed by DBEDT and subcontracted to Hawaii P-20. In 2007, Hawaii was selected through a national competitive process by the National Governors Association (NGA) Center for Best Practices as one of only six states to receive \$500,000 in funding to support a statewide STEM Initiative related to this P-20 portal (see page C-4). A major deliverable of the NGA grant was the development of an Outcomes Accountability System to track student participation in STEM programs and the effect on achievement. This is being accomplished by enhancing the HI-PASS Longitudinal Tracking System under development by Hawaii P-20 Partnerships in Education. HI-PASS is modeled after California’s successful voluntary K-12 and higher education data sharing system called CAL-PASS.

The NGA grant also funded the development of a STEM portal – www.mystemhawaii.org – to provide students, parents and teachers with information on the importance of STEM education and access to over 100 entries for programs, activities and events related to STEM programs throughout the state. As this new portal becomes better known and used, access to STEM programs by underserved students will greatly increase.

Project 3) Data for School Improvement (DSI): The third project – Data for School Improvement (DSI) - is a formative assessment item bank at the classroom and school that will be operational in July 2010. When the system is fully developed, teachers will be able to log on, document lesson plans, curriculum maps, and assessments so instructional modifications can be made based on student performance. The system will promote professional learning communities as teachers share best practices, design interventions and engage in collegial conversations about student work. Multiple measures of assessment data – including

demographics, attendance, large-scale and ongoing classroom assessments – will be available to classroom teachers at one site. Common course and grade-level assessments with learning goals aligned to the benchmarks will increase the capacity of teachers and principals to identify areas requiring additional attention. The data will be rapidly available and displayed in simple, accessible, student level formats to meet the needs of a variety of stakeholders at the State, Complex Area, school, teacher, and student levels. As described in Section (B)(3), participation and use of DSI will remain voluntary, though HIDOE will conduct extensive training in 2010-11 to all educators to encourage widespread adoption of this valuable tool to assist in assessment for learning. DSI is a formative assessment item bank that will be in production by July 2010, and it is described in further detail in Section (C)(3).

Project 4) Ensuring Data Quality and Widespread Use: Data governance establishes and implements the policies and procedures governing data-related matters for HIDOE. Reliance on high-quality data for high-stakes policy and personnel decisions demands that data governance policies and procedures are fully implemented. HIDOE has made substantial progress in meeting this goal during SY2009-10. In a step toward institutionalizing its data governance structure and processes, HIDOE established a State-level position to oversee their development and implementation as well as to promote the effective use of data tools by stakeholders. The Data Governance Director is developing and will oversee a data quality and ethics training for stakeholders, and a data use and analysis training to promote the appropriate and effective use of longitudinal data. Although the foundational elements and structure of data governance now exist in HIDOE, the implementation is in its infancy and the structure and processes are not considered institutionalized. Examples of the data governance implementation are provided on page C-14.

Project 5) Leveraging Research to Guide Policy Development and Decision-making: HIDOE has a history of sharing data and collaborating on research projects through Memoranda of Understanding (MOU) with entities such as University of Hawaii, Native Hawaiian organizations, and Hawaii P-20; however, HIDOE intends to formalize and focus data partnerships on the educational research questions that are timely and meaningful to HIDOE's reform initiatives. Hawaii's Partnership for Educational Research Consortium (PERC) provides the research base and analyses to answer policy questions and inform critical policy and continuous improvement decisions, and is described in detail in Section C(3)(iii).

Project 6) Accountability at All Levels – The Balanced Scorecard: To ensure that HIDOE SEA activities are achieving the desired results at the classroom level, the HIDOE data management system will also operationalize and monitor a Balanced Scorecard (BSC) system. HIDOE’s Project Management Office, Office of Information Technology Services, will operationalize the BSC’s tools, and the Office of Strategic Reform will use the tools to monitor HIDOE progress on actionable goals, objectives and activities to achieve the plans proposed for the four Race to the Top reform areas. HIDOE has contracted with an organization with notable experience in developing BSC for educational agencies, the Center for Educational Leadership and Technology, to support the development and implementation of an effective BSC system and project management process for Hawaii. (Please see Section A for more details on the Balanced Scorecard, as well as Balanced Scorecard Project Charter, page A-214).

Responsible parties and timelines for key projects are included at the end of (C)(3), as well as Project Charters for Section C (pages A-214 to A-263).

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

Hawaii's goal under the Common Education Agenda is to rapidly improve student educational achievement and outcomes throughout the State, and Hawaii expects a culture of data-driven decision making throughout the P-20 continuum. HIDOE will soon have the system and training in place to support that culture. With Race to the Top support, Hawaii will deploy a single, statewide instructional improvement system that will be completed for every school in the State by SY2011-12. Training and full implementation will occur immediately following, and will be completed by 2013. HIDOE's single SEA/LEA structure will enable Hawaii to leap past the hurdle of creating instructional improvement systems district by district, which can result in "a patchwork of incompatible systems that are difficult to support and even more difficult to integrate." Instead, Hawaii can focus its efforts on implementing a "third generation" system, and providing training and support for educators, administrators, and other system users. HIDOE's statewide reach and K-12 Complex Area structure will allow for centralized strategic planning and rollout of best practices to advance student learning and student growth at all levels of the system, from curriculum development to human resources.

(C)(3)(i) Instructional Improvement Systems: By July 2010, HIDOE will have the capability to provide rapid-time data to educators and instructional leaders to inform instructional strategies, management decisions, and program decisions. The user-friendly dashboard and the data systems that drive it will meet the following important criteria for successful use by educators as identified by Wireless Generation, a leading researcher, advisor, and provider for formative assessment tools and instructional improvement systems: (1) data must be fresh—between a day and a week old; (2) data must be rich, providing multiple sources so that educators can hone in on a particular problem with the confidence that the different measures agree; (3) four different types of

assessments are required: screening, diagnostic, progress monitoring, and outcome; (4) data must be fine-grained enough to be instructionally actionable; (5) access tools must be fast and simple with response times of a few seconds; and (6) data need to be clean and accurate.

These data will be provided by HIDOE's SLDS in combination with the Data for School Improvement (DSI) system— a component of the statewide curriculum, instruction, and assessment platform that is in production and will be operational in July 2010 (see timeline in Section (C)(2)). DSI provides real-time feedback to teachers to help them adjust their instructional delivery strategies in the classroom. As the system reaches full capability, it will 1) provide educators and leaders with additional measures – including demographics, attendance, and large-scale classroom assessments; and (2) provide data to help administrators, the State, and credentialing/licensing programs to identify effective teachers and effective practices.

1) Teachers: DSI, an item bank for formative assessments with items aligned to the English Language Arts, Mathematics, and Science standards and benchmarks, will be available for all teachers and schools. DSI will be developed in a phased-in approach, and funding permitting it will also have the capacity to tie document lesson plans and curriculum maps to assessments. This will facilitate differentiated instruction based on student performance. For standards and assessments, a system of grade-level curricula aligned to common core standards in English Language Arts, Mathematics, and Science in grades pre-K to 12 will be linked with model lessons, differentiated instructional extensions, and extended learning scenarios. Similar sources of diagnostic assessments, aligned to the common core standards and statewide standardized assessments, will be available for teachers and schools to assess the needs of students performing more than one grade level behind.

The sample screen shot below illustrates how teachers will be able to assess student performance against a specific standard and benchmark.

Assessment and Component Performance Report

Area Test

03/16/2010

Page: 1 - 1

School: GlobalScholar	Gender: All
Teacher: Silver, Everette	Term: 4th Marking Period
Class: 2-MATH	Grade Level: 07
Assessment: Area Test	# Students: 25

Student Performance	Overall Performance (36 pts. possible)		439DBC6-1ED6 -11DC-A1D4-586 49DFF4B22 (9 pts. possible)		43A32BDE-1ED6 -11DC-A1D4-586 49DFF4B22 (9 pts. possible)		43AAC2B8-1ED6 -11DC-A1D4-586 49DFF4B22 (3 pts. possible)		43ABD8CE-1ED6 -11DC-A1D4-586 49DFF4B22 (15 pts. possible)	
	GROUP AVERAGE	26.76	74%	8.10	90%	7.95	88%	4.24	141%	11.40
ACEVES, BRETT	31	86%	9	100%	9	100%	3	100%	10	67%
AHMED, DIEGO										
AHMED, SAMANTHA	30	83%	9	100%	9	100%	3	100%	9	60%
ATER, OLIVER	25	69%	25	278%	25	278%	25	833%	25	167%
AZIZ, CHERISE	24	67%	9	100%	6	67%	3	100%	8	40%
BACOTE, TENNILLE										
BLANKS, DONALD	18	44%	2	22%	3	33%	2	67%	12	80%

2) Administrators and Leaders: Starting in July 2010, administrators and Complex Area Superintendents will be supplied with easy-to-use dashboards including a diverse set of indicators that help enhance decision-making. By 2012, the K-12 LDS will track actionable indicators in coherent modules such as at-risk and early warning indicators, on-track for graduation, teacher-student performance, as well as Science, Technology, Engineering and Mathematics (STEM) cohort performance. To support struggling students and schools, the CDLM model ties together a system of web-based, searchable data components linking student performance to standards and assessments, career-related standards, industry standards, grade-level mapping, aligned lesson plans, formative and diagnostic assessments. Extensions to measure growth in Reading and Mathematics will be available to schools for planning, to teachers and specialists for instruction, and to students/families for individual education planning. Through a single web interface, principals will be able to compare students' course marks to their proficiency levels on the statewide assessment as

an indicator used to monitor potential inflation of course marks. Another feature of the K-12 LDS is the implementation of data quality indicators for principals that provide stoplight warnings of targeted metrics which exceed the acceptable error parameters. The stoplight indicators will advise principals which data require attention, promoting improved data quality as well as supporting sound decisions based on sound data. Highlighting data quality issues will decrease errors and help to produce “clean data.”

3) Effective Teacher and Leader Feedback: For teacher-level data supporting the development and maintenance of effective teachers and leaders, a system of web-based data components will link student-level data to professional learning standards (content and pedagogy); to teacher’s college courses, majors, degrees, endorsements, and professional certificates (including Highly Qualified teacher status); and to professional development tools, including high quality video-streamed examples of classroom instruction.

(C)(3)(ii) Using Data Systems to Support Continuous Instructional Improvement:

HIDOE recognizes the need to invest heavily in professional development and training to ensure the effective use of the new data system tools to guide instruction and school management. HIDOE developed expectancies for data use and data system knowledge this year and will utilize the Complex Area organization of its public schools to train the teachers, principals, and Complex Area Superintendents on the use and best practice applications of the new data dashboard. In addition to the training plan summarized below, State-level supports will be augmented with ongoing technical assistance hotlines, user trainings and webinars in the access and use of system data. The system vendor will provide ongoing support through the existing DSI contract. The timeline for the technical assistance supports the targeted production date of SY 2010-11. User training will commence in May 2010 and continue into the production date.

Professional development on using data to improve practice is embedded as a foundational component within the school, Complex Area, and State tri-level support design for implementing all reform initiatives within HIDOE. At the State level, data analysis support will be a pillar of program innovation and improvement. A team of State-level data staff representing the five State

offices and the Office of the Superintendent will collaborate with Complex Area staff to develop and deliver sustained data use trainings designed to meet the specific needs of different stakeholders. A minimum of 30 Complex Area level staff will complete the in-depth and rigorous data ethic and use training by July 2011. By leveraging SEA resources, additional training for school and Complex Area data coaches, report managers, data entry, and technical support staff will be incentivized. Audits and analyses of data quality and data entry practices identify areas of concern and resources to support improvement (e.g., training, personnel, monitoring, etc.) will be distributed during SY2010-11 with high stakes accountability implemented in SY2011-12. To emphasize the importance of data use knowledge and skills, the recently developed HIDOE expectancies for data use and data system knowledge are embedded in current teacher, principal, educational officer, and Complex Area Superintendent evaluations. Analysis of the evaluations identifies areas of need for data use and ethics trainings in the following year. Metrics measuring the effective use of data are monitored through the BSC. Finally, the existing State-level supports will be augmented with ongoing technical assistance hotlines, user trainings and webinars in the access and use of system data.

At the Complex Area level, Complex Area Superintendents and their support teams need data and information to inform the use of resources at both the school and Complex Area levels. Complex Area staff proficient in data analysis and instructional improvement strategies will be deployed to schools to support the implementation of reform initiatives such as Literacy for Learning and the common core standards. HIDOE currently has staff in place across the 15 Complex Areas. By 2011, HIDOE will have functioning teams at all schools and Complex Areas. One hundred thirty seven schools (426 participants) and 14 Complex Areas (74 participants) were trained by Dr. Doug Reeves' Leadership and Training Center in March 2010. The primary tasks of this staff are to work with school leadership and teachers to assess the degree and quality of implementation, monitor progress toward the intended outcomes and determine next steps that might include strategic training or other interventions to ensure success. The school-level teams are supported by trained staff at the Complex Area level, including the 30 School Renewal Specialists plus other Complex Area support positions such as data processing user support, district education specialists, and resource teachers.

For principals, support in using the data systems as tools to influence instructional and systemic change is essential to

developing the capacity of instructional leaders in HIDEOE. With the ability to view student learning outcomes disaggregated by teacher in combination with observational data of teacher practices and program implementation, General Learner Outcome data, and student perceptual survey data, the capacity for principals to provide specific and constructive performance feedback to teachers increases. Principals engage teachers in dialogue about instructional practices, focus on professional development, and allocate resources targeted to improve student achievement when these data are available in an easily accessible, rapid-time data system. In addition, these systems provide principals and teachers with information in an actionable format about student attendance, enrollment and at risk factors that influence student achievement.

At the classroom and school level, teachers need guidance and support to analyze their classroom data, identify students' needs, provide students' with meaningful and actionable feedback, and select effective extension and intervention strategies based on the students' needs. The highly trained Complex Area support staff provide professional development for school data teams that include the use of powerful protocols for looking at student work in conjunction with process data to design differentiated instructional strategies to meet the needs of diverse learners. The availability of data on an ongoing basis allows teachers to create and modify lessons, utilize curriculum roadmaps and adjust instructional strategies to accommodate struggling learners as well as learners who need enrichment and more challenging activities.

At all levels, but especially for teachers and principals, creating and supporting dedicated time for data collection, entry, management, and analysis is critical. Streamlining and automating school-level data entry is a priority to provide time-sensitive data for teachers to analyze and use to reflect, dialogue, determine next instructional steps, and monitor the outcomes of those actions. Role-specific trainings in data collection, entry, management and analysis is embedded in the implementation of new data tools and information resources. As part of the tri-level support, school data teams benefit from ongoing support and facilitation from trained Complex Area staff to enrich their analytical thinking skills and educational performance practices. For example, schools requesting assistance to assess the degree to which teachers are implementing targeted practices or basing decisions on actual data receive direct and timely Complex Area staff assistance to develop, conduct, and interpret data from various formal and

informal process assessments using an automated tool with user-friendly data entry modules.

HIDOE will collaborate with the University of Hawaii and other institutes of higher education to embed more rigorous data analysis and use training requirements in their credentialing programs. Successful completion of credentialing programs will require the candidates to demonstrate proficiency in data analysis competencies. For example, fully licensed teachers and principals will be proficient in 1) understanding the common meanings, acceptable interpretations, and limitations of basic statistics, particularly those related to student performance assessments; and 2) determining appropriate next steps or interventions based on data to make informed decisions that improve student success. Furthermore, an intensive work experience-based program to develop instructional leaders highly skilled in data analysis and school improvement facilitation will be piloted in fall 2011. This incentivized instructional leader program will increase the capacity of HIDOE to recruit highly qualified and effective leaders for placement at high needs schools.

(C)(3)(iii) Making the Data Accessible to Researchers:

HIDOE has a history of data collaboration with agencies, such as Kamehameha Schools, Hawaii P-20, local philanthropic foundations, the regional education lab, and University of Hawaii research centers. In order to advance and expedite educational research and improve instruction and student success, HIDOE plans to expand and formalize these data partnerships under the Hawaii Partnership for Educational Research Consortium (HPERC). HPERC will advance and expedite access to data for the purposes of conducting educational research to improve instruction and student success. Key components of HPERC are the identification of pre-approved researchers who have met rigorous criteria as proven researchers and the collaborative development of prioritized educational research questions. As pre-approved researchers with pre-approved projects, they would be assigned a HIDOE liaison to help facilitate their access to the necessary data. The full realization of HPERC would promote dedicated research on educational policy and practices, including the evaluation of program implementations, such as the Literacy for Learning and STEM initiatives.

Beyond making the data accessible to researchers, HIDOE strives to utilize the research results to inform instructional and

program improvement. A two-day research symposium is planned for December 2010. The purpose of the first annual educational research study symposium is to analyze the results of national and local educational research and their implications for improving educational practice in Hawaii's public schools. Currently, many research studies are conducted each year within Hawaii's public schools; however, no formal process exists for using the results of those studies to inform practice with the Department of Education. Participants will review and synthesize educational research study results, identify significant findings and commonalities within the educational research results, and develop recommendations for HIDOE based on the findings. The first day of the symposium will focus on national study results and the implications of their results on Hawaii's public schools. The second day will focus on the results of HIDOE-specific studies and their alignment to the national study results. An outcome of the symposium will be a presentation of the key findings, implications, and recommendations and supporting documentation to the HIDOE leadership team.

Further evidence of the statewide support for data sharing is: 1) a data-sharing Memorandum of Agreement between HIDOE, University of Hawaii, and the Department of Labor and Industrial Relations, which has been in effect since fall 2009 (page C-19); 2) the formation of a P-20 data governance committee with representatives from State agencies; 3) a Hawaii Board of Education policy on data information availability and access, which was adopted on March 18, 2010 (page C-24); and 4) a bill in the 2010 legislative session supporting data sharing between State agencies, which was signed into law as Act 41, SLH (2010) by the Governor on April 20, 2010 (page C-26).

Section C Timeline of Projects and Deliverables:

C. Use of Data to Improve Instruction			
2010	2011	2012	2013
K-12 LDS: launch State LDS (K-12) and operational SLDS			
Responsible Party: HIDOE Data Governance			

SLDS data analysis tools linked to school improvement planning	→ → → → →		
Train appropriate use of data; the data system and reporting tools available	→ → → → →		
Data quality and integrity (adherence to established data quality and audit processes)	→ → → → →	→ → → → →	
Data security and privacy	→ → → → →	→ → → → →	
Framework for addressing evolving LDS needs: establish tools and processes for identifying future data needs	→ → → → →		
P20 LDS Project			
Responsible Party: <i>HIDOE Data Governance</i>			
Develop a P20 data governance structure to enhance data quality and stewardship	Convene data governance committee	→ → → → →	Make available reporting tools for inter-agency analysis and output
Implement technology infrastructure representing P-20 pipeline	→ → → → →	→ → → → →	
Data collection expansion	→ → → → →	→ → → → →	→ → → → →
Implement reporting tools	→ → → → →		
Cultivate a culture of quality, updated data	→ → → → →	→ → → → →	→ → → → →
Data for School Improvement (DSI) Project			
Responsible Party: <i>HIDOE Office of Information Technology; Office of Curriculum, Instruction and Student Support.</i>			
Finalized procurement process for DSI vendor; began			

implementation meetings			
Finalize project plan, schedule and training timelines			
State support and communication plan			
Statewide training on use of assessment item bank	Ongoing assessment item bank Support	→ → → → →	→ → → → →
Partnership for Educational Research Consortium (PERC): <i>use data for research to inform policy and practice</i>			
Responsible Party: University of Hawaii P-20			
Develop database documenting research study requests and data release with a single point of entry for research/data requests and provide reference of approved projects and completed reports			
Create preferred and prioritized research questions	→ → → → →		
Standardize documentation of FERPA compliance and federal research on human subjects requirements			
PERC Advisory committee created and functioning	→ → → → →		
Establish clearly articulated processes and procedures for research and data request applications			
Maintain preapproved listing of researchers for streamlined application	→ → → → →		

approval					
Performance Measures					
Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.					
(Enter measures here, if any.)					
	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014

(D) Great Teachers and Leaders (138 total points) State Reform Conditions Criteria

<p>(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)</p> <p>The extent to which the State has—</p> <ul style="list-style-type: none"> (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; (ii) Alternative routes to certification (as defined in this notice) that are in use; and (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage. <p><i>In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.</i></p> <p>Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:</p> <ul style="list-style-type: none"> • A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information
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on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

Hawaii is acutely aware that achieving its P-20 vision will depend on having excellent teachers and administrators leading the way at every school in the state. Hawaii is well-positioned to achieve that excellence, beginning with a teacher and administrator pipeline that focuses on residency-based preparation and favors robust and accessible routes to careers in education for both traditional and non-traditional entrants to the field. The State’s teacher certification laws reflect HIDOE’s historically proactive stance for recruiting and retaining high-quality professionals even within the context of Hawaii’s isolation from other states and a public education system in which nearly one out of every five schools is considered “rural.” The challenges and opportunities created by Hawaii’s unique geography and demographics position Hawaii as a compelling “demonstration site” for states with a significant number of rural and remote schools whose staffing patterns can be dramatically affected by expanded pathways to teaching and leading.

D(1)(i) Provisions That Allow Alternative Routes to Certification for Teachers and Principals: The Hawaii Teacher Standards Board (HTSB) is authorized by the State to license teachers and to approve and regulate all teacher preparation providers in the State. HTSB uses a standards-based approach to approving teacher preparation programs. Rather than requiring specific courses or credit hours, all State-Approved Teacher Education Programs (SATEP) are required to demonstrate that their teacher candidates meet State-Approved Teacher Education (SATE) Unit Standards, HTSB Teacher Performance Standards, and national Specialized

Professional Associations’ standards. Focusing on standards in knowledge and practice for K-12 student learning creates a level playing field for both traditional and alternative providers while ensuring that programs meet high expectations for quality. Indeed, HTSB members have proactively worked to create a “level playing field” in Hawaii and consider themselves and the State welcoming to alternative approaches to preparing teachers (see HTSB Letter of Support, page A-350). In addition, Hawaii Revised Statute §302A-802 specifically encourages HTSB to develop policies supporting additional pathways to teaching in Hawaii, particularly in licensing teachers from out-of-state, supporting aspiring teachers with industry experience to become career and technical education teachers, and facilitating licensing for those who intend to teach in Hawaiian-language immersion programs. (See pages D-1 to D-5 for HRS §302A- 801, HRS §302A-802, and HRS §302A-805.5.)

Hawaii assigns the responsibility for certifying public school administrators to HIDOE (HRS §302A-605; see page D-6). HIDOE’s Administrator Certification for Excellence (ACE) program prepares and certifies principals and vice principals, currently through four pathways to certification (more details in Section (D)(1)(ii) below). HIDOE and the State Legislature have acted this spring to create a true alternative principal preparation route. Act 34, SLH (2010)—signed into law on April 19, 2010—codifies HIDOE’s commitment to expand administrator preparation programs by directing HIDOE to establish alternative routes to certification (see page D-7). HIDOE shall promulgate administrative rules to establish alternative routes to certification by 2011. The establishment of alternative routes will be implemented by SY2011-12 and will: 1) address shortages in high-need schools and/or areas; 2) accelerate certification for principal candidates with out-of-state licenses (who must currently complete two years of on-the-job training to be certified) to meet those needs; and 3) attract mid-career professionals from outside of HIDOE who have high leadership potential (page D-7).

(D)(1)(ii) **Alternative Routes to Certification That Are In Use:** To date, HTSB has approved 11 different teacher preparation programs. Nine of the 11 existing State-Approved Teacher Education Programs (SATEP) are classified by HTSB as alternative pathways to teaching. In SY2008-09, SATEP alternative programs prepared a total of 158 candidates for licensure, which was 14%

of all newly licensed teachers. The national average is 13%. (See page D-11 for Hawaii's SATEP survey results, including how they meet the Race to the Top definition of alternative routes to certification.)

Hawaii's existing alternative teacher preparation programs advance the State's desire to support community-based programs that serve remote areas, and to promote the preparation of teachers for high-poverty, struggling schools. Hawaii's rural nature—with candidates located in more geographically remote areas without easy access to higher education campuses and traditional programs—also has encouraged the growth of alternative pathways. In addition, in 50% of the State's charter schools, and 19% of HIDOE-managed schools, at least half the students are Native Hawaiian. For several of the SATEPs, it is a priority to support a teacher population that can advance the Native Hawaiian cultural focus at many of these schools. To further the efforts in addressing its teacher needs, HIDOE will issue Requests for Proposals (RFPs) to engage alternative providers with expertise in training mid-career changers and others to become teachers in high-priority shortage areas, especially in struggling rural schools that persistently have trouble recruiting and retaining highly effective staff. The RFP will be issued and planning for this residency-based alternative certification program will be completed in SY2010-11, with the first cohort enrolling in SY2011-12. HIDOE plans to graduate a total of 44 teachers each year over three years (Section D Project Charter, page A-266).

HIDOE currently has four tracks for principal certification, all of which place a strong emphasis on residency and mentoring over traditional course requirements. Under the new regulatory authority of Act 34, SLH (2010), which was signed into law by the Governor on April 19, 2010, HIDOE will establish the requirements for additional principal certification programs to prepare aspiring principals. The descriptions of Tracks I through VI can be found on page D-14. For the new alternative certification Track V, HIDOE will issue an RFP and partner with a provider to train and certify principals particularly for the State's turnaround schools. The RFP will be issued and planning for this residency-based, alternative certification program will be completed in SY2010-11, with the first cohort enrolling in SY2011-12. The State will aim to graduate a total of 36 "turnaround principals" over three years and will place a special emphasis on recruiting non-traditional candidates. The State's commitment is

to continue strengthening and expanding existing in-state alternative pathways to teacher and principal certification while seeking partnerships with successful out-of-state alternative certification providers that specifically focus on training mid-career changers to become teachers and administrators in high-priority shortage areas (page A-264 (project charter)).

(D)(1)(iii) Identifying Areas of Teacher and Principal Shortage and Preparing Teachers and Principals to Fill These Areas:

HIDOE identifies areas of teacher shortage in two ways: 1) an Annual Employment Report that identifies all newly hired teachers by shortage area, geographic area, and licensure status; and 2) the Highly Qualified Teacher reports required by No Child Left Behind that are reported annually and posted on the HIDOE website for the State legislature, U.S. Department of Education's Title II program, and the public at large. With the planned statewide longitudinal data system, HIDOE continues to seek further improvements to inform its incentive and recruiting programs and to determine whether existing preparation routes (whether traditional or alternative) are meeting Hawaii's needs adequately.

Principal and vice principal shortages are monitored at the State level through the HIDOE Information Services System Branch (ISSB) and at the Complex Area level by the Personnel Regional Officer (PRO) who projects anticipated vacancies. Under the statewide longitudinal data system it is developing, HIDOE will incorporate all existing employee information from ISSB's database into a newly developed Electronic Human Resource (eHR) database to assist HIDOE in tracking employee data. By July 2010, in addition to providing annual published reports as is currently done, eHR will provide user access for specific queries on employee related data to better assist in determining trends that have implications for potential shortages. The Data for School Improvement system will link these data to data generated from the enhanced eHR, to create a comprehensive system of managing and evaluating the effectiveness of all professional development as described in Section (D)(5), to monitor, evaluate and identify areas of administrator shortage and to prepare administrators to serve in those areas of need.

In order to meet identified shortage areas in the state, Hawaii offers incentive programs and targeted recruitment programs. A \$3,000 bonus is provided to teachers and principals in identified, high-priority Title I schools, and teacher housing is available in

some rural, remote areas. HIDOE also conducts recruitment efforts on the mainland, bringing in 118 new teachers in SY 2009-10. In addition, HIDOE contracted with Teach for America beginning in 2006 specifically to serve persistently hard-to-staff schools. Retention remains a challenge, however, for teachers from mainland recruiting efforts, and as a result HIDOE also supports the expansion of grow-your-own teacher efforts such as Ho‘okulaiwi and Kalama Cohort. HIDOE’s Aspiring Leaders Program (ALP) prepares administrators to fill principal and vice principal shortages, actively recruiting applicants from acting Complex Area Superintendents (CAS), Teacher Leaders, practicing vice principals, new principals, and practicing principals. In preparing to fill shortages, HIDOE is mindful that high-quality, effective individuals are identified and recruited.

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional

responsibilities;

- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

Introduction: Hawaii is poised to realize a vision for excellence in teaching and leading statewide, and to ensure that all resources at the school, Complex Area, and State levels are focused on student learning gains. Key stakeholders and policymakers in Hawaii—the State legislature, the teachers union, the principals union, and HIDOE—are all fortuitously aligned behind the goal of designing and immediately scaling up a fair and reliable way to measure principal and teacher effectiveness—by examining gains in student learning and by using this new evaluation system to support and improve the quality and equitable distribution of Hawaii’s educator workforce statewide. HIDOE can leverage its single SEA/LEA structure to rapidly scale up teacher- and leader-effectiveness initiatives throughout the entire State, and has already begun a complete reorganization of its human resource functions to direct all efforts toward creating the context, culture, and conditions for a singular focus on student learning gains.

Hawaii has several key tools at its immediate disposal to measure actual student learning—including an online, vertically scaled statewide student assessment that can provide value-added measures of student growth—to target high-quality professional development support to teachers and principals based on real, identified needs, and to link various incentives and human resource decisions to performance. Hawaii can therefore begin measuring educator and administrator effectiveness immediately and plans to drive a SY2011-12 demonstration in the initial schools of HIDOE’s Zones of School Innovation (six “Priority Schools” and seven

additional feeder schools in their K-12 complexes—see Section E) with struggling students that stand to gain the most from effective teaching and leading. Concurrently, during the demonstration, HIDOE will begin the rollout of coaching, professional development, and system supports statewide to improve teacher and leader effectiveness throughout Hawaii.

Recognizing the high stakes and difficult issues involved in transitioning to a new evaluation system based in significant part on student achievement and growth, Hawaii state leaders are committed to an extensive consultative process to help steer next steps and decisions. Since 2009, HIDOE has convened the “Great Teachers and Great Leaders (GTGL) Workgroup”—comprising leading teachers, principals and Complex Area superintendents throughout Hawaii; union leaders; HIDOE and UH leaders; and education advocates—to explore ways to revamp Hawaii’s human resources, evaluation and talent development systems for principals and teachers and to help chart a path for the State. The GTGL Workgroup retreats to date have provided useful guidance and excellent recommendations. Based on the success and promise of the collaboration, HIDOE has established the group as a formal standing body within the Superintendent’s Community of Practitioners Council that will provide advice, recommendations, and ideas throughout the design, piloting, and final version of the system that is implemented statewide in 2013.

Unlike other states that have enacted new statewide policies that value teacher and principal performance—but that then leave the hard work, messy details and heavy lifting to school districts to figure out next steps, negotiate with their unions and implement successfully—as a single LEA/SEA that negotiates directly with unions, HIDOE has had to confront these issues directly and immediately in preparing its reform plans and strategies. As detailed in this section, Hawaii has successfully engaged teachers and principals in a planning process, and has engaged its two employee unions (the Hawaii State Teachers Association or HSTA, and for principals the Hawaii Government Employees Union or HGEA) in explicitly reaching agreement about next steps (see pages A-339 and D-15). This specificity and the shared agreement about how to move forward—coupled with Hawaii’s small size and scale—makes Hawaii’s plan for improving teacher and principal effectiveness uniquely strong. The opportunity for change is transformational, as good ideas in Hawaii do not have to trickle down from abstract state policy to real-world implementation. Once the hard decisions are made and agreements reached, implementation begins.

(D)(2)(i) **Measuring Student Growth:** Hawaii is transitioning its K-12 expectations and curriculum to reflect the new Common Core standards. As described in Section B, this evolution will include the implementation of both a new State Curriculum Framework and a new, richer, more comprehensive system of formative, interim, and summative assessments aligned to the Common Core Standards and developed in partnership with other states. Specifically, HIDOE is participating in the SMARTER-Balanced consortium to develop a new generation of tests—ensuring a wide range of tests that will be used to calculate student growth and evaluate teacher and principal effectiveness (See Sections (B)(2) and (B)(3) for additional details on this transition). HIDOE expects the new Common Core assessments will be available starting either in SY2013-14 or SY2014-15 (but will need to be used for two years before student growth measures can be validated for use in teacher and principal evaluations). To provide principals and teachers adequate time to familiarize themselves with the new assessments—and to create trend data that can be analyzed to calculate appropriate expected student growth—Hawaii will transition to Common Core assessments as a significant part of all principal and teacher evaluations in SY2015-16.

However, HIDOE recognizes the urgency to act more quickly than SY2015-16 so that the most effective teachers and leaders may be deployed to where they are most needed. Therefore, Hawaii has begun to design its new teacher and principal evaluation framework by using existing and in-development assessment instruments to calculate the appropriate gain for one year of learning to inform education evaluations. Design of the evaluation system will continue through SY2010-11, then be modeled over the course of two school years (SY2011-12 and SY2012-13) and ultimately implemented in every school by SY2013-14.

HIDOE has long used unique student identifiers and has the ability to link student scores to individual teachers. The mix of intermediate measures of student growth and learning (until new Common Core assessments are available) used in the evaluation system will include:

Vertically-scaled Hawaii State Assessment: Beginning in SY2010-11, the Hawaii State Assessment (HSA) will include a vertical scale, permitting measurement of year-over-year growth at the individual student level for students in grades 3-8 and 10 in Reading

and Mathematics, and grades 4, 8, and 10 for Science. The vertical scale will enable the State to produce a value-added score for individuals. Thus, by the end of SY2011-12, HIDOE will be able to augment the information provided to teachers on their students' performance and their contributions to it by identifying effective, highly effective, and ineffective teachers and principals by comparing data of their students' actual HSA scores with students' predicted performance, controlling for prior scores and demographic factors.

- End-of-Course High School Exams: Through the Hawaii P-20 Initiative and the State's participation in the American Diploma Project, the state has administered the multi-state Algebra II End of Course (EOC) exam since 2008. Similar exams for Algebra I and Biology have also been developed and are ready to be administered (pending funding) to all students taking those courses beginning in SY2010-11, with the possibility for these exams to eventually replace the 10th grade HSAs in Mathematics and Science. As described in Section (B), Hawaii also plans to administer and use EOC exams to calculate student gains in Algebra I, Geometry, Biology, Chemistry, Physics, U.S. History, and World History. (As HIDOE transitions from a single high school assessment given in Grade 10 to a fuller system of end-of-course exams, it expects the EOC results to count as part of students' course grades. Just as adults in the system are accountable for performance, high school students also should be responsible for their own learning.)
- Interim Assessments for Grades K-12 in English Language Arts, Mathematics, Science and Social Studies: To support teachers and schools immediately in realigning their instruction and expectations to the Common Core and other world-class standards, Hawaii will work with educators to develop and administer a full suite of interim assessments for grades K-8 and in key high school courses in the four core subject areas (English Language Arts, Mathematics, Science and Social Studies) to be administered each quarter (at the end of the school's grading period) and to align with the scope and sequence laid out in the state's new Curriculum Framework (see Section (B)(3)). HIDOE will plan and develop the interim assessments in SY2010-11 (including examining the viability of purchasing off-the-shelf assessments vs. developing them internally) and

administer the interim assessments and begin providing student growth data in SY2011-12.

HIDOE’s track record of developing and evolving high-quality assessments (as described in Section (B)(2) and (B)(3)) that are scaled to produce growth models enables the State to implement multiple measures of performance for educator evaluation. HIDOE will produce reports on a quarterly (for the online interim assessments) or annual (for state summative assessments) basis, but rapid-time access will also be made available for supervisors who need more frequent data updates.

In addition, HIDOE recognizes that the challenge of identifying appropriate, objective, broadly used measures for teacher effectiveness in non-tested subjects is more substantial than for teachers in core areas and for principals (who will be measured based on school-wide growth aggregated across multiple subjects). For this reason, the timeline for statewide implementation for non-core subjects is two years later—SY2015-16. A summary of the overall implementation timeline for measuring student growth follows:

When to Implement? (school year)	Which Schools?	Which Subjects and Grades?	Which Measures of Student Learning?
2011-12	Priority Schools/Zones of School Innovation (14 total, comprised of six Priority schools plus other schools in feeder pattern)	Math and Reading—grades 4-8 and 10; Science—grades 4, 8 and 10	Vertically scaled HSA (<i>already in place</i>)
		Algebra II and Biology	End-of-course exams (<i>already in place</i>)
		Grades K-8 and key high school courses	Hawaii-developed/ purchased interim assessments (<i>new—developed SY2010-11</i>)
2012-13	Highest need schools 40 additional schools selected by HIDOE for readiness	Math and Reading—grades 4-8 and 10; Science—grades 4, 8 and 10	Vertically scaled HSA
		Algebra II and Biology	End-of-course exams
		Grades K-8 and key high school courses	Hawaii-developed/ purchased interim assessments

2013-14 and 2014-15	<ul style="list-style-type: none"> All schools statewide 	Math and Reading—grades 4-8 and 10 Science—grades 4, 8 and 10	Vertically scaled HSA, <i>plus begin transitioning to new Common Core assessments</i>
		Algebra II and Biology	End-of-course exams
		U.S. History and World History	Hawaii end-of-course exams (<i>new—developed SY2013-14</i>)
		Grades K-8 and key high school courses	Hawaii-developed/purchased interim assessments, <i>plus begin transitioning to new Common Core assessments</i>
2015-16	<ul style="list-style-type: none"> All schools statewide 	All subjects All grades	Common Core-aligned assessments in grades K-8 plus Algebra II, Algebra I, Geometry, Biology, Chemistry, Physics, and Expository Writing Hawaii end-of-course tests Hawaii interim assessments Two objective measures for teachers in non-tested subjects

As noted above, HIDOE will formalize its Great Teachers and Great Leaders Workgroup to become an advisory body to help shape detailed decisions about the design and roll-out of the new evaluation system.

(D)(2)(ii) **Rigorous, Transparent and Fair Evaluation Systems for Teachers and Principals:** HIDOE firmly believes that an aligned accountability system driven by student results will include common measures of success to evaluate progress throughout the

system, from the Superintendent to the student. To make this shift, HIDOE and its teacher and principal unions have agreed to change the way educators are evaluated so that gains in student learning are the most significant factor in gauging performance (page D-15 and A-90). Hawaii law already requires a performance-based contract for principals (Act 51, SLH (2004)). (Page D-21). Also, as a single LEA/SEA, HIDOE already manages the development, implementation and consistent use of statewide teacher, principal, Complex Area, and State officer human resource evaluations systems. For teachers, the statewide evaluation instrument is embodied in the Professional Evaluation Program for Teachers (PEP-T); the corresponding Professional Evaluation Program for School Leaders (PEP-SL) contains the principal evaluation criteria, processes and rules for all principals and vice principals.

HIDOE and HSTA agree to measure teacher effectiveness using these criteria:

- 50% will be based on student learning gains, using measures described in Section (D)(2)(i) above; and
- 50% will be based on teacher practice as rated by: multiple observers; stakeholder satisfaction; teacher knowledge and skills as measured by professional growth; and school-based leadership and service.

HIDOE intends to implement a new performance-based principal evaluation (per state law) for SY2010-11 that measures effectiveness using these criteria:

- 50% will be based on student achievement: School-wide student learning growth (overall improvement, improvement of student sub-groups, and school-level value-added based on students' actual vs. predicted performance, controlling for past achievement and demographics) as measured by the vertically scaled HSA (described in Section (D)(2)(i) above) and student success in transitions (e.g., for middle school principals, success of students in first semester of 9th grade; for high school principals, college enrollment and remediation rates); and
- 50% will be based on:
 - Promotion of a positive climate for learning and an atmosphere of caring and respect for all students and members of

the school community;

- Leadership in school and instructional improvement: based on observations by Complex Area superintendents, peers and trained observers and evidence of attracting, developing and retaining high proportion/numbers of effective teachers;
- High standards of professionalism: Principal's knowledge and skills (professional growth to increase effectiveness via professional development, course completion, graduate education/degrees, reflective practice);
- Management of full scope of administrator responsibilities: managerial skills (e.g., resource management, compliance with necessary laws and procedures, maintenance of safe, orderly, and effective learning environment).

The result is that student learning growth is a clear component of both teacher and principal evaluations—weighed at 50% in each once the new system is fully implemented. Over time, as described in Section (D)(2)(i), the evaluation system will shift from using existing assessments already being used in or under development for Hawaii schools to new, more robust and comprehensive Common Core assessments in these subjects. As described above, the State evaluation instrument will identify at least two appropriate student learning measures to use for teachers in non-tested subjects. Based on feedback from the Great Teacher and Great Leader convenings over the past year, educator and administrator evaluations will include performance based on student achievement goals that mirror the State's K-12 college- and career-ready goals.

HIDOE also intends to move from a teacher evaluation system with the current three ratings (Satisfactory, Marginal, and Unsatisfactory) to four ratings (Exemplary, Effective, Marginal and Unsatisfactory); for principals, the HIDOE evaluation system already uses five categories to differentiate performance.

HIDOE expects *all* teachers and principals to be effective: Effective teachers facilitate, at a minimum, one year's worth of learning growth for their students, and effective principals help develop effective teachers and facilitate, at a minimum, one year's worth of learning growth for students at their school. Exemplary teachers and principals will facilitate more than a year's worth of growth for their students and will be able to demonstrate this level of effectiveness over multiple years. Identification as a

“Marginal” teacher is intended to be a transitional, limited-duration status. Marginal teachers, including beginning teachers, will receive support to improve and will be encouraged to work in a school which fits their skills and styles. Within the designated time period, marginal teachers will either become effective because their students are making at least one year’s worth of growth and their observed practices are effective, or, if not, those teachers will be downgraded into the unsatisfactory category. Finally, under the current collective bargaining agreement, those teachers who are rated by their principals as marginal or lower are provided extra support and targeted professional development, are moved to an annual rating and are provided guidance through coaching and mentoring. If remediation of an unsatisfactory teacher is unsuccessful, the teacher is terminated. The process for working with principals who are not effective is similar; they will be supported and coached and, if they cannot improve, they will be removed.

To ensure the fairness of the evaluation systems, HIDOE has committed to improve systems of support at the school level, following the recommendations of the Great Teachers and Great Leaders Workgroup. HIDOE is initiating a major restructuring of its human resource (HR) activities, and will deploy regional “pods” of State office HR support to oversee recruitment and hiring, induction, and training at the Complex level. Teachers will receive positive, proactive professional development, and the State will improve on the existing statewide policy requiring mentorship for new teachers by: 1) ensuring that the mentoring programs at each of the 15 Complex Areas meets the State’s approved “gold standards,” including a ratio of 15 teachers per one, full-time mentor; and 2) providing a statewide training for mentors to support quality and consistency in the Complex Area’s mentoring programs. In addition, following the GTGL Workgroup recommendation that HIDOE increase student and parent accountability for success, HIDOE and the GTGL Workgroup will work together to recommend how results on the State assessment and the piloted end of course exams will factor into students’ grades and participation in sports and other extra-curricular activities.

The initial one-year planning period (SY2010-11) and two-year modeling of the improved evaluation systems for teachers and principals (2011-13) will be a chance to test and perfect the new evaluation framework in these ways:

- Model the new evaluation processes (including protocols/guidelines for conducting annual evaluations and planning between every principal and teacher);

- Develop more accurate evaluation protocols, tools and rubrics for the non-student-learning-related evaluation areas (teacher and principal skills, knowledge and practice). Many of these tools do not exist now or are not aligned with best practices in the field, such as Charlotte Danielson’s four-domain rubric for classroom observations;
- Confirm the type of training needed for principals and superintendents to increase their effectiveness as supervisors and evaluators under the new system;
- Test the current system and identify needed revisions to HIDOE’s data systems to support the new evaluation system, sharing of performance information and linking identified performance needs for individuals to effective professional development;
- Identify effective interventions necessary to support any teacher or principal rated as Marginal or Unsatisfactory (including what supports are provided and what time period is appropriate for under-performing educators to improve before they are terminated or removed), and additional changes to be negotiated through collective bargaining or revised in HR policy to support the new evaluation system; and
- Track results of the new system, including how many teachers and principals are rated as which category of performance (and how that compares to ratings under the current evaluation system), how many teachers and principals are successfully completing their probationary status, how many struggling educators improve over time and with what supports, and how many educators rated ineffective or unsatisfactory are removed.

The Great Teachers and Great Leaders Workgroup will work in partnership with HIDOE to help address these issues and details, including creating and reviewing tools, policies and protocols; steering the pilot; advising HIDOE on course corrections; and making final adjustments to the design of the new systems and identifying all needed changes to HIDOE policies or collective bargaining agreements that would strengthen the system. As part of the Community of Practitioners Council, this group will report directly to the Superintendent of Schools.

After the planning period in SY2010-11, Hawaii will initially demonstrate the new evaluation in the schools that constitute the

state's Zone of School Innovation (six Priority Schools and their K-12 feeder schools) in SY2011-12. The model will then be expanded, with rollout in up to 40 schools in SY2012-13, and then implemented statewide beginning in SY2013-14. When the teacher evaluations "count" statewide for all teachers beginning in SY2013-14, student learning results will be weighted as 50%. However, for the schools in the Zones of Innovation, during the two-year modeling period, the emphasis on student learning results will be phased in—with 35% based on student growth in SY2011-12 and 40% based on student growth in SY2012-13. A corresponding and appropriate principal evaluation instrument will be created that similarly phases in measures of student achievement/attainment during the two-year modeling period.

Hawaii expects to improve the overall quality of teaching and school leadership through: more explicit expectations, providing a "stretch goal" for educators to strive to attain Exemplary status, providing targeted supports for educators rated as Marginal or Unsatisfactory, and removing ineffective ("Unsatisfactory") educators when adequate and fair support have been unsuccessful in facilitating effectiveness.

Hawaii's leaders have not underestimated the technical skill, capacities and communication challenges needed to make this transition. For too long, evaluation in many Hawaii schools has been haphazard, with very little meaningful feedback and targeted support provided and nearly every educator rated "Satisfactory." Making this shift to an evaluation that matters and that considers performance seriously will require significant stakeholder engagement, training, strong leadership and concerted effort that shifts HIDOE culture to a results-oriented mindset among all employees. Beginning with Complex Area Superintendents and principals, the Office of Human Resources will begin training on effective use of evaluations in SY2010-11.

These planning and model phases also help ensure the new evaluation system is truly "rigorous, transparent and fair," and they provide an opportunity for HIDOE to begin training principals and communicating with teachers. The continued and significant involvement of both employee unions in design, roll-out and refinement of the new evaluation system will ensure the transition in Hawaii is successful. Ultimately, key recommendations from the GTGL Workgroup and important proposed modifications to existing contracts were endorsed by HIDOE leadership and the unions (page D-15 and page A-339) and are reflected in the State's

plan. Moving forward, as described in Section (D)(2)(i) above, important details about the new system—including deciding on the appropriate measures of student growth for non-tested subjects and creating best-in-class evaluation rubrics and tools—still need to be developed and agreed upon. HIDOE is formalizing the Great Teachers and Leaders Workgroup to serve as a permanent close advisor and collaborator to HIDOE as it sorts out these critical issues over the coming year.

(D)(2)(iii) **Conduct Annual Evaluations and Provide Data on Student Growth:** HRS §302A-638 calls for HIDOE to establish an annual evaluation program for all educational officers, which includes principals, Complex Area Superintendents, and teachers (page D-37). Under the current system, all principals are evaluated annually by their supervising Complex Area Superintendent. Supervising principals and vice principals conduct annual evaluations of non-tenured teachers, teachers rated “Unsatisfactory,” and tenured teachers exhibiting performance deficiencies. It is the prerogative of the principal to move any teacher to an annual rating cycle based on a performance deficiency; however, tenured teachers who receive a “Satisfactory” rating in the current system are typically evaluated only once every five years.

For the new performance-based evaluation system described in Section (D)(2)(ii), HIDOE and the Hawaii State Teachers Association have agreed that *every* teacher will be evaluated *at least* annually, following the same roll-out schedule for implementation of the new evaluation framework (page D-15). While more guidance will be developed during the State’s SY2010-11 planning period in consultation with the Great Teachers and Great Leaders Workgroup, HIDOE expects the following:

- All teachers and principals will be required to jointly develop with their supervisor a professional development plan that is updated at least once every two years for those rated “Effective” or better and updated annually for all others. The plan will be a tool to ensure evaluation results and feedback get translated to specific learning strategies and next steps that can improve skills, knowledge, and practice. Each plan will include specific outcomes linked both to school-wide achievement goals and to individual growth goals.
- Beginning/novice teachers and experienced teachers rated “Marginal” or “Unsatisfactory” will be evaluated more regularly

than once a year.

- HIDOE will provide data on student learning gains for each principal and teacher to be factored into the professional development plan and each educator's annual evaluation ratings. By SY2010-11, principals and teachers will be able to access student growth data in a timely manner through dashboards available through the Data for School Improvement (DSI) system (see Section (C)). Dashboards will provide comparison data for students, classes, and schools of similar demographic characteristics.
- Evaluation tools/results, such as observation reports and stakeholder survey results, will be accessed on-line through the eHR providing principals and teachers with timely access to evaluation feedback.
- With the requirement for principals to be the instructional leader of every school and to ensure the success of their respective teachers in improving student learning, HIDOE will make structural changes to lessen the burden placed on administrators for non-instructional duties.
- Evaluation judgments will drive decisions not just about professional development and needed supports, but also about tenure, compensation, and removal and exit.
- As noted in Section (A), as part of creating shared accountability for student achievement, Complex Area Superintendents—whose duties include overseeing and evaluating principals—and the Superintendent will also be evaluated based on measurable outcomes of student growth.

Implementing this evaluation system will require significant investments of time, expertise, political will, organizational change, and funds. This overall investment will be significantly leveraged, however, given that any changes in HR policies that the State, HIDOE, and the unions make will affect all public school educators and students statewide. HIDOE's commitment to these reforms is evidenced by the pending reorganization of the Office of Human Resources into four strategic units, with the most significant change found in dedicated personnel redeployed to the Complex Areas to support the necessary human resource needs of

each Complex.

(D)(2)(iv)(a) Use Evaluations to Develop Teachers and Principals: Hawaii’s leaders see the primary purpose of the new educator evaluation system as providing a clearer bar for what is expected of teachers and principals and to help the system and individuals better identify and pursue learning opportunities that strengthen teaching, learning and leadership. As part of the new evaluation system, all teachers and principals will be required to jointly develop with their supervisor a professional development plan that is updated at least once every two years for those rated “Effective” or better and updated annually for all others. The plan will be a tool to ensure evaluation results and feedback get translated to specific learning strategies and next steps that can improve skills, knowledge and practice. Each plan will include specific outcomes linked both to school-wide achievement goals and to individual growth goals. Additionally, such plans can assist teachers with the development of their professional portfolio and provide the basis of evidence to support their re-licensure with the Hawaii Teacher Standards Board.

This strategy will be coupled with extensive and ongoing training and coaching of principals and Complex Area Superintendents—which is feasible, given Hawaii’s manageable size (287 schools) and HODOE’s unique status as both the SEA and LEA—to understand the new evaluation system, use the new tools effectively, and make immediate course-corrections when needed. In these ways, evaluations will help drive professional development decisions and opportunities in ways not done currently:

- For novice teachers, regular informal and formal evaluations throughout the year—along with a retooled, data-driven statewide induction program with high-quality coaching and mentoring (see Section (D)(5) for more details)—will help more new teachers successfully achieve effectiveness within three to five years. While all Complex Areas will still manage their own induction programs—so they can be tailored to the unique circumstances of their communities—the Complex Area Superintendents will now be expected to detail a plan for their program that must be approved by the State Superintendent and renewed every three years. Among other elements, redesigned induction programs must create a three-year pathway of supports for every new teacher that aims to: help them successfully achieve tenure at the end of the induction period; pair

each new teacher with an experienced (and trained) mentor teacher; provide multiple opportunities for co-teaching and observation; and offer several opportunities for observation, evaluation and feedback throughout the year.

- Regular informal and formal evaluations throughout the year—along with a retooled statewide induction program with high-quality coaching and mentoring—will also be implemented for new and struggling principals.
- For experienced teachers and principals who are either “Marginal” or “Effective,” evaluations will identify specific areas of deficiency or growth that need attention. The accompanying professional development plan will specify learning opportunities and goals for improvement and will provide accountability for follow-through by both teachers and schools.
- For “Exemplary” teachers and principals, evaluations will be a venue to identify the islands’ most successful educators; share their effective practices statewide through case studies, videotaped exemplary lessons, and featured presentations at professional development activities; further develop them as instructional leaders, coaches, and/or mentors; and provide them with commensurate compensation.

(D)(2)(iv)(b) **Use Evaluations to Compensate, Promote, and Retain Teachers and Principals:** Recognizing effective teachers and principals through compensation decisions will communicate the priorities of the community and HIDOE to its public school educators. It also communicates the importance and value that HIDOE places on its human resources.

Significantly, building on the discussions of the Great Teachers and Great Leaders Workgroup, HIDOE and the Hawaii State Teachers Association have agreed to negotiate a wholesale redesign of the compensation system to better value performance (page D-15). In the past, Hawaii’s teachers union has advocated for a compensation system that measured teacher effectiveness through teacher portfolios. Through the GTGL Workgroup discussions, HSTA has agreed to incorporate measures of student growth into the new evaluation system and it has studied successful systems such as ProComp in Denver, and has invited a ProComp union expert to travel to Hawaii and present at a December 2009 GTGL convention. In summer 2010, HIDOE and the teachers union are scheduled to begin negotiations on the details for a new two-year contract for SY2011-13, and both parties have agreed that development of a

new compensation approach will be included as part of the discussions. This intent to negotiate a performance-based compensation system that measures performance using student growth, rather than only input or proxy measures of teacher practice, puts Hawaii in a top tier among leading states.

While details still need to be officially negotiated, informal discussions with the teachers union have surfaced these attributes:

- Modest, annual cost-of-living increases could be provided for novice teachers getting started and teachers rated at least “Effective”;
- Ratings of “Effective” may be the primary basis for compensation increases;
- Ratings of “Exemplary” could unlock additional classifications for teachers—such as new-teacher coaches and instructional leaders—and yield more significant compensation increases, bonuses, or other incentive payments; and
- Early in their tenure, “Effective” teachers may receive compensation increases for developing their knowledge and skill to improve their professional practice—however, further increases for experienced teachers would be based on demonstration of effectiveness in teaching, not on professional development (since professional development is the means to improve teacher practice, not the outcome).

In addition to these anticipated changes in the base teacher compensation system, HIDOE and both its teacher and principal unions have agreed to develop a system of incentives specifically to encourage Highly Qualified and effective educators to serve in hard-to-staff schools and hard-to-fill subjects. HIDOE has a proven track record of providing incentives to educators: Hawaii statute already permits additional benefits in the form of stipends, bonuses, tuition assistance, housing, mileage reimbursement to staff for additional duties and responsibilities (HRS §§302A-630, 632, 701). (Pages D-38 to D-40), and demonstrated knowledge and skill (e.g., National Board Certification; HRS §§302A-704, 706). (Pages D-41 to D-42). HIDOE’s plans for re-purposing and augmenting these existing efforts are described in detail in Section (D)(3).

(D)(2)(iv)(c) Use Evaluations to Grant Tenure or Full Certification: Hawaii is committed to lengthening the probationary period for new teachers to ensure there is adequate time to evaluate their effectiveness before they earn the benefits of tenure. Under the State’s current contract with the Hawaii State Teachers Union for SY2009-11, licensed teachers achieve tenure after two years of satisfactory service—doubling the previous requirement of one year from earlier contracts. However, HIDOE and the HSTA have subsequently agreed that extending the probationary period to no earlier than three years would be better, with the additional requirement that a new teacher must be evaluated as “Satisfactory” or “Effective” for three years in a row within a five-year period and thus earn tenure or be dismissed automatically (page D-15). HIDOE and union leaders understand that it may take three to five years of service for novice teachers to demonstrate and sustain effectiveness.

HIDOE is leveraging this change in the probationary period by revamping its existing new-teacher induction program, which suffers from inconsistent implementation across the island’s various Complex Areas. In its place, HIDOE is implementing a more rigorous and consistently high-quality system based on best practices for coaching and induction support during a novice teacher’s first years of employment (described in detail in Section (D)(5)). The new induction program will be implemented beginning in SY2011-12 and will ensure new teachers are both strongly supported and seriously evaluated in their early years of teaching. In addition, induction programs will require training on data-driven instruction, as well as HIDOE’s P-20 and K-12, college- and career-ready focus and activities.

In addition, the Hawaii Teacher Standards Board (HTSB), which has statutory authority for granting and renewing teachers’ licenses, has pledged to consider incorporating the results of teacher evaluations in their re-licensing process. Under current board policy, HTSB grants certificates when teachers can show either a series of “Satisfactory” ratings on their employee evaluation or present a portfolio of evidence showing their skills and knowledge as a teachers. HTSB board members have committed to look for ways of re-adjusting these certification requirements as Hawaii’s new teacher evaluation system rolls out, to improve the overall quality of teaching in Hawaii (page A-350).

HIDOE also is committed to awarding principals tenure only after they demonstrate effectiveness in executing their

responsibilities. For principals in Hawaii, the route to tenure is somewhat unconventional: Principals achieve tenure in their positions after a minimum of three years of receiving satisfactory evaluations as an administrator. In addition, if a principal achieves tenure in a position as an elementary school principal, and then becomes a middle school principal, the principal must start over with an additional year of probation during which the Complex Area Superintendent will support and evaluate the principal before awarding tenure. If the same principal one day becomes a high school principal, the principal must serve another probationary year and be deemed satisfactory in order to achieve tenure. Finally, HIDOE has extraordinary management discretion to remove principals for “the good of the department.” (See School Code 5109, page D-44).

(D)(2)(iv)(d) Use Evaluations to Remove Ineffective Tenured and Untenured Teachers and Principals: Hawaii’s existing laws and existing teacher and principal contracts with the Hawaii State Teachers Association (HSTA) and Hawaii Government Employees Union (HGEA) grant HIDOE broad authority to remove staff rated as “Unsatisfactory.” HIDOE has the authority to appoint and remove such teachers, educational officers, and other personnel as may be necessary for carrying out its duties and to regulate their duties, powers, and responsibilities, when not otherwise provided by law. (HRS §302A-1114) The Superintendent, under School Code Regulation 5109, has the authority to remove any employee “for the good of the department” (D-43).

While this authority has not been widely used in the past, the current Superintendent is committed to using this authority when necessary and appropriate. HIDOE also recognizes that a departmental challenge has been consistent supervisor training and development to ensure that administrators understand and appropriately apply their evaluation responsibilities and authority. HIDOE leaders see this challenge clearly—and are taking steps to address it by implementing training programs at the beginning of SY2010-11 to ensure that administrators, including Complex Area Superintendents, are aware of the existing procedures and how to use them in order to hold employees accountable for their performance.

Currently, according to the collective bargaining agreement between HSTA and HIDOE, teachers who are deemed “Unsatisfactory” on their performance evaluation *shall be terminated*, whether tenured or not. In addition, HIDOE and HSTA agree

that no teacher rated “Unsatisfactory” or “Marginal” should be awarded tenure under the new evaluation system; attaining tenure should require being rated “Effective” for at least three years during a five-year period or the teacher will be dismissed.

Similarly, principals evaluated as less than “Satisfactory” on their annual evaluation during their probationary period do not receive tenure as a principal, are not eligible for promotion, and may be subject to personnel action. Tenured principals who are rated less than “Satisfactory” are provided guidance, coaching, and are also subject to personnel action. HIDOE’s charge and challenge is to ensure that evaluations are based on true measures of performance and achievement of results, and that supervisors have the skill and will to take action when necessary to improve performance. Resources from the HIDOE Office of Human Resources (OHR) will support the professional development and accountability measures of teachers and principals who are deemed less than satisfactory on their evaluations.

While some changes to tenure and termination procedures for both teachers and principals likely will need to be re-examined through the collective bargaining process—and HIDOE will be working closely with the Great Teachers and Great Leaders Workgroup to identify if this is the case (as described above)—HIDOE believes the current policies in place provide latitude for supervisors to ensure that ineffective educators are not awarded tenure and that consistently ineffective tenured educators are removed or terminated. The challenge for HIDOE—and all schools systems nationwide—is to better empower front-line supervisors with the skills and support to be more effective evaluators within this context, and thus HIDOE will be investing significantly in the training of all principals and Complex Area Superintendents to ensure successful transition to the new evaluation system. Throughout the course of the next four years, all supervising administrators will participate in annual training sessions and problem-solving colloquia to improve their skills as evaluators and to troubleshoot problems. In addition, HIDOE leadership and the Great Teachers and Great Leaders Workgroup will be collecting and analyzing data about evaluation patterns: How many educators are earning which evaluation rating? Are different supervisors or schools disproportionately rating educators at either the top end or bottom end? Are educators rated “Unsatisfactory” or “Marginal” improving over time or being removed?

The HSTA, HGEA, and HIDOE are committed to raising the level of effectiveness of all teachers, and realize that holding

ineffective teachers and principals accountable for their performance is a necessary aspect of an effective system of accountability. Because of Hawaii’s size and HIDOE’s unique status as both SEA and LEA, the State will be able to move quickly and with fidelity to successfully manage the transition to a results-oriented HR system that acts quickly and fairly to remove employees rated “Unsatisfactory” or consistently “Marginal.” HIDOE can ensure actual front-line principals and Complex Area Superintendents who are responsible for evaluating staff receive the training and regular support they need to be more successful and consistent evaluators. In addition, HIDOE will leverage the full resources of its OHR to support supervisors in assuming more responsibility for accurate evaluations; HIDOE has engaged in a complete overhaul of this function to ensure it has the leadership, structure and capacity to support a results-oriented system (see Section (A)(2) for more details about this reorganization).

Just as significant—and very different from the political contexts of other states—the HSTA, HGEA, and HIDOE have agreed that teachers and principals who are unable to improve their practice after they have been deemed to not be effective over a period of time when they have been given an opportunity to improve and the supports to do so should be removed or terminated according to procedures for removal or termination (page D-15). This common commitment of both labor and management to valuing performance and student growth won’t completely eliminate conflicts or disagreements as Hawaii moves to put its new HR system in place and to better act on evaluation results; but it does create a strong, unique, collaborative approach to navigating these issues successfully.

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

(D)(3)(i) **Ensure the Equitable Distribution of Teachers and Principals:** HIDOE will ensure the equitable and strategic distribution of effective principals and teachers as a primary strategy to close achievement gaps among student groups, and ensure that students throughout the State are positioned for success in their chosen pathways for college, career, and citizenship. HIDOE will strategically deploy and extend the reach of effective educators in STEM subjects, other "hard-to-staff" subjects, and persistently low performing schools (HIDOE Priority Schools). Beginning in SY2010-11, HIDOE will reform and pilot new recruitment, hiring and placement practices to ensure that Highly Qualified teachers can be effectively and strategically placed throughout the State, and that the most qualified teacher recruits and veteran educators serve the highest-need communities. By SY2011-12, the new plans and practices will be in place statewide. During the next four years, over half the HIDOE principals and a

critical mass of at least one-third of teachers at high-need schools will have the skills, leadership and track record to be rated “Effective” or “Highly Effective” at working with high-poverty populations.

HIIDOE teacher recruitment and placement efforts in Hawaii’s remote islands and communities combine rural America’s toughest recruitment challenges with a cost of living that is up to 63% higher than the national average. Hawaii’s archipelagic geography has driven much of the innovation in HIDOE, and it has also exposed the limitations of traditional or “best practice” solutions for recruitment and assignment in Hawaii. HIDOE has a nearly 10-year history of providing recruitment incentives, including bonuses and teacher housing for those serving in high-need schools and subject areas. Because of high teacher turnover, the HIDOE Reform Action Plan intends to retool, enhance, or create retention and effectiveness bonuses based on the new performance-based evaluation system, and to pilot other school-based supports and incentives such as reduced class sizes, professional learning communities and other professional development opportunities, and general workplace conditions. In addition, Race to the Top funds would be used to extend the reach of the State’s best teachers through the use of video conferencing technology, a practical way to meet staffing challenges due to the remote nature of some of Hawaii’s island communities.

Hawaii’s plan for ensuring that the best educators are more equitably distributed among its highest-need schools begins with an immediate focus and priority beginning this coming school year on the Zones of School Innovation (ZSI) made up of the State’s lowest-performing “Priority Schools” and feeder schools in their K-12 Complexes. As detailed in Section E, HIDOE plans an aggressive intervention in these schools to finally and dramatically turn their performance around as a first step for scaling up successful efforts for other struggling schools and students statewide. The success of these efforts depends on making sure the schools have committed staff with the skills and experience to improve student learning. Today, 13 of the 14 Priority Schools and the additional Title 1 feeder schools in the ZSIs are considered geographically “hard-to-staff.” They collectively lack “Highly Qualified Teachers” (an imperfect but existing proxy for effectiveness) in virtually every subject, including: English/Language Arts, Math, Science and elementary education. As detailed in the plans below, the strategic use of federal and State resources coupled with the flexibility of Race to the Top Funds can dramatically change Hawaii’s current situation and ensure that students and schools

throughout all the islands of our State can succeed.

Identifying and Deploying the Best Educators: Hawaii’s foundational strategy for equitable and strategic distribution of educators to its highest-need schools is the new teacher and principal evaluation systems described in Section (D)(2). Replacing the idiosyncratic evaluation system now in place that only reports on who is “satisfactory” in their jobs, the new evaluation system will generate for the first time consistent, accurate information about which educators are truly effective at helping their students learn year after year. The new system will also help HIDOE to deploy professional development efforts in a focused and strategic manner to support rapid and continued growth in the percentage of effective teachers and leaders.

Hawaii is committed to taking immediate action now to ensure the more equitable distribution of teachers and principals, and will not wait until effectiveness data are available statewide. As the new online state assessment and piloted evaluation system help HIDOE identify its truly outstanding educators, HIDOE will in turn invest in these teachers and principals to encourage them to teach at and stay at struggling schools. As the interim and new approaches to evaluation are rolled out—first in Hawaii’s priority schools and eventually to all schools by SY2013-14—they will support HIDOE’s efforts to retain, develop, deploy, leverage, and reward these teachers and principals. Key elements of HIDOE’s plans in this area include:

- For SY2010-11—even before any components of the new teacher and principal evaluation system are in place—HIDOE will complete its plan to award incentives to teachers who meet the standard of “Highly Qualified” and to principals based on a top rating (among five rating levels) on HIDOE’s existing PEP-SL evaluation, and who work at or take an assignment at one of its high-need schools in the Zones of School Innovation. HIDOE has identified funds for these incentives and thus has set the goal of ensuring that every staff person hired in these six schools is Highly Qualified when school starts in Fall 2011. While the “Highly Qualified” standard is an imperfect measure of teacher effectiveness because it focuses solely on inputs and not on outputs, it is an existing measure that Hawaii, other states and the federal government have used for nearly a decade, and it allows Hawaii to take swift action to begin redistributing teachers who appear to be among its best. For SY2010-11, HIDOE will provide a \$3,000 incentive for Highly Qualified teachers and a \$10,000 incentive for highly

effective principals who choose to work in the Zones of School Innovation.

- All highly effective teachers in the Zone of School Innovation will be offered a 20% increase in pay, beginning in the SY2011-12. By strategically using Title I funds to provide for one month's worth of extended learning opportunity time for students, and Title II funds for one month of data-driven professional development time, teachers will be provided a substantial increase in compensation and will effectively become 12-month employees.
- Given the geographic remoteness of a significant portion of persistently low-achieving schools, effective teacher placement in Hawaii cannot just be limited to physical placement. With Race to the Top support, HODOE will build the infrastructure to leverage the State's best educators through cutting-edge distance learning collaboration that will provide the State's rural and lowest-performing schools with access to excellent educators through communications technology. Two of the most persistently hard-to-staff Complexes on the Big Island and Oahu are represented in the Zones of School Innovation. Therefore, this pilot will ensure that the three high schools, three middle schools, and eight elementary schools in these Complexes have the technology infrastructure and equipment to be "receiving schools," and will outfit six "originating schools" with the best student growth results. Each of these schools will have permanent, designated classrooms equipped with technology allowing for real-time collaboration and interaction between the teacher and students at the originating site, and the teacher and students at the remotely located site. Teachers as well as students at the remote site will benefit from knowledge transfer and collaboration, and the system's use can be expanded over time for targeted professional development opportunities school-wide at the receiving schools. Funding permitting, this system will be ready for use and demonstration in SY2011-12.

If successful, the above efforts will be expanded to additional Title I schools, to ensure the more effective and equitable distribution and reach of Hawaii's educators. In terms of designing an effective incentive structure, HODOE is aware that findings are mixed about how large incentives need to be to entice educators to work in challenged situations (studies propose ranges from 10% to 50%

of base salary). In addition, research suggests that cash payments alone are not usually enough to entice the best principals and teachers to “take a risk” in a persistently struggling school. Creating flexibility for managing difficult working conditions can also be an important support and incentive. Recognizing these ambiguities, HIDOE will engage consultants to propose to the Superintendent and Great Teachers and Great Leaders Workgroup details and costs by mid-2010 for a new incentive system designed to both reward and entice highly effective educators to lead high-poverty/high-minority schools. These findings will be used to more fully design and refine Hawaii’s system of rewards and incentives, and will guide HIDOE’s recruitment and hiring practices as well as the placement of existing staff at the end of SY2010-2011. Finally, complementing State-led efforts to identify and reward the best educators, Hawaii leaders will also work with nonprofit organizations and foundations in Hawaii that sponsor educator award programs to ensure that those programs are based on educator effectiveness as measured by student learning and that they primarily reward educators who serve in the highest-need schools.

Hiring and Placing the Best Educators: Given HIDOE’s desire to continue to innovate and improve upon its strategies, it contracted the education consulting firm School Synergy to review its hiring and placement practices and recommend specific policies or procedures to promote more equitable distribution of effective teachers throughout the State. While some of the School Synergy recommendations require collective bargaining changes, others can be implemented immediately. HIDOE will use its single, statewide structure to place Highly Qualified/highly effective teachers in highest-need schools. Based on the report’s recommendations and the recommendations of the State’s Great Teacher Great Leader workgroup, HIDOE will take the following measures:

- Reinstatement and funding of out-of-state recruitment efforts to hire Highly Qualified teachers for Title I schools, especially in Math, Science, and English Language Arts, beginning in SY2010-11.
- Eliminate barriers to out-of-state recruitment of teachers. For teachers, this means giving Highly Qualified veteran teachers credit on the salary schedule for years of successful teaching elsewhere.
- Eliminate barriers to out-of-state recruitment of principals. The ACE IV and VI track of the principal development program

will allow experienced principals from other states to come to HIDOE and work immediately as principals.

- HIDOE will change the teacher application form for new hires significantly, so that applicants will no longer mark their "geographic preference," merely their "island preference." This change in the application will allow the HIDOE Office of Human Resources to funnel many more Highly Qualified applicants to the schools where they are needed most, rather than to schools in the neighborhoods where the applicants would prefer to live.
- If there are no positions open in a Complex Area for the subject in which the teacher is qualified, then they will be placed in a common statewide pool and placed where there are openings. Procedures for placing displaced teachers will no longer allow for a non-Highly Qualified teacher to be placed in a core content course.

Increasing the Supply of Exceptional Educators: In addition to the focused effort to identify exceptional educators and place them in high-needs schools, HIDOE also will invest in two efforts to grow the supply of new teachers and principals who can succeed in hard-to-staff schools. By SY2013-14, HIDOE anticipates preparing 132 graduates of a new residency-based alternative certification program to prepare teachers for high-priority shortage areas, and producing 36 “turnaround principals” through a residency-based alternative certification program to be placed in Priority Schools and other persistently low-achieving schools.

- In 2010, Hawaii’s Legislature and HIDOE agreed to create a new preparation pathway for principals (Act 34, SLH (2010)), which will be used specifically to recruit, train and expedite the placement of principals for high-poverty, high-minority schools. The program will be designed to reinforce emerging best practices—such as those pioneered by New Leaders for New Schools, KIPP and the Boston Principal Fellowship—that appear to be meeting with success at training principals, and that include more relevant coursework, increased selectivity, a residency, and cohort-based support. HIDOE expects to complete program design in time to recruit and train a first cohort of principals beginning in Fall 2011. Over the following three years, HIDOE has budgeted for this new program to produce up to 36 new principals (13% of the current population of HIDOE principals).

- HIDOE will also partner with a provider for a new alternative teacher certification path focused on preparing teachers to succeed in high-needs schools, especially in needed STEM subjects and the other primary shortage area of English Language Arts. Based on successful efforts around the country to prepare teachers for the challenges of low-income, low-performing schools—including models such as the Boston Teacher Residency, the Benwood Initiative in Chattanooga, TN, and the teacher preparation programs at University of California-Los Angeles—this new route will include these unique components: coursework focused on the unique needs of and successful strategies for learners in lower-income communities; a cohort structure and placement in collaborative clusters within schools; yearlong classroom apprenticeship; stipend for living expenses during the program; and dual licensure upon graduation. In particular—believing that a “grow your own approach” must be part of the strategy for the community-based strategies and geographic isolation in Hawaii—HIDOE will actively recruit program participants from Hawaii and the communities in which its highest-needs schools are located (including existing school staff, such as paraprofessionals). HIDOE expects this new pathway to enroll its first cohort in Fall 2011 and has budgeted for this new program to produce up to 44 new teachers per year for three years—nearly all of whom are expected to be “Highly Effective.”

HIDOE will commit to offer graduates of both programs a three-year contract based on continued effective performance; they will also receive progressive tuition forgiveness over their three-year contract and additional bonuses for achieving an evaluation rating of “Highly Effective” teacher or principal in any year.

(D)(3)(ii) **Effective Teaching in Hard-to-Staff Subjects:** HIDOE recruitment, alternative certification advocacy efforts, and partnerships will focus on preparing teachers to work in high-need subject areas, and particularly in STEM fields, to advance the State’s college- and career-ready goals. HIDOE’s goal is that the State’s hard-to-staff subjects and specialty areas of Mathematics, Science, and English Language Arts are staffed 100% by Highly Qualified teachers by SY2014-2015, and that by that same year, 75% of these teachers are rated “Effective” under the planned performance rating system.

HIDOE High-Need Subject Areas (2010)

	Math	Science	English Language Arts
Not Highly Qualified Classes (%)	30.2%	19%	23.1%
Not Highly Qualified Classes (#)	440	244	274

HIDOE, the State, and its partners will develop, implement and evaluate procedures and incentives to increase the overall pool of effective teachers in the State, increase the number of teachers that are Highly Qualified in more than one subject, and manage the equitable distribution of proven talent among schools. Specifically, recognizing Hawaii’s greatest subject-area shortages exist in Math, Science, and English Language Arts, HIDOE will:

- As outlined in Section (D)(3)(i), launch an effort to extend the reach of its most effective educators in hard-to-staff subjects by using technology to connect students in classrooms in remote and underperforming schools with the most high-growth, high-performing teachers in the State. HIDOE has identified the top 10 schools in the State in terms of year-over-year growth in both Mathematics and English Language Arts, and will begin a more thorough analysis of promising practices and talented educators to determine how best to use technology to spread these successes throughout the State, and particularly in the Zones of School Innovation.
- By December 2010, deploy funds for professional development subsidies and teacher education opportunities to develop more effective STEM teachers and encourage secondary teachers to attain dual certification in high-need subjects and become “Highly Qualified” in multiple subjects. This will build on the stipends in SY2007-08 provided by Act 111 (2007) SLH. (Page D-46).

- Work with Hawaii’s Teach for America office to focus teacher recruitment efforts on subject areas with a shortage of HQ teachers, such as Math, Science, and English Language Arts content specialists. In addition, as described above in Section (D)(3)(i), Hawaii will create a new preparation pathway that trains teachers for working in high-need schools—and a particular focus of this pathway will be graduating students with dual certification in Math and Special Education.
- By December 2010, in partnership with Hawaii P-20 at the University of Hawaii, conduct market research to identify the information and incentives for potential teacher candidates in high need areas—possibly career changers, displaced workers with Mathematics and Science background, and college students with an interest in social sector jobs as well as Mathematics or Science. Hawaii will refine its incentives and communication to attract potential teachers into the profession. HODOE will partner with UH and other organizations to employ communication and recruitment strategies and programs to increase the pipeline of Mathematics and Science teachers (e.g. University of Texas at Austin’s UTeach program, or University of California’s One Thousand Teachers, One Million Minds program).
- Beginning in June 2010, develop plans to provide opportunities for additional compensation and bonuses for effective teachers in Mathematics or Science to address differences in labor market demand for individuals with Mathematics or Science background, and in addition, provide even higher bonuses to Mathematics or Science teachers who are effective in raising performance of students with special needs with the goal of providing the additional compensation beginning in SY2015-16. As an example of a multi-tier compensation system already in use within Hawaii public education, the University of Hawaii set a precedent of differential pay for faculty based on market demand; unionized higher education faculty have two different salary schedules with the one for “high demand fields” paying up to 26% higher at each step of the salary schedule.
- Expand the alternative route that already exists for CTE/career changers (UH Manoa) to help train more people to make

career changes from STEM fields to teaching. The University of Hawaii has dramatically increased Math and Science teacher certification by moving to an online certificate, and HIDOE will work with its Common Education Agenda partners to identify specific ways to encourage and facilitate dual certification.

- In addition to recruiting and developing more teachers to be highly effective educators in Math, Science and Special Education, HIDOE is committed to best leverage the great teachers it already has, especially through the use of technology. It will seek to ensure these teachers' talents are focused on instruction (rather than non-instructional duties) and their actions benefit the most students. Efforts will build on the promising work under way in the Nanakuli, Pearl City, and Waipahu Complexes, which have already been experimenting successfully with having "Highly Qualified" teachers offer Advanced Placement and world languages instruction to more students using video conferencing. Researcher Bryan Hassel terms these strategies "reach extenders," as they work to increase the number of children learning from the most effective teachers. Examples of innovative solutions HIDOE will pursue include having these teachers: serve as coaches and team leaders that work to help other, less-effective teachers improve; deliver instruction to more students—regardless of the island on which they live—using existing technology in every school; and interact and help teach many more students using e-mail exchanges, online discussion boards and individualized feedback about work submitted online.
- As detailed in Section (D)(5), HIDOE is overhauling its new-teacher induction standards to ensure that each Complex Area's programs meets common, high standards. As part of this switch, "mentors of mentors" are being hired to support teacher mentors in the field and ensure that each induction program truly is strong and successful. A portion of these 16 teacher leaders will be chosen for their track records teaching Math and Science—so that helping new teachers succeed in these two subjects can be a particular focus of the new induction program. As an example, the New Teacher Center—which is already engaged in the induction program of one of the Complex Areas—has particular expertise working with mentors in Math and Algebra.

After achieving a significant increase in HQ teachers, and beginning in SY2011-12 when preliminary effectiveness data become available, HDOE will expand its focus to support the growth of highly effective teachers. Addressing the equitable distribution of highly effective teachers in all subjects, and particularly the STEM subjects, will begin in the Zones for School Innovation, where the need is most urgent for accelerated implementation of proposed reforms of: (a) incentive pay; (b) targeted recruitment strategies to identify “effective” and “highly effective” educators for priority schools; and (c) financial incentives and differentiated compensation opportunities for “effective” and “highly effective” educators to work in persistently lowest achieving schools.

Performance Measures for (D)(3)(i)

Note: All information below is requested for Participating LEAs.

General goals to be provided at time of application:	Baseline data and annual targets					Actual Data: Baseline (Current)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
	NA	20*	25*	30*	35*						
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	20*	25*	30*	35*						
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	40*	36*	34*	28*						
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	20*	18*	15*	8*						
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	15*	13*	10*	8*						
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	25*	35*	45*	55*						
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	40*	36*	34*	28*						

Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	20*	18*	15*	8*
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	15*	13*	10*	8*
<p>N/A: As described in the application, Hawaii has not had a rigorous, consistent evaluation system in place for teachers and principals; the quality of existing evaluations varies widely and is not as rigorous as the new evaluation system being proposed in Section (D)(2). HIDOE does not have in place today an evaluation system that would allow it to accurately identify the percentage of teachers and principal who are highly effective (as defined in this notice).</p> <p>*These percentages represent estimates based on the professional judgment and experiences of HIDOE leadership and existing data about Highly Qualified Teachers. As Hawaii transitions to a new evaluation system, these targets will be updated with a more accurate analysis of baseline data.</p>					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	71				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	71				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	2,122				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	3,239				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	67				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	67				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	N/A	60*	65*	70*	75*
Percentage of science teachers who were evaluated as effective or better.	N/A	60*	65*	70*	75*
Percentage of special education teachers who were evaluated as effective or better.	N/A	60*	65*	70*	75*
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A	60*	65*	70*	75*

N/A: As described in the application, Hawaii has not had a rigorous, consistent evaluation system in place for teachers and principals; the quality of existing evaluations varies widely and is not as rigorous as the new evaluation system being proposed in Section (D)(2). HODOE does not have in place today an evaluation system that would allow it to accurately identify the percentage of teachers and principal who are effective or highly effective (as defined in this notice).

*These percentages represent estimates based on the professional judgment and experiences of HODOE leadership and existing data about Highly Qualified Teachers. As Hawaii transitions to a new evaluation system, these targets will be updated with a more accurate analysis of baseline data.

General data to be provided at time of application:	
Total number of mathematics teachers.	1,156
Total number of science teachers.	913
Total number of special education teachers.	2,023
Total number of teachers in language instruction educational programs.	1,299
[Optional: Enter text here to clarify or explain any of the data]	

Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)
 The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

The State, HIDOE, and the Hawaii Teacher Standards Board (HTSB) share a vested interest in obtaining data about the effectiveness of teacher preparation programs and then acting on those data to ensure that the State Approved Teacher Education Programs (SATEP) and Administrator Certification for Excellence (ACE) programs are doing the best job possible at preparing Hawaii’s teacher and principal corps. In addition, in response to requirements of the Federal Higher Education Opportunity Act (2008), local teacher preparation programs already have been demanding data linking student achievement to students’ teachers and their respective preparation programs. Additionally, HTSB’s Unit Performance Standards for State Approved Teacher Education Programs requires preparation programs to “collect and analyze data about program completer performance to evaluate and improve” the program. Hawaii leaders are working together to ensure its new data system collects and analyzes more relevant information about how well each program is preparing teachers and principals to be effective; they also are working to make sure this information is more widely distributed and easily understood, so it can be better used by policymakers in reviewing programs, by schools in making hiring decisions and by teacher and principal candidates in deciding on which preparation path will give them the best support.

(D)(4)(i) **Link Student Data to Teachers and Principals:** As described in Section (C) and Invitational Priority 4, Hawaii's P-20 Council is the agency leading the creation of the State's planned P20 Longitudinal Data System (P20 LDS). P20 LDS is the technology infrastructure that will pull together all State data from throughout the P-20 educational pipeline (early childhood through the workforce), including data about student achievement, teacher and principal preparation programs, HIDOE employment, and teacher licensure status from the HTSB. Hawaii's P20 LDS plans provide the infrastructure to make effectiveness data of all State-approved/State-provided preparation programs available to HIDOE, the programs, and the public. Hawaii P-20 Partnerships for Education is coordinating the P20 LDS, which includes HIDOE, the University of Hawaii, and the Department of Labor and Industrial Relations as the lead partners. Hawaii's Teacher Education Coordinating Committee (TECC) and HTSB are also partners in the effort.

By the end of 2010, HIDOE will contract with consultants to provide currently available data linking student achievement to students' teachers, principals, the preparation program of teachers and principals, teacher licensure status, and teacher professional development participation, and it will collaborate with researchers (in-house and the Hawaii Partnership for Educational Research Consortium) to analyze the data and provide informational reports that can begin to inform decision making starting in the SY2011-2012.

By incorporating the reporting requirements of the Higher Education Opportunity Act (2008) into the P-20 LDS reporting mechanism created for the State's Race to the Top efforts, the State will effectively capture data relevant for both traditional Institute of Higher Education (IHE) based and non-IHE alternative teacher and principal preparation programs. With HIDOE now legally authorized to allow for alternative certification routes for administrators, such data is particularly important in monitoring and improving the overall quality and effectiveness of its ACE program as well as for those administrators who were prepared by out-of-state providers. Additionally, the data are especially relevant to the State's unique geographic and demographic challenges. The data will enable HTSB and HIDOE to supplement and enhance their ability to monitor and reaccredit all teacher and administrator preparation programs using outcome-based, data-driven criteria beginning in 2015. Such data can then be used to

improve the rigor of certification examinations (content and cut scores) to raise the level of teacher and administrator effectiveness and to identify key areas of need that may be required due to the unique needs of the respective communities.

In addition to managing the overall design and build-out of the P-20 LDS, the P-20 Council will lead a stakeholder process to design a new report card on programs that is both easy to read and readily accessible. Publication and dissemination of this report will begin in 2014, as the new evaluation system will be implemented statewide beginning in SY2013-14. As described in the P20 LDS plans, Hawaii P-20, together with the Teacher Education Coordinating Committee (page D-71), will develop report templates describing the effectiveness of those teachers who have completed preparation programs. Groups of stakeholders and research on existing feedback report formats will inform reporting templates. Reports of student achievement growth that are linked to students' teachers, principals, and preparation programs will be available beginning in SY2013-14, based on two years' worth of student data.

Concurrently, HTSB and HIDOE will be able to encourage programs shown to be ineffective to make needed improvement or face de-certification or non-renewal of accreditation. HTSB and HIDOE as the respective governing bodies over teacher and principal certification have the statutory authority to regulate and accredit such preparation programs.

(D)(4)(ii) **Expand Successful Credential and Licensing Options:** As better data about program effectiveness (including a direct link to teacher and principal effectiveness) become available once the P20 LDS is complete, Hawaii leaders plan to use five approaches to expand successful certification and licensing programs:

- Make data about the effectiveness of teachers and administrators and their respective preparation programs available to those programs and to the public to spur demand for the expansion of successful options (P-20 Council is lead agency);
- Use data to help identify and study alternative models that meet the State's specific geographic and demographic needs and better ensure equitable distribution of highly effective teachers and principals (HTSB is lead agency for teachers, and HIDOE is lead agency for principals);

- Consider how best to incorporate the use of data as required evidence for Unit Candidate Performance Standards and—just as important—for approving or renewing a State Approved Teacher Education Program. Indeed, as already reflected in its program approval process, HTSB believes that the effectiveness of preparation programs should be measured in part by how successful graduates are at improving student learning. HTSB has been closely following work conducted by national partners to consider better ways of incorporating student learning impacts into program approval. For example, as an interim step while the State continues to build out its own data system for preparation programs, HTSB plans to join an American Association of Colleges for Teacher Education (AACTE) study of a valid and reliable teacher performance assessment to “test out” of clinical teaching during the teacher preparation program. As evidenced by its letter of support (page A-350), HTSB is committed to pursuing both Hawaii-specific and national efforts to develop valid assessments of teaching effectiveness to be used for program review (HTSB is lead agency);
- In the past, HIDOE has provided funds to preparation programs to increase teacher production; as data become available about effectiveness, HIDOE will change its practice by directing HIDOE resources, as available and appropriate, only to effective programs. Additionally, the University of Hawaii, through a performance incentive program called for in Act 188, SLH (2008), will provide incentives for preparation programs demonstrating effectiveness. UH can also cultivate scholarship programs for aspiring teachers to programs with proven records of effectiveness (page A-72); and
- Through the use of such data, HIDOE will continue to work with the State’s private educational foundations to encourage further grants and/or supports to those programs identified as highly effective in preparing teachers and administrators and to supplement and enhance the efforts of HIDOE and to encourage further coordinated efforts to address the needs of each community’s unique geographic and/or demographic characteristics.

Performance Measures	Actual Data: Baseline (Current)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	NA	100%	100%	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	NA	100%	100%	100%	100%
Hawaii is unable to provide student growth data until SY2015-16, but, as described above, HIDOE will establish interim measures using growth models tied to HSA data.					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	11				
Total number of principal credentialing programs in the State.	1				
Total number of teachers in the State.	11,408				
Total number of principals in the State.	287				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					

Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

HIDOE’s vision for student achievement and growth as supported by teacher and principal effectiveness depends upon a culture of growth and continuous improvement, both within educational circles as well as within the community. HIDOE will make an important contribution to this necessary cultural shift by providing comprehensive and strategic professional development programs for its teachers and administrators, and will work collaboratively with other partners who share this vision.

HIDOE will both set standards and monitor the quality of the various programs that support teachers and administrators. To begin this process, HIDOE will reorganize its current programs into a comprehensive induction, mentoring, *and* professional development management system. HIDOE’s single LEA/SEA structure can ensure timely rollout and consistency in application

among the 15 Complex Areas since oversight will be centralized.

To make the transition to more powerful, more effective, more data-informed professional development, HIDOE has selected and committed to four complementary strategies: 1) new, high-quality induction programs and residencies for *all* novice teachers and principals; 2) a comprehensive system to manage and evaluate the effectiveness of all professional development by improving and expanding HIDOE's existing "eHR" program; 3) school-based learning communities for teachers; and 4) Complex Area learning communities for administrators.

Induction of New Teachers: New teachers deserve the strongest possible foundation to start their careers with the skills and confidence to be successful in the classroom. As mandated by existing state law (HRS §302A-601.3, page D-86), all Complex Areas must adopt and implement an induction program approved by the HIDOE Office of Human Resources; approval is based on meeting all of the criteria listed in the Statewide Induction Program Foundation Elements (SIPFE). (Page D-87). SIPFE includes guidelines for an orientation program, mentoring program, and professional development.

HIDOE is completely revamping its existing induction programs to increase their quality. Historically, each of the 15 Complex Areas has been responsible for developing its own induction and mentoring programs, the only requirement being that the program complies with the Statewide Induction Program Foundation Elements. The result has been a patchwork of programs and efforts, some better conceived and some more effective than others, with different vendors (some areas, including Honolulu, Leeward and Maui, contract with The New Teacher Center), different approaches (the Windward district has implemented a peer assistance and review program), and different requirements.

Beginning in fall 2011, HIDOE will implement a new set of Induction Program Standards across its 15 Complex Areas that will establish a common, higher, more consistent bar for quality. While all Complex Areas will still manage their own induction programs—so they can be tailored to the unique circumstances of their communities—the Complex Area Superintendents will now be expected to provide a plan for their induction program by August 2010. The Superintendent will approve or disapprove their

Project Charters by September 2010, require further planning during SY2010-11 and expect full implementation during SY2011-12. Complex Areas can propose their own programs or contract with a nationally recognized, research-based organization with expertise in new teacher induction. Complex Areas that contract with a nationally recognized, research-based organization will receive a funding bonus in September 2010 of up to \$150,000 per Complex Area (provided through a reallocation of current FY2009 Title II monies) for planning or implementation. For economies of scale, Complex Areas may partner with one another through a single HIDOE contract with the selected organization.

The induction programs will be required to address these elements:

- An appropriate three-year pathway of supports for every novice teacher targeting tenure at the end of the induction period (which requires ratings no lower than “Effective” three years in a row), a one-year pathway for every veteran teacher new to Hawaii, and a third pathway for self-referring veteran teachers;
- A system pairing each novice teacher with an experienced mentor teacher and providing—especially in years one and two of the induction program—multiple opportunities for co-teaching and observation;
- A strictly observed maximum ratio of inductees per experienced mentor of 15 to 1;
- Content-area specific support/training in content and pedagogy for all novice teachers, and especially for Math and Science teachers;
- A minimum of four formative reviews per year of the inductee teacher’s performance, and a formal, more comprehensive annual review;
- An individualized professional development plan that addresses specific skill and content gaps and is incorporated into regular annual evaluation protocols; and

- A list identifying new teacher evaluators, with a description of related support and training that the new teacher evaluators will receive (e.g., the school principal, Complex Area staff , and/or peer teachers in the school may be appropriate to be new teacher evaluators).

HIDOE will undertake three related activities to ensure that induction programs are developed or contracted to meet these gold standards:

- In July 2010, at the mandatory Executive Officers’ Leadership Institute attended by all HIDOE administrators, CASs and their key induction personnel will receive training on the new “gold standards” for induction described above and on the creation of the project;
- HIDOE’s reorganized Office of Human Resources (OHR) will support and monitor the consistency and quality of implementation statewide by partnering with the Office of Information Technology Services to track how many novice teachers reach tenure in three, four or five years (or never) and the aggregate ratings given to all new teachers on their annual evaluations per school. Over time, Complex Areas also will be expected to help track and report on the *continued* effectiveness of teachers—as measured by the new evaluation system—that were prepared by and received tenure through their induction program; and
- OHR and the Office of Strategic Reform led by the SEASR will contract with a high-quality, evidence-based vendor to provide training to all mentors. At a ratio of 15:1 and based on an estimate of approximately 500 annual teacher vacancies for each of the next four years, HIDOE estimates that 100 mentors will be needed to support 1,500 new teachers for a three-year induction program beginning in SY2011-12. Title II funds will be used in FY 2010 to support a certain number of Complex Area mentors, with Complex Areas using their own budgets to support the remaining mentors. Funds requested through the Race to the Top would support professional development to train all mentors in the Zones of School Innovation

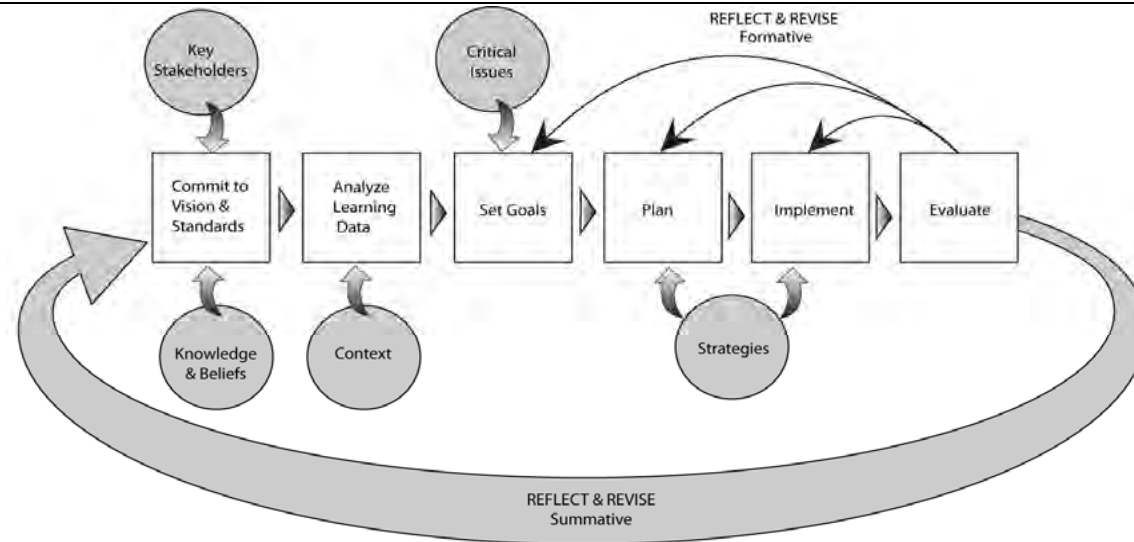
in 2010 through 2012.

By significantly improving the minimum standards for new-teacher induction programs, HIDOE expects it will help more novice teachers become successful in their classrooms, ensure only teachers gauged as at least “Effective” are granted tenure, and improve overall teacher retention rates. With clearer expectations and better data in hand, programs that consistently underperform at helping new teachers succeed will be discontinued.

Induction of New Principals: As part of the reorganization of OHR described in Sections (A) and (D)(2), HIDOE will redesign its existing principal induction program, moving more responsibility and authority to the CASs to identify, recruit, and select administrators. This transition, beginning in SY2011-2012, will be complemented by an expanded leadership development program that emphasizes the development of human resource management skills. Further, OHR will develop and support the Complex Areas by providing expanded professional development of supervisory and human resource management skills for administrators. This planned development will be intensive and ongoing—and a core strategy HIDOE is using to transition to a more robust human resources and talent development system for principals and teachers.

Enhanced eHR: HIDOE will invest in and enhance OHR’s existing secure, on-line, professional development management system. As part of the eHR system, Professional Development: Education, Empower, Excel (PDE3) is *the* source to find high-quality, approved HIDOE professional development opportunities. It provides information and reporting tools to improve workforce competencies that affect student learning and growth. PDE3 is an evolving professional development system, into which HIDOE will add features, functions, and professional development opportunities as they become available. PDE3 currently provides users with access to PD 360, an online, on-demand, professional learning resource that delivers high-quality video segments showing real teachers implementing research-based best practices that improve student achievement. Content and strategies are presented by over 65 top experts, including renowned educators such as Rick Stiggins, David Sousa, Doug Reeves, Rick DuFour, and Michael Fullan. PD 360 will give school administrators the ability to target professional development to meet the specific goals for their school and the individual needs of each teacher. (Page D-88).

Additionally, in the past year, HIDOE and the Curriculum Research & Development Group (CRDG) of the University of Hawaii at Manoa’s College of Education developed a comprehensive, research-based guide and toolkit for the design of effective professional development. In an effort to create a systematic planning process for professional developers, HIDOE-CRDG has articulated a process by which professional development would be defined, measured, refined, and evaluated. Based upon the Professional Development Design Framework (adapted from Loucks-Horsley, et al., 2010, p. 8), HIDOE will implement a comprehensive system to coordinate, measure, and evaluate the effectiveness of all professional development programs for both teachers and administrators.



The Professional Development Design Framework. (Adapted from Loucks-Horsley, et al., 2010, p. 8)

Implementation of the Enhanced eHR: Beginning in SY2011-12, HIDOE shall require all federally funded professional

development programs for both teachers and administrators to utilize a common framework that better measures their effectiveness. All other funded professional development programs shall also be required to use this common framework by SY2012-13. The framework to measure effectiveness will follow the progression of steps illustrated in the diagram above.

By utilizing this common framework in a systemic, step-by-step manner, relevant measures of data collection will be identified and incorporated into the enhanced eHR system. In turn, as each professional development program is implemented in the field, the data generated and content of the professional development program will be collected and continuously monitored, analyzed, revised, and evaluated for effectiveness in improving student growth. HIDOE, through its newly re-organized Office of Human Resources (OHR), will administer the enhanced eHR, while the decisions on each program's effectiveness will be made by the SEASR.

The enhanced eHR system will also track the frequency and usage of all professional development programs by both teachers and administrators, thereby providing additional measures and indicators by which administrators and Complex Area Superintendents can better assess and plan for the professional development needs of their teachers and administrators.

How the Enhanced eHR Will Support Teachers: To implement the Common Core State Standards (CCSS) statewide, HIDOE will provide mandatory training for all teachers, while other training will be customized and offered based on individual needs. An example of mandatory training for all teachers includes training on the difference between our current system of standards (HCPS III) and the Common Core standards; the tools and resources that are available to support the implementation of the CCSS, including the Data for School Improvement system; and the use of data to inform and differentiate instruction. Some teachers may require more professional development to increase their content or pedagogical knowledge of the subject, especially as the Common Core standards may emphasize the teaching of skills and knowledge at different grade levels than the State's current system.

As part of the enhanced eHR, teachers' participation in professional development workshops or training sessions will be documented as part of their records in OHR's enhanced eHR system. As part of the new evaluation framework described in Section

(D)(5) above, all teachers will keep a professional learning portfolio that will include documentation of their effectiveness in implementing what they learned in the professional development forum when they returned to the classroom. Evidence that a teacher collects in her professional learning portfolio (including documentation of participation in the professional development session, evidence of implementation (such as a unit/lesson plan), and evidence of effectiveness (student growth data, perhaps in the form of pre- and post-assessments) will be used toward her annual evaluation as well as for the purposes of re-licensure with the Hawaii Teacher Standards Board (HTSB).

Beginning summer 2010, OHR will work with the HTSB to amend its requirements for relicensing to include a minimum number of hours of targeted professional development and training. Part of the required training will include training sessions conducted by HIDOE's Office of Curriculum, Instruction and Student Support to introduce all teachers to the Common Core State Standards and provide them with the necessary training to begin planning for and implementing the Common Core State Standards, Curriculum Framework and instructional materials as described in Section (B)(3). Additionally, data generated by teachers' use of the DSI system can be used to inform and develop targeted professional development for teachers and inform administrators in their respective complexes.

To increase the number of teachers who are "Effective" or "Highly Effective," the annual evaluation tool and HTSB Licensing Renewal requirements can be leveraged to help teachers make better data-driven decisions regarding the kind of professional development that they need in order to improve student learning growth. Student performance data, observations and recommendations from the administrator and personal needs assessments can all be used to help teachers make better-informed professional development decisions. As a result, HIDOE will be better able to provide more appropriate and individually tailored professional development.

HIDOE envisions that some training will be delivered via webcasts or podcasts whenever a common message needs to be delivered quickly to a mass audience. But for training that requires more deliberate participation and interaction, professional development workshops or training sessions will need to be developed and conducted (by State or district specialists, or school

faculty), bought (from professional development vendors), or acquired (free of charge from open resources). Regardless of the source or method of delivery, the common framework and criteria to measure the quality and effectiveness of professional development programs will be informed by the Professional Development Guide developed by the University of Hawaii's Curriculum Research and Development Group.

How the Enhanced eHR Will Support Administrators: As HIDOE transitions from existing standards to Common Core standards and mandatory curriculum, use of the enhanced eHR will help identify areas in which principals need more concerted professional development and training to succeed as instructional coaches. With these new tools, administrators will be better able to fulfill their revised responsibilities as evaluators of teacher effectiveness. Accordingly, by tracking the creation, use, and outcome of professional development programs for administrators, the Complex Area Superintendents, in conjunction with OHR's Professional Development and Educational Research Institute (PDERI), will be better able to assess existing programs and develop new programs that will better assist administrators to contribute to student achievement and growth. In addition, the enhanced eHR will allow the individual Complex Areas to address each geographic area's unique needs and challenges by adding appropriately to their existing professional development programs (induction, mentoring, and other professional development).

(D)(5)(ii) Measure, Evaluate, and Continuously Improve the Effectiveness of Supports to Improve Student Achievement:

HIDOE and the SEASR through OHR and the enhanced eHR will continually review all professional development programs for effectiveness. Induction programs will be evaluated for effectiveness based on such factors as new hire retention rates, student growth, and the rate of improvement in effectiveness. Professional development programs that have been deemed ineffective will be discontinued, while ineffective induction programs will be required to implement a different state-approved program.

School-Based Learning Communities for Teachers and Administrators: HIDOE will develop both school-based (or inter-school-based) learning communities for teachers and school principals, and Complex Area learning communities for administrators.

These learning communities will serve as: 1) a mechanism for identifying students' learning goals based on formative and interim assessment data; (2) a cohort of reflective learners who self-identify their professional development needs to help them fulfill identified student learning goals; 3) a venue for collaborative lesson study and/or action research; and 4) a supportive network for teachers to observe one another in practice and increase one another's effectiveness.

Hawaii's leaders have chosen to place the creation of learning communities at the center of their professional development plans because of strong research—unlike that available for most professional development activities—suggesting these efforts lead to real gains in student learning. A literature review on learning communities (*Professional Learning Communities: What Are They And Why Are They Important?*, 1997) compiled by SEDL, one of the original regional educational laboratories funded by the U.S. Department of Education and now a nonprofit research, development and dissemination corporation, showed these results:

- Greater academic gains in Math, Science, History, and English Language Arts;
- Smaller achievement gaps between students from different backgrounds;
- Increased learning that is distributed more equitably;
- Decreased dropout rate and fewer classes "skipped;" and
- Lower rates of absenteeism.

The SEDL data also show that professional communities increase meaning and understanding of the content that teachers teach, can help reinforce good teaching and classroom practice that creates new knowledge and beliefs about teaching and learners, and raise the likelihood that a school will undertake fundamental systemic change.

HIDOE will implement learning communities for teachers and Complex Area administrators following these steps:

- By the end of SY2010-11, HIDOE-OHR will develop guidelines for effective learning communities for teachers and, by June 2011, will develop draft guidelines for effective learning communities for administrators.

- For teachers, learning communities will use data on student performance and data on learning gaps to identify education goals for their students. To determine the professional development needs of the teachers, , the teaching skills needed to close the gaps will be identified and compared against the actual skills that teachers have. Principals will be responsible for fulfilling those professional development needs.
- One of the main functions of learning communities for administrators will be to use data on student performance and data on student learning gaps to identify education goals for the school and overlapping goals for the schools within a Complex or Complex Area. To meet the identified goals for the school, administrators will need to assess whether their teachers possess the necessary skills or whether further professional development is needed. Professional development needs that are in common among more than one school within a Complex or Complex Area can be coordinated at the Complex level or Complex Area level to maximize resources.
- Knowledge gained from the learning community and professional development training must be translated by the teacher into actions that result in student growth and by the administrator into actions that result in teacher and student growth. Evidence of implementation, as well as accompanying data that shows growth, can be included in teachers' and principals' individual professional development plans and in the "success portfolio" which can be used for the purposes of re-licensure with HTSB.
- Effectiveness of the school-based learning communities will be based on the percentage of teachers who meet the requirements for licensing or relicensing as well as overall student growth and success of their students.

An example of how HIDOE can and will use all four complementary strategies can be found in Hawaii's Literacy for Learning initiative, which is being implemented at the State, Complex Area, and school levels. The Literacy for Learning initiative is a vehicle to establish a comprehensive and effective support system for teachers and principals designed to increase the literacy of

all students in the public schools (page A-307). This structure was developed with the assistance and support of Michael Fullan and his associates and is modeled after the York Region Schools Guidelines for Literacy. In implementing this initiative, HIDOE developed a job-embedded capacity building system for senior leadership, principals, vice principals, teachers, and literacy coaches.

The six guiding principles that drive this initiative embrace and promote the following: 1) assessment of and for learning; 2) evidence-based instructional practices; 3) aligned polices and resources at school, Complex Area, and State levels; 4) instructional leadership and professional learning; 5) accountability; and 6) school, home, and community partnerships. To fulfill these principles at the school level, HIDOE is providing the time and resources for training, structures for learning communities, and the Data for School Improvement system to support timely and accurate information for improvement decisions. HIDOE will collect longitudinal data and rigorously evaluate the effectiveness of the professional development and its impacts on school improvement, including student achievement outcomes.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
(Enter measures here, if any.)					

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 points)*

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1) Legal Authority: Hawaii Revised Statutes Section §302A-1004 (a)(5) requires that HIDOE implement a comprehensive system of school accountability, and calls for the accountability system to: “Invoke a full and balanced set of appropriate consequences for observed performance, including rewards and recognition for those schools that meet or exceed their goals, assistance to those that fall short, and sanctions for those that, given adequate assistance and ample time, continue to fail to meet goals[.]” (Page E-1). HIDOE regulations and guidelines provide the structure and processes through which the Hawaii Board of Education (BOE), State Superintendent of Education, and Complex Area Superintendents (CASs) can intervene in schools in federal Elementary and Secondary Education Act (ESEA) status of “needs improvement,” “corrective action,” “planning for restructuring,” or “restructuring.” State statutes, regulations, and guidelines enable HIDOE to take appropriate action, including actions that align with two of the federal intervention models: school closure and conversion to a charter school. (HRS §302A-1129). (Page E-4). Additionally, HRS §302A-1114 (page D-43) enables HIDOE to “appoint and remove such teachers, educational officers, and other

personnel as may be necessary” for carrying out the aforementioned system of accountability, an authority relevant to reconstitution. School Code Regulation #5109 of the HIDOE School Code (page D-44) enables CASs, by mutual agreement, to transfer vice principals, principals and teachers between districts for the good of HIDOE or Complex Areas concerned. The regulation also enables the Superintendent, in extraordinary situations, to “direct the transfer of any teacher or any educational officer” when considering the welfare of the students, the school, or the good of the Department.

Expanded Legal Authority: To provide additional detail and transparency for HIDOE’s existing authority to intervene in persistently low-achieving schools, the BOE on May 20, 2010 directed HIDOE to proceed with new administrative rules that expressly confirm the authority of the Superintendent to reconstitute both HIDOE and charter schools that fail to meet AYP benchmarks as defined by the federal Elementary and Secondary Education Act. Pursuant to HRS §302A-1112 and §302A-1101, the BOE has delegated to HIDOE the authority to administer and implement administrative rules relating to the reconstitution of schools, and more specifically delineate the concrete terms of reconstitution. (Page E-5 and Page A-191, Powers of the Superintendent). Under these administrative rules, if a school does not make Adequate Yearly Progress (AYP) within three years of entering “restructuring” status, the Superintendent may:

- 1) Reorganize or dismiss school, Complex Area, or State personnel who are relevant to a school’s or HIDOE’s failure to make AYP;
- 2) Take any other actions necessary to affect the employment status of those individuals described in paragraph (1), who are relevant to a school’s or HIDOE’s failure to make AYP;
- 3) Appoint, without regard to chapters 76 and 89, Hawaii Revised Statutes, temporary school, Complex Area, and State-level personnel who have demonstrated experience with the characteristics and situations in schools failing to make AYP;
- 4) Recommend to the BOE the dissolution of a school community council or the removal of school community council members who are relevant to a school’s failure to make AYP; and

- 5) Upon an affirmative vote by two-thirds of the BOE’s authorized membership, transfer operation of the [charter] school to the Charter School Review Panel, in order to effect fundamental reforms, including the restructuring of governance arrangements, that have substantial promise of improving student academic achievement, and enabling the school or HIDOE, as applicable, to make AYP. (Entire draft administrative rules are in page E-6).

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State’s historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(E)(2)(i) **Identification of Specific HIDOE schools:** In March 2010, the U.S. Department of Education approved the HIDOE definition of “persistently lowest-achieving schools.” (Page E-40). The method for identification includes analysis of academic performance, based on the composite average proficiency in the “All Students” category on the Hawaii State Assessment in Reading and Mathematics for the most recent three years, analysis of the “growth slope” in student achievement, and school status under the federal Elementary and Secondary Education Act (ESEA).

In the current SY2009-10, Hawaii has 115 Title I schools whose ESEA status is “In Need of Improvement,” “Corrective Action,” “Planning for Restructuring,” or “Restructuring.” The six schools whose overall performance and growth place them at the bottom 5% of this list are “Tier I schools,” or “Priority Schools.” The remaining 109 schools are designated as “Tier III schools.” The complete list of Tier I and Tier III schools is included on page E-42. HIDOE does not have any schools that meet its Tier II school criteria of secondary schools qualifying for but not receiving Title I funds, and/or secondary schools with graduation rates at or below 60%.

Five of the six Priority Schools identified by HIDOE in SY 2009-10 are rural or remote, and are designated “hard-to-staff.” They are located in just two of HIDOE’s 15 Complex Areas; one on the island of Oahu, and one on Hawaii Island. To address the concentration of Priority Schools with shared communities and a shared K-12 pipeline, HIDOE has designated two Zones of School Innovation (ZSIs). There will be a total of 13 schools between the two ZSIs, including the five Priority Schools and eight neighboring schools in their Complex Areas (see E-45 for listing of Priority and ZSI Schools). The single Priority School that is not in a Zone of School Innovation is the Hawaii School for the Deaf and Blind, a small and specialized school that HIDOE has determined will require intervention and support that is unique in the school system and in the State of Hawaii. HIDOE will contract an external consultant with the required expertise to conduct an in-depth review of the school, and assist in facilitating community engagement, preparation activities, and intervention.

HIDOE will update and review the Priority School listing annually, using the latest State test results. HIDOE fully expects that the comprehensive efforts and “transformation model” intervention launched in the ZSIs will yield dramatic school and student

achievement improvements in the SY2009-10 Priority Schools within the first two years of the Race to the Top grant period. This means that other schools will be identified as among the lowest performing 5%. The State plans to use its strengthened infrastructure and system of support to intervene in up to six additional Priority Schools identified between SY2011-12 and SY2013-14. HIDOE will therefore work with up to a total of 20 Priority and ZSI Schools over the next four years.

Zones of School Innovation: One-hundred percent of schools in the ZSI schools are considered “hard-to-staff” due to relative geographic isolation. Together, the ZSI schools represent a full 50% of the approved HIDOE list of hard-to-staff schools whose teachers have historically been eligible for retention bonuses for serving in remote locations.

HIDOE Zones of School Innovation (2010)

	Priority Schools (6)	ZSI Schools (14)	HIDOE TOTAL (287)
Students:	3,257	10,884	179,200
Teachers:	467	1,064	10,100

Approximately 76% of ZSI students qualify for “free or reduced lunch,” according to current HIDOE data. In 2009, approximately 90 teachers in the ZSI, or 20%, were identified as not Highly Qualified (HQ). Five of the ZSI schools are designated as “Title II Priority Attention Schools” in the current SY2009-10, meaning that at least 25% of core content classes are taught by non-HQ teachers. (See page E-47 for Title II Priority List).

(E)(2)(ii) **School Turnaround in Priority Schools and the Zones of School Innovation:** HIDOE wants all public school students to have the education they need and deserve and will ensure that its lowest-performing schools improve dramatically. HIDOE is firmly committed to building its capacity and infrastructure for school transformation, while working in coordination with

community partners to promote conditions for success along the Pre-Kindergarten through 12th grade continuum. In addition to HIDEOE support in the ZSIs, HIDEOE will be applying the federal “transformation” school intervention model in one Priority School in SY2010-2011 (Naalehu Elementary School) while building staff and school-based staff capacity to scale up interventions, reforms, and best practices in additional schools. Beginning in SY2012-13, HIDEOE will employ federal school intervention models in up to six additional Priority Schools at the discretion of the Superintendent.

The HIDEOE plan to turn around the Priority Schools focuses on three core strategies:

- 1) Under the direction of the newly created Office of Strategic Reform (OSR) and a consulting “lead turnaround partner,” HIDEOE will facilitate rapid improvement of the Priority Schools and schools in the ZSIs. HIDEOE will build on current capacity to create intervention plans that directly address root causes for lack of school and student performance;
- 2) HIDEOE will create conditions for success in the ZSIs by implementing a priority rollout of HIDEOE Reform Action Plan activities, and providing additional operational, curricular, and family/student supports; and
- 3) HIDEOE will monitor, evaluate, and document intervention efforts to identify successful practices that may be replicated in other schools and Complex Areas.

1) Office of Strategic Reform and Turnaround Partner: HIDEOE’s proposed Office of Strategic Reform (OSR) director, the Special Executive Assistant for School Reform (SEASR), will be responsible for working with OSR staff and other HIDEOE departments to implement HIDEOE Reform Action Plan elements in the Zones of School Innovation. Recognizing that turnaround leadership and oversight require different skills and action than current HIDEOE school improvement activities, the SEASR will contract with a lead turnaround partner, such as Mass Insight, Rensselerville Institute, or University of Virginia, who will assist in guiding intervention and developing intervention protocols in the Priority Schools and the ZSIs. The OSR and lead turnaround partner will conduct State-level training, and work with HIDEOE’s Office of Curriculum, Instruction, and Student Support (OCISS) and the Office of Human Resources (OHR) to enhance current leadership training and school improvement programs and develop a

cadre trained specifically in turnaround leadership. This effort will include training and coaching of school administrators and State Leadership to build their understanding and skills in directing school turnaround. Personnel in the OCISS School Improvement Team (OCISS, SIT) will also fulfill project management functions in implementing the ZSIs, and compile the processes, protocols, best practices, and lessons learned into a Framework for School Turnaround personalized to HIDOE and its rural and urban communities. The goal is to equip current personnel with the knowledge and skills needed to sustain school improvement efforts after the life of the funding requested in this grant application.

Preparation: Although the ZSI schools face a myriad of challenges, there often exists a strong sense of pride and “*ohana*”⁵ within these closely-knit, rural communities. Recognizing this, HIDOE will employ a process that engages and empowers school communities to be part of the school turnaround process. In SY2010-2011, while HIDOE is identifying and contracting a lead turnaround partner, school and community preparation and readiness activities can commence in the ZSIs. Schools may choose to use one or two of the mandatory School Community Council meetings that are held during the first semester of the school year to review school data, examine how ZSI support can benefit the school, and explain how those interventions can be built into the school’s Academic and Financial Plan. Schools may alternatively choose to conduct other school or community forums to identify strengths, build a shared vision, and support change. Second, schools will conduct an internal Self-Assessment. This reflective self-assessment will reveal strengths, as well as growth areas. Third, OCISS, SIT will deploy its AYP (Adequate Yearly Progress) Response Team to conduct a comprehensive needs assessment (page E-48) of all aspects of the school, reviewing data and documents, conducting on-site interviews and classroom visitations, and completing a report of its findings (page E-66). Other external consultants (such as Baltimore Education Research Consortium) may be contracted to complement the AYP Response Team’s work with a specific focus on classroom instruction. The OCISS, SIT will then convene a Recommendation Committee to include the Deputy Superintendent, Complex Area Superintendents (CASs), and SEASR and then-identified lead turnaround partner to identify the action most appropriate for the schools. If the lead turnaround partner identifies additional needed steps or

⁵ A sense of family or an extended family unit.

approaches, this will be completed as a “stage 2” preparation effort. The committee will then consider internal and external assessments, contextual factors, and evidence of student progress, and submit a recommendation for action to the Superintendent. Ultimately, the Superintendent will determine what action and federal intervention model will be taken and when.

Implementation. School teams, with technical assistance from the lead turnaround partner, OCISS, SIT, and OSR, will then engage in strategic and implementation planning. The two CASs overseeing ZSI schools will work with the OCISS, SIT and OSR to determine success measures that will be used to establish two-year performance agreements. Performance benchmarks established in the agreement will include absolute measures (such as HSA score targets) and growth measures, plus other measures such as high school graduation rates that reflect the college- and career-ready goals of the schools, Complex Areas, and State. A minimum 50% of the measures will be common to all Priority Schools and ZSI schools, and the remaining indicators will be tailored to specific situations in each school. If a school does not meet its benchmarks at the end of the two-year contract term, then the Recommendation Committee will reassess the school’s situation, and recommend to the Superintendent a more aggressive intervention strategy and terms for a new performance-based contract. The strategies and enabling activities selected in school implementation plans must be research-based, target the root causes for the lack of improvement by *changing conditions* that affect schools’ resources and support, provide *comprehensive supports* for non-academic needs of students in these high poverty communities, and *build capacity* for learning within each school.

To incentivize improvement in the ZSIs and throughout the public school system, the OCISS, SIT will also administer Academic Achievement Awards. Currently, financial support wanes after a school in restructuring moves into “good standing,” leaving the schools to sustain improvement efforts on their own. The Academic Achievement Awards will recognize and reward schools in restructuring who move out of status with a one-time grant that the school community can use to further their improvement efforts. In recognition of the scope and complexity of continued support needed at different levels, \$50,000 will be awarded to elementary schools and \$100,000 will be awarded to secondary schools. HIDOE is focused not only on intervention in current Priority Schools, but also in helping to prevent additional schools from becoming Tier III schools in danger of becoming

“persistently low achieving.”

2) Establishing Conditions for Success in Zones of School Innovation:

Under the guidance of the SEASR and OSR project manager staff dedicated to ZSI support, crucial HIDOE Reform Action Plan elements centered on teacher and leader effectiveness will be initiated first in the ZSI. This includes:

- Highly Qualified and Highly Effective Teachers to Support College- and Career-Ready Goals: For SY2010-11 HIDOE will award incentives to top-rated principals and to teachers who meet the standard of “Highly Qualified” and work at or take an assignment at one of its high-need schools in the Zones of School Innovation. Previously, bonuses and incentives were given irrespective of whether or not the teacher was Highly Qualified (HQ). HIDOE will ensure every staff person hired in the ZSI schools is HQ beginning January, 2011. For SY2010-11, HIDOE will provide a \$3,000 incentive for HQ teachers and (beginning SY2011-12) a \$10,000 incentive for highly effective principals who choose to work in the Zones of School Innovation. (Section D).
- Facilities Infrastructure to Support College- and Career-Ready Goals: Schools in the Zones of School Innovation will have first priority implementation of the HIDOE’s Science and Math capacity plan (outlined in Section B). Implementation of this plan will ensure that schools’ Science lab facilities are up to standard, and that Science courses taught by highly effective teachers are sufficiently available and accessible.
- Teacher and Leader Performance Measurement Demonstration: HIDOE’s proposed performance measurement system for teachers and leaders will be implemented first in HIDOE’s Zones of School Innovation, where students stand to gain the most from effective teaching and leading. Concurrently, during the demonstration, HIDOE will begin the rollout of coaching, professional development, and system supports to improve teacher and leader effectiveness throughout Hawaii. Demonstration in the ZSIs will begin in SY2011-12 (Section D).
- Building and Utilizing Technology to Extend the Reach of Effective Teachers. Due to the current shortage of HQ teachers in Math, English Language Arts, and Science, HIDOE will increase the access that students in the ZSIs have to highly

effective teachers in these subjects and other hard-to-staff subjects through the use of cutting-edge video conferencing and e-course technology (Section D)(3). This will begin in SY2011-12, when the infrastructure is built, the classrooms are outfitted (pending Race to the Top funds), and teacher effectiveness data become available.

- Teacher Training, Mentoring, and Induction: The OSR, led by the SEASR, and OHR will contract with a high-quality, evidence-based vendor to provide induction training to all teacher mentors. Funds requested through the Race to the Top would support professional development to train all mentors in the Zones of School Innovation in SY2010-12 (Section D).
- Differentiated Professional Development Opportunities: ZSI schools will be the first to select from a menu of options for using the Data for School Improvement system, implementing the State's Literacy for Learning and Response to Intervention (RTI) initiatives, and, eventually, implementing the Common Core standards. Then, on-site academic coaches and data coaches will provide job-embedded training and follow up support on using data to inform instructional decisions and implementing literacy and RTI strategies in the classroom. ZSI leaders will also have priority access to leadership development services that may include training from the OHR, Professional Development Support Center, on-site leadership coaching, or professional learning communities focused on problems of practice (Section B).
- ZSI schools will also receive priority training for the new dashboards of the Longitudinal Data System and the electronic Comprehensive Student Support System, Measures and Progress Charts, to ensure that the systems meet the needs of Priority Schools. This will include identifying the critical indicators needed, segmentation analysis to define the nature and severity of challenges the schools and their students face, and building specific solutions based on the reasons students are not being adequately prepared for college and careers. Such systems will help all schools establish ambitious goals for student performance and meaningful reporting protocols.
- Increasing the Number of Turnaround Leaders and Teachers: HIDOE will issue an RFP and partner with a provider to train and certify principals particularly for the State's turnaround schools. The RFP will be issued and planning for this residency-

based, alternative certification program will be completed in SY2010-11, with the first cohort enrolling in SY2011-12. The State will aim to graduate a total of 36 “turnaround principals” over three years and will place a special emphasis on recruiting non-traditional candidates. HIDOE will also contract with an alternative certification provider to prepare 176 highly effective teachers for the ZSIs and other identified Priority Schools beginning SY2011-12 (Section D).

- Distribution of Highly Effective Teachers in ZSI Schools: After achieving a significant increase in HQ teachers, and beginning in SY2011-12 when preliminary effectiveness data become available, HIDOE will address the equitable distribution of highly effective teachers in all subjects, and particularly the STEM subjects, in the Zones for School Innovation. The OSR will oversee accelerated implementation of proposed reforms in the areas of: 1) incentive pay; 2) targeted recruitment strategies to identify “effective” and “highly effective” educators for priority schools; and 3) financial incentives and differentiated compensation opportunities for “effective” and “highly effective” educators to work in persistently lowest achieving schools. (Section D).
- Best-in-State Practices: HIDOE has identified the highest-performing schools in the state (in terms of year-over-year growth in both Mathematics and English Language Arts) with similar demographics to the bulk of the ZSI schools, and will begin a more thorough analysis of promising practices and talented educators to determine how best to spread these successes in the ZSIs, Tier III schools, and throughout the state.

Human Resource and Professional Development Units. For Hawaii to realize its vision of implementing the Reform Action Plan successfully, the human resource and professional development pipelines must be strengthened in the ZSIs. To this end, HIDOE is deploying State personnel to the Complex Areas to establishing Human Resource Units in each of the two Complex Areas of the ZSIs. Under the direction of the OSR staff, these units will facilitate the placement of highly effective teachers, ensure fidelity of implementation in the teacher induction and mentoring programs, administer teacher and leader incentives and bonuses, and collaborate with institutes of higher education on pre-service training needs. In addition, State curriculum personnel will be

deployed to the Complex Areas to develop robust Professional Development Units able to conduct ongoing, job-embedded professional development, provide “just-in-time” training on topics such as using data to inform instruction, connect personally and often with new teachers, develop intervention and re-engagement programs and services, facilitate professional learning communities, and otherwise build the capacity of the Complex Areas and schools to fully implement quality standards-based curriculum, instruction and assessment. This Human Resource and Professional Development assistance will provide school leaders with increased time to focus on instructional leadership.

Additional Resources and Partnerships for Student and Family Engagement and Support: With the combined effort of HIDOE and community partners, ZSI students and their families will receive:

- Early Childhood Education Support: Pending Race to the Top support, families and young children will be provided with early education subsidies to help them enter kindergarten ready to succeed. Few students enter ZSI schools with any pre-kindergarten educational experiences, and this greatly impacts students’ readiness to learn. Hawaii does not have a State-funded preschool or early education program, so the primary mechanism for engaging families of very young children is partnership with community organizations and community-based early education programs. To address this need, some ZSI schools have already initiated their own programs and partnerships, but this effort needs to be expanded to reach more children. To this end, HIDOE will administer a subsidy program funded initially with Race to the Top funds to offset the cost of quality universal early childhood education programs for pre-schoolers who live within the geographic boundaries of the Priority Schools. Following the recommendations of the Early Learning Task Force to the Hawaii State Legislature and the direction of the State’s Early Learning Council, the subsidies will support young children’s participation in a range of culturally relevant and quality early education experiences including traditional preschools (licensed center-based programs), family-child interaction learning programs that engage children and their caretakers in school-preparation learning experiences, and licensed family child care homes and group homes. As this subsidy program may create demand that exceeds the present supply of childhood education providers, HIDOE will coordinate closely with the Early Learning

Council and community partners such as Kamehameha Schools, which currently provides \$36 million annually for early education of Native Hawaiian children throughout the state. Through this effort, ZSI schools will be able to build on successful initiatives such as the Institute for Native Pacific Education and Culture's Supporting Partnerships to Assure Ready Kids (SPARK) and Ready Kids Follow (RFK) and the W.K. Kellogg Foundation-supported P-3 demonstration sites, as they work to implement vibrant, articulated P-3 models.

- Extended Learning Opportunities: Through grant funds and strategic use of federal and State Title I and Title II funds: ZSI schools will be provided with resources to extend the school day and school year. As described in Section D, Highly Qualified (and after data are available in SY2010-11, highly effective teachers) in ZSI schools will be given a 20% salary increase in exchange for becoming 12-month employees. This will allow for extended learning time for students, time for teacher professional development, planning and coordination, and targeted family engagement activities. ZSI schools will also have an early start to the school year to engage in community building, visioning, planning and preparation, and professional development, thereby allowing instructional staff to focus on instruction during the regular school year. Then, using ARRA Title I and Title I Supplemental Educational Services funding, ZSI schools will be able to provide before- and after-school, intersession, weekend, and summer remediation and enrichment programs that provide targeted interventions to remediate students' learning gaps. Formative assessment data from the Data for School Improvement system will be used to identify learning gaps and monitor student progress.
- Student Engagement Efforts: Student engagement and support efforts will include response-to-intervention approaches to identify students at risk of dropping out. In addition, current innovative practices for increasing student engagement will be expanded to support student achievement. The recent establishment of New Tech High campuses within two high schools in the Zones of School Innovation holds promise as a national model for engaging students through STEM-focused academies. In addition, STEM efforts to date in ZSI schools, such as Searider Productions at Wai'anae High School, have shown great

promise in terms of engaging students. Through this multimedia program, students offer their creative services to community businesses and organizations, while honing digital media, technology, creative thinking, and leadership skills. Searider Productions is the largest high school digital media program in the State of Hawaii, enrolling an average of about 300 students every school year. To build on such efforts, in 2011, Zone of School Improvement high schools will receive STEM Centers to provide all students with opportunities to learn about STEM-related careers. The STEM Centers also will provide guidance counseling support (including course selection and identifying academic help for struggling students) to encourage all students to pursue the Career- and College-Ready Diploma and the optional advanced Academic Honors, Technical Honors, or STEM Honors pathways.

- **Comprehensive Supports:** The geographic isolation and socio-economic status of the communities served by ZSI schools, as well as in some cases, the limited English-speaking ability of families, greatly impacts students' readiness to learn. As such, ZSIs must address numerous barriers to learning even before addressing academic standards and benchmarks. Schools will need the resources to address the non-academic issues that make a big difference for students and families. All ZSI schools will, pending Race to the Top funding, be provided funding to secure "wraparound services" that address the unique needs of their communities. These services will be determined at the local level to address the specific needs of the school community, and may include programs to engage disconnected students, family engagement programs, family support services, services to address homeless concerns, and more. For example, as a result of segmentation analysis of data from the longitudinal data system, secondary schools may discover that many students are at risk of dropping out of school because they must care for their younger siblings. In that case, the school may offer an on-site child care program that is integrated into the Public and Human Services career pathway. Or, an elementary school may find that its homeless population has grown tremendously. In this case, the school may offer academic and extracurricular programs and services at the local homeless shelters. Yet another school may find that their English Language Learner students migrated to Hawaii without their parents, causing additional stress and behavioral problems. The school may resolve this situation by enabling

regular virtual connections between children and parents via broadband access. The goal is to remove the barriers to learning and enable students to access the core curriculum. Schools in the Nanakuli/Waianae ZSI will also be able to coordinate efforts with the Ka Pua Initiative announced by Kamehameha Schools in April 2010. (Page E-82). This initiative, backed by a \$100 million commitment by Kamehameha over the next decade, aims to provide students and families with access to a strong network of social services. Special care will go into supporting critical transitional points for children, specifically supporting students as they move into kindergarten, middle school, high school, and college/career.

Finally, in some schools, the physical environment can make a world of difference in changing the school image and culture. ZSI schools will have priority in this area. For example, the Office of Information Technology Services will work with ZSI schools to ensure all areas of campus have Internet access. OCISS will work with ZSI schools to develop new solutions for technology-empowered learning. These solutions may range from registration in the Hawaii Virtual Learning Network for preferential enrollment in e-School courses (including dual-credit courses) to support in implementing the One-to-One Computer Initiative.

3) Ongoing Monitoring and Evaluation: Hawaii is committed to providing unprecedented resources, flexibility, and incentives to Priority Schools and Zones of School Innovation in order to make turnaround a reality. It will simultaneously require unprecedented accountability at all levels, including a two-year performance agreement between the Priority Schools and HODOE. A formal monitoring process will occur every two years until the Priority School meets its targets or, in some cases, is forced to close. HODOE is committed to monitoring performance and providing resources for up to six years in Priority Schools. For those schools that are meeting performance targets specified in their two-year agreements, the State would taper off the infusion of federal funding and reallocate existing state resources as necessary to sustain success over the long term.

It is important that HODOE continually monitor and evaluate intervention efforts and make course corrections regularly and nimbly over time. To this end, SEASR staff and OCISS, SIT will jointly conduct quarterly visits to each participating school. The team will conduct classroom visits and interviews to assess the extent to which identified enabling activities are implemented with

fidelity, and identify barriers to implementation. The team will then provide technical assistance and advice on implementation and facilitate the removal of barriers to implementation. In addition, OCISS, with the lead turnaround partner, will conduct annual consolidated monitoring and technical assistance visits to participating schools to assess the quality of implementation and compliance with federal guidelines. By reviewing source documents, conducting classroom visits, and interviewing key personnel, the team will assess the extent to which the school is complying with Title I requirements, implementing the key strategies needed to realize improvement, and addressing the barriers to implementation. The team will also provide on-site technical assistance to resolve programmatic, fiscal, or other challenges. The State Leadership Team, composed of the Superintendent, the Deputy Superintendent, Assistant Superintendents, and CASs, will also conduct random, on-site visits to gather information and observe classrooms. By conducting on-site visitations and classroom walk-throughs, the entire State Leadership Team will share a common experience from which they can identify and discuss successful practices, as well as barriers. In so doing, the Leadership Team may identify strategies that can be replicated in other Complex Areas.

As described in Section A, an external evaluator will be contracted to conduct an independent evaluation of the intervention efforts in an effort to link programmatic inputs to student outcomes.

While these monitoring and evaluation efforts will focus on school and ZSI outcomes, expectations and accountability will be applied to all levels of HIDOE. Performance agreements will hold HIDOE accountable for providing the range of new and more effective supports that schools need in order to turn around. Through implementation of the HIDOE Reform Action Plan and a systems approach to school turnaround and improvement, HIDOE believes that there will be fewer schools requiring intense intervention, and State and Complex Area staff will be able to help schools improve before they fall into the “persistently lowest-achieving” category.

E. Turning Around Persistently Low-Achieving Schools				
2010	2011	2012	2013	
<i>Legal Authority to Intervene</i>				
Initiate promulgation of new	• Complete new Hawaii	Implement new Hawaii	→	→ → → →

Hawaii Administrative Rules	Administrative Rules • Develop implementation plan	Administrative Rules	
Identification of Schools			
Responsible Party: Complete for SY2009-10. For SY2010-11, Office of Strategic Reform (OSR) and Office of Curriculum, Instruction and Student Support			
• Review and/or revise listing of Priority Schools based on current data	→ → → → →	→ → → → →	→ → → → →
• Notify schools of status, expectations, requirements, and opportunities	→ → → → →	→ → → → →	→ → → → →
• Create/expand ZSIs as appropriate	→ → → → →	→ → → → →	→ → → → →
Framework for School Turnaround			
Responsible Party: Office of Strategic Reform (OSR), Office of Curriculum, Instruction, and Student Support (OCISS)			
• Develop Framework outline	Revise/update Framework as appropriate	→ → → → →	→ → → → →
• Conduct overview session for Leadership			
• Provide update to BOE			
Conditions for Success			
Responsible Party: Office of Strategic Reform (OSR) director, the Special Executive Assistant for School Reform (SEASR), Office of Human Resources (OHR)			
• Establish Human Resources and Professional Development Units in two ZSIs	→ → → → →	→ → → → →	→ → → → →
• Develop and implement operational plans	→ → → → →	→ → → → →	→ → → → →
Preparation Phase			
Responsible Party: OCISS School Improvement Team (OCISS, SIT)			
Conduct Comprehensive needs assessment activities in	→ → → → →	→ → → → →	→ → → → →

other Priority Schools			
Planning Phase			
Responsible Party: Office of Strategic Reform (OSR), OCISS School Improvement Team (OCISS, SIT)			
Amend school Strategic and Academic & Financial Plans as appropriate to address root causes for the lack of improvement and align to federal requirements	→ → → → →	→ → → → →	→ → → → →
Implementation Phase			
Responsible Party: Office of Strategic Reform (OSR), OCISS School Improvement Team (OCISS, SIT)			
Implement transformation in first Priority School	Intervene in additional Priority Schools as determined by the Superintendent	Intervene in additional Priority Schools as determined by the Superintendent	Intervene in additional Priority Schools as determined by the Superintendent
Evaluation Phase			
Responsible Party: Office of Strategic Reform (OSR), OCISS School Improvement Team(OCISS, SIT)			
<ul style="list-style-type: none"> Conduct on-site and desk monitoring Conduct external evaluation 	→ → → → →	→ → → → →	→ → → → →
Capacity Building: Office of Strategic Reform (OSR)			
<ul style="list-style-type: none"> Contract lead turnaround partner Conduct professional development, training, mentoring, and coaching for HIDEO personnel 			
Evidence			
HIDEO has not historically defined PLAS as defined in this notice; the following table depicts the HIDEO's efforts in turning			
Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned	
around struggling schools.			

State Framework for School Improvement –Takeover and Array of Services	A total of 51 schools have moved out of status and are currently in good standing:	Given the culture and conditions for improvement and external support, schools can make substantive change and increase student achievement. However, funding should enable interventions that directly address the root causes for the lack of improvement. Intervention cannot be sporadic or unfocused. School leadership must receive quality support from the Complex Area and state levels to remove the barriers to improvement. Schools must be required to “stay the course,” and implement the targeted interventions with fidelity
Framework for School Improvement – State Takeover	18 schools in restructuring or planning for restructuring have moved out of status and are currently in good standing.	The comprehensive model works best, especially in schools that lack the enabling systems that support school improvement.
Framework for School Improvement – Array of Services	37 schools in other ESEA accountability levels (school improvement, corrective action, planning for restructuring) have moved out of status and are currently in good standing.	Appropriate interventions must strategically target the root causes for the lack of improvement, and be supported by strong leadership at all levels. Moreover, schools must be required to “stay the course,” and implement the targeted interventions with fidelity.
Framework for School Improvement – State Takeover and Array of Services	Only 6 high schools (or schools that serve grades 9-12) and only 3 middle schools have moved out of status. None of these schools were in	25 middle schools, 26 high schools, and 15 schools that serve grade 6-12 are now in restructuring. It is urgent to create a K-12 solution to address the unique challenges of the secondary schools.

	restructuring.				
(Enter text here.)					
Performance Measures	Actual Data: Baseline (Current)	End of SY	End of SY	End of SY	End of SY
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.		1	2	3	TBD
[Optional: Enter text here to clarify or explain any of the data]					

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(F)(1)(i) Making Educational Funding a Priority: Over the past five years there has been increased support for public education in Hawaii as a percentage of the overall State budget. The K-12 percentage of the operating budget increased from 38.5% in FY2005 to 41.2% in FY2009 (page F-1). The increases have continued even during the current challenging fiscal climate. For

example, as a percentage of the State budget, Hawaii's financial support for elementary, secondary, and public higher education increased 5.3% from FY2008 to FY2009. By contrast, the overall increase in the total State of Hawaii non-federal fund budget was only 1.4%. On May 25, 2010, Governor Lingle agreed to release \$57.2 million from the Hurricane Relief Fund and \$2.2 million in federal ARRA Part B funds to eliminate 11 furlough days during the 2010-2011 school year. Combined with the six planning days that teachers had previously agreed to give back to the state, instructional time for Hawaii's children will be fully restored.

Unlike other school districts, the bulk of Hawaii's local public education funds come from the State's general fund budget. State revenues have fallen dramatically during the current recession, causing a \$260 million drop in the HIDOE budget over the past two fiscal years. Hawaii's schools have been deeply affected by these cuts and the resulting decision to temporarily furlough teachers rather than lay off teachers. Over SY2009-10 SY2010-11, 34 furlough days were established, resulting in a significant and unacceptable drop in instructional time for students. Ninety-nine schools sought and received BOE waivers that allowed them to restore most of the lost instructional time.

(F)(1)(ii) **Equitable Funding:** A 2009 joint report by the U.S. Chamber of Commerce, the Center for American Progress, and the American Enterprise Institute found that "Only one state, Hawaii, has created a student-based funding system. . . . While some districts have adopted student-based funding schemes, so far no state has emulated Hawaii's effort to ensure that education dollars truly follow the child." (See "Leaders and Laggards," page A-24). Hawaii's policy is to fund public education from State General Funds, rather than relying on funds from smaller governmental units such as county taxes or local property taxes. This provides "horizontal equity" in the way that public education resources are allocated statewide. To increase equity in school funding even further, the Hawaii State Legislature passed Act 51, the "Reinventing Education Act" (See Act 51 SLH (2004), page D-21). Through Act 51, public education funds are allocated to schools based on individual student needs through a "weighted student formula." HIDOE is the largest and one of only a few school districts in the nation using this funding methodology to provide vertical equity for disadvantaged students within the district. Weighted student formula serves the ultimate goal of ensuring school-level funding equality statewide by basing allocations on student needs versus community wealth or historical practices. Weighted

student formula creates a transparent process to identify funds and levels of funding for schools, and give principals control over how best to expend these resources. During its 2010 session, the State Legislature cut \$35 million from state and district level offices, but restored more than \$22 million to classrooms through an increase in funds allocated using the weighted student formula. As a result, schools will receive \$131 more per student than they did last year, despite the dire fiscal circumstances of the State. Act 51 is discussed further in Section (F)(3).

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
 - (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
 - (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
 - (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
 - (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.
- In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(F)(2)(i) **Charter School Law:** Prior to 2006, the Hawaii Board of Education (BOE) was responsible for the approval, authorization, and monitoring of charter schools. In 2006, the governance of Hawaii’s charter schools was incorporated in Hawaii

Revised Statutes (HRS) Chapter 302B (page F-2), which included establishment of the Charter School Review Panel (CSRP) as the sole authorizer of charter schools. By statute, the BOE appoints the CSRP, which is authorized to approve, monitor, hold accountable, adopt reporting requirements, and place on probation or revoke charters (HRS 302B-3(i), page F-5).

Over the past few years, Hawaii – in partnership with the charter school community and supportive stakeholders—has made great strides in fostering a high quality charter school sector unique to Hawaii’s culture and educational goals. Of Hawaii’s 287 public schools, 31, or 11%, are public charter schools. Twenty-six schools are “start up” charter schools and five schools are conversions. A conversion charter school is a formerly HIDOE-administered school that converts to a charter school, and the CSRP has been authorized to approve 25 new conversion charter schools. Conversions provide considerable flexibility to HIDOE in working with Persistently Lowest-Achieving Schools as one means of restructuring.

The number of charter schools already operating in the state is within the “high cap” safe harbor and Hawaii has improved the law this year to allow for even more growth. Prior to 2010, the CSRP could authorize one new start-up charter school for each existing start-up charter school accredited for three years or longer by WASC or a comparable accreditation authority (HRS 302B-4, page F-6). CSRP has authorized three new charters pursuant to this process. In order to further encourage the expansion of successful charter schools, the Governor signed into law Act 144 on May 26, 2010 (page F-20). This Act revises the charter school law to enable the CSRP to authorize three additional start-up charter schools for every existing charter school that achieves accreditation for three years or longer through the Western Association of Schools and Colleges (WASC) or a comparable accreditation authority. The revised law specifies that the 25 openings for conversion charter schools will remain, in addition to 12 openings for start-up charters, increasing the number of charter schools permitted to 67, or up to 23% of public schools statewide. The approval of additional charter schools will be possible as current schools strive for and meet WASC accreditation standards. As described in section (F)(2)(ii) below, there are significant State and private resources to support charter schools in pursuing accreditation.

(F)(2)(ii) Charter School Approval, Monitoring and Accountability: As of 2006, the Charter School Review Panel (CSRP) is the State's sole authorizer of charter schools, and is authorized to approve, monitor, hold accountable, adopt reporting requirements, and place on probation or revoke charters (HRS 302B-3(i), page F-5). In order to establish a charter school, the charter school applicant must submit a proposal to the CSRP. The CSRP has implemented a thorough authorization process which includes an evaluation of a school's academic, operational, and fiscal viability (pages F-81 and F-50 for Start Up and Conversion Application details). The review process is a mandatory 18 months which provides ample time to evaluate applications. The recently passed Act 144, signed into law by the Governor on May 26, 2010, makes it very clear that student achievement is a significant factor for the authorization and reauthorization of charter schools (page F-20).

Prior to this year, Hawaii did not have a reauthorization requirement in statute. The charter community recognized that mandatory review and reauthorization of charters is a more accountable model than only closing schools via revocation. Therefore, the charter community supported new legislation (Act 144) requiring the CSRP to establish rigorous criteria, including student achievement as a significant factor, for the reauthorization of charter schools and to review schools every four years or six years (page F-20).

Each public charter school is required by law to conduct and submit an annual self evaluation to the CSRP within 60 working days of the end of the school year (page F-50). The guidelines for this report are extensive and the self-evaluation must include the identification and adoption of benchmarks to measure and evaluate administrative and instructional programs (HRS 302B-14(a)(1)) and an evaluation of student achievement (HRS 302B-14(a)(4)). As part of their oversight function, the CSRP requires every charter school to undertake an annual external financial audit (page F-113). If a school has been flagged for concern, the CSRP conducts a site visit and meets monthly with school staff to provide support and ensure progress is made to respond to audit concerns.

The CSRP revoked a charter in 2009, but the Hawaii Third Circuit granted injunctive relief which prevented the CSRP's ability to revoke the school's charter due to a legal technicality concerning the adoption of certain administrative rules by the Board

of Education. This led the CSRP to suspend receipt of new charter applications until it could ensure its authority to revoke the charters of nonperforming schools. The Board of Education has promulgated administrative rules for the closure of charter schools, which were signed by the Governor on May 6, 2010. (Chapter 8-500, Hawaii Administrative Rules, page F-121). Hawaii can now report that the CSRP has the clear authority to take appropriate action with respect to charter schools moving forward. At its May 13, 2010 meeting, the CSRP lifted its suspension of new applications for charters. The demand for new charters remains: in each of 2008 and 2009, eight organizations submitted to the CSRP their letters of intent to establish start up charters. The chart below summarizes charter school applications submitted since 2006.

Charter School Applications Received Since 2006					
Year	2010	2009	2008	2007	2006
No. charter school applications		0	4	8	
No. Charter Applications approved		0	1	3	
No. of charter school applications denied		0	3	5	
No of charter school closed, including not reauthorized to operate		1*			

*A court later reversed the Panel’s revocation of this charter based on a legal technicality concerning the adoption of certain administrative rules by the Board of Education. The Board has since passed these new rules and they were approved by the Governor on May 6, 2010. (Ch. 500 of Title 8, Hawaii Administrative Rules, entitled “Hawaii Public Charter Schools Probation and Revocation Procedures”).

More than half of the charter schools are Hawaiian culture-based and serve high-need students. Two are virtual hybrid schools, others have strong Art and Science components, including one STEM academy, and the majority include environmental stewardship into their curricula. Approximately 88% of the students in Hawaiian culture-based charter schools are Native Hawaiians or part-Hawaiians. The Hawaiian culture-based charters also serve a high proportion of socio-economically and educationally disadvantaged student populations. In the charter school system overall, 47% of the students enrolled qualify for free

and reduced lunch, with a couple of schools as high as 97%. Hawaii's charter schools serve a higher-risk population than do traditional HODOE schools.

Accreditation has become an important tool for creating transparency and accountability for the charter schools. Currently, seven charter schools are accredited by WASC. Accreditation is a strategy for schools to engage in a rigorous process of self evaluation that is open to scrutiny and invites feedback from peers. It demands rigor, is based on data, and approaches documentation of results with discipline. Accreditation leads to being directly accountable for quality and student outcomes. There is a great deal of financial and technical assistance available to Hawaii charter schools pursuing accreditation. For example, Kamehameha Schools Public Education Support Division announced a \$5.86 million initiative in February, 2010 that will provide up to \$200,000 per school annually for a minimum of three years for up to 14 Hawaiian focused charter schools that commit to pursuing WASC accreditation. In addition, the Governor dedicated \$3,142,809 of SFSF Part B ARRA funds to provide support for the accreditation of all charter schools and to support existing practices in those schools already accredited. Dedicating these General Services funds to education, and particularly charter schools, signaled exceptional commitment from Hawaii's government for quality charter schools.

Hawaii's charter school quality is supported by additional external stakeholders interested in improving the academic outcomes of the student populations served by the schools, and promoting high quality charter schools. Kamehameha Schools, the Office of Hawaiian Affairs, and the Harold K.L. Castle Foundation provide support and require rigorous expectations and accountability measures including mandatory participation in training and professional learning communities, enhanced data collection and reporting practices, and transparent and effective operational and fiscal processes, as well as deep family engagement within schools.

Additional quality assurance for charter schools is driven by the statute requiring local charter school boards to have representatives from the community as members. As a result, parents, teachers, operational staff, community members, administration and students have mandatory seats on the board. This enhances quality by giving the people on the front lines the

responsibility to achieve school improvement.

(F)(2)(iii) **Equitable Funding:** State policy requires that all public school students be supported with an equitable amount of public education resources. Charter school funding laws were amended in the 2006, 2007, and 2009 Legislative Sessions in an effort to better define the equitable amount of public education resources available to public charter schools. HRS 302B-12(a) states: “Beginning with fiscal year 2009-2010, and each fiscal year thereafter, the non-facility per-pupil funding request for charter school students shall not be less than the per-pupil amount to the [HIDOE] in the most recently approved executive budget recommendation for the department...” (page F-13). The statute clarifies that the charter school funding request should be based on projected enrollments, and should include all regular education cost categories, excluding fringe benefit costs which are ascribed to the Department of Budget and Finance. The same statute requires that charter schools also be eligible for all federal financial support to the same extent as all other public schools. (HRS 302B-12(c)).

The State Legislature is currently engaged in discussions with representatives of the charter schools and HIDOE, with assistance provided by the private Harold K.L. Castle Foundation, to resolve discrepancies in funding and create transparency. This working group has determined that there are many complexities in calculating the per-pupil funding and, for the first time, all sides are resolving the details and agreeing on a process for calculating funding. A task force has been created to complete this work and to provide a report to the Legislature, policy makers, and the Governor. (Senate Concurrent Resolution 108, Senate Draft 2, adopted April 21, 2010). (Page F-131).

(F)(2)(iv) **Facilities:** It is undisputed that both regular HIDOE and charter schools need access to quality facilities in which to educate their students. The State provides strong facility support by providing many schools access to existing land and facilities in collaboration with the Department of Hawaiian Homelands (DHHL) and the Department of Land and Natural Resources (DLNR). The facility-related statutory requirements for charter schools are the same as those for traditional public schools. Because most charter schools lease their facilities, the most effective way to provide facility support is via a per pupil allocation. Therefore, last year the statute was amended to provide facility funding to charter schools through a per-pupil lump sum general fund

appropriation, based on a Debt Service Formula calculation that provides facility funding based on a percentage of the debt service attributable to HIDOE. (HRS §302B-8(b)) (page F-11). This year, the charter schools received their facilities appropriation with the amended statute. Additionally, the statute was further amended under the aforementioned Act 144 to give charter schools the first rights to occupy facilities on any HIDOE property that becomes vacant or underutilized.

(F)(2)(v) **Allowing Innovative, Autonomous Public Schools:** One of the significant strengths embedded within a single state-wide educational system is the ability to support widespread educational reform. School community councils, required by statute in all HIDOE administered public schools, have the ability to request waivers from policies, rules, or procedures from any State agency. (HRS §§302A-1124 and 302A-1126) (page D-26 and D-27). Board policy provides guidance on the implementation of the State statute and delineates that waivers and exceptions are designed to enhance flexibility in order to facilitate school improvement. (Board Policy 2412, School Community Council Waivers and School Community Council Exceptions). The policy makes the process of obtaining waivers less burdensome and less time-consuming through the use of generic waivers and/or exceptions used at BOE discretion.

Most recently, 99 schools have exercised flexibility by requesting a waiver to the BOE adopted calendar and changes to the bell schedule in order to provide additional instructional time to students. Three secondary schools offer International Baccalaureate Degree programs while two others (both located in the Zone of School Innovation) are creating a “New Tech High” component that will enhance students’ access to technology and anchor all teaching in project-based learning. (See Section E). Another innovation is developing education through the Hawaiian language. Hawaii is now the national leader in education through an indigenous language, not only for reviving an endangered language, but for increased student engagement among students in Hawaiian-language immersion schools. For example, the Hawaiian Language College in Hilo was legislatively established in 1997 to enable a P-20 system of education in the Hawaiian language. The College developed a P-20 laboratory school program at Ke Kula Nawahiokalaniopuu Iki Lab School (“Nawahi”) via a partnership between HIDOE, the non-profit 'Aha Punana Leo, and the Office of Hawaiian Affairs. Nawahi includes a K-8 charter school component and a 9-12 standard department high school component.

Having both a charter model and a standard public school model allows the laboratory school to work on best practices for Hawaiian language schools. The statewide Punana Leo preschool system serves as the foundation for the Hawaiian immersion schools. In addition, three other charter schools have joined this laboratory school program.

Approximately 70% of the students at Nawahi School are free and reduced lunch eligible. Despite this, these students have done much better on average than their peers in traditional schools (in English). The high school graduation rate has been 100% per year since the first class in 1999.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

For the past 15 years, Hawaii has exhibited leadership in actively seeking the reform conditions to dramatically improve student achievement for all students. Public education leaders and stakeholders have enacted several major, statewide educational reform movements during this time; each has resulted in a positive reform environment statewide and increased school and student performance. The State legislation, Board of Education (BOE), and Hawaii Department of Education (HIDOE) reforms described below have generated enormous collective impact

Six years ago, the Hawaii State Legislature passed Act 51, SLH (2004), a coordinated package of initiatives that were meant to produce comprehensive education reform in Hawaii's schools. Dubbed the "Reinventing Education Act," the intent of the reforms was to dramatically improve conditions for schools and students by 1) increasing transparency and accountability; 2) ensuring public school funding follows demonstrated student needs; 3) empowering principals by providing professional development and greater control over school budgets; 4) improving teacher education and incentivizing professional development; 5) strengthening local community involvement, support, and oversight; and 6) improving student support and student learning environments. (See page D-21 for Session Laws of Hawaii 2004, Act 51). In order to achieve the above aims, Act 51 provided a total of \$11.7 million to achieve the following measures:

- **Increased transparency and accountability:** Appropriation of \$2 million to enhance the HODOE technology infrastructure and telecommunications network specifically to collect and publicly provide NCLB accountability data as well as implementation of school reform efforts, including implementing the Weighted Student Formula (below). In addition, Act 51, SLH (2004) calls for implementation of performance contract for principals, to increase accountability at the school level. School-level report cards were mandated for the HODOE at the State, Complex Area, and school levels.
- **Implementing a "Weighted Student Formula" (WSF):** Hawaii developed the WSF and a "Committee on Weights" to ensure that public school funding follows demonstrated student needs. WSF allows Hawaii to assess the relative cost of educating students based on the unique learning needs of each student, and to allocate funds appropriately and transparently. For example, students requiring special education services or English as a second language instruction are assigned a greater weight due to the higher cost of educating them, and hence the school receives more funding for those students than it does for students without these characteristics.
- **Enhancing Community Involvement in Schools:** Act 51, SLH (2004) required the formation of local School Community Councils for every HODOE-operated school in the State, and funded schools' transition to the new school

community council system. \$1.7 million was appropriated to support and enhance parent-community networking centers, and involvement of the councils is crucial to adoption and implementation of each school's annual Academic and Financial Plan.

- **Supporting and Empowering Principals:** Provided funding for a Hawaii Principals Academy to support and train school leaders, and appropriated additional funds for HIDOE's Administrator Certification for Excellence (ACE) program.
- **Supporting Student Academic Achievement:** Appropriated \$2.1 million to reduce class size in grades K-2 by hiring 75 additional teachers, providing for full-time year-round high school student activity coordinators, and appropriating funds to support parents who seek additional assistance to help their children succeed in school. In addition, \$2.5 million was appropriated to purchase mathematics textbooks and learning materials.
- **Supporting Teachers:** Funded additional teacher education positions and an additional administrator at the University of Hawaii College of Education specifically to increase the pool of qualified teachers and administrators in Hawaii. In addition, the legislation supported a Hawaii Teacher Standards Board and HIDOE memorandum of agreement to establish a National Board Certification cash incentive program to promote teacher quality.

In addition to Act 51, the following policies and laws have contributed to Hawaii's improved public education system and student/school results:

- **Increased Transparency:** Act 364, SLH (1993), enacted by the Hawaii Legislature in 1993, created the current *Educational Accountability System*, codified in HRS §302A-1004. This system was refined by Act 238, SLH (2000), which required public reporting of key school level performance information. (See F-135 for Act 238, SLH (2000), and F-135 for an example of the trend report.)
- The *Comprehensive Student Support System (CSSS)*₂ was developed and implemented by HIDOE in 1997 in cooperation

with other State agencies to put into practice the conceptual design of community-based comprehensive school-oriented prevention and early intervention services to address barriers to development and learning.

- Existing legal authority presently exists that allows:
 - Local communities to provide incentive packages to teachers, principals, and vice-principals outside the collective bargaining agreements (HRS §302A-701, D-40);
 - BOE to provide salary incentives to exemplary educational officers (including principals and vice principals) to, among other things, accept assignments at specific, hard-to-staff schools (HRS §302A-703, page F-138);
 - The Superintendent to provide tuition assistance to exemplary teachers to attend the University of Hawaii to become vice principals (HRS §302A-704, D-41);
 - An incentive program for National Board Certified teachers (HRS §302A-706, page D-43);
 - HIDOE to administer a teachers' housing program (HRS §302A-831, page F-139); and
 - HIDOE the option to appoint and remove such teachers, educational officers, and other personnel as may be necessary for carrying out the purposes of providing for a system of public education and regulate their duties, powers, and responsibilities, when not otherwise provided by law (HRS §302A-1114, D-46).
- Existing legal authority presently requires:
 - Any State agency whose activities affect individual schools or their school community to waive, unless otherwise justified, applicable policies, rules, or procedures when requested by the school community council, after which the BOE can then extend granted waivers to any other schools (HRS §302A-1126, page F-134);
 - HIDOE to provide additional benefits to principals and vice-principals at "special needs" schools which includes low performing schools (HRS §302A-631, F-140); and
 - HIDOE to evaluate teachers and principals annually on the basis of efficiency, ability, and other Department

determined criteria (HRS§302A-638, page D-37).

Hawaii has made great strides in creating the conditions for a leading public education system. Hawaii's student achievement gains, including NAEP, HSA and graduation gains over the past five years, can be attributed in part to the above reforms.

II. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

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

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Recognizing that a highly skilled, STEM-literate workforce is a basic building block for Hawaii's economic success, Hawaii has quickly become one of the most innovative states in the development of rigorous coursework, targeted funding, new teacher training initiatives in Science, Technology, Engineering, and Mathematics, student engagement in STEM fields

through a popular robotics program expanding statewide, and the targeted engagement of minority students and young women in STEM fields through innovative school initiatives and community-based partnerships. Over the next four years, Hawaii will build on its existing efforts in order to achieve the following statewide STEM learning goals:

1. Increase STEM proficiency: By SY2013-14, 100% of entering freshmen will be on track to attain the college- and career-ready Board of Education Step Up Diploma. This diploma advances proficiency in STEM subjects by requiring four years of Math through Algebra II and three years of Science, including two lab courses. (See page A-33 for State Common Education Agenda MOA delineating this commitment).
2. Improve STEM instruction and equitable distribution of STEM teachers: By SY2013-14, all STEM courses statewide will be taught by Highly Qualified teachers, and by SY2011-12 all new teachers hired in Title I schools for STEM subject areas will be Highly Qualified and highly effective.
3. Updated, measurable STEM achievement goals are reported annually: The 2011-18 HDOE Strategic Plan includes annual targets in Science and Mathematics for each year, and end-of-course exam targets in Technology and Engineering will be set and included in the plan after the first-year pilot in SY2010-11.

Hawaii's four-point strategy for achieving these goals is described below and throughout the application:

(a) Offer a rigorous course of study in Mathematics, the Sciences, Technology, and

Engineering: Hawaii is strengthening its system of standards, graduation requirements and assessments to ensure that all students have access to and complete a rigorous course of study in Mathematics and Science, with Technology and Engineering principles embedded in curricular and pedagogical approaches. Activities are summarized below:

- Implementation of the Common Core State Standards for Language Arts and Mathematics, beginning in June 2010. (Sections (A) and (B))
- The Common Core Curriculum—including the Curriculum Framework, Digital Resources and Common Instructional Materials—will include interdisciplinary

STEM-based curricular and instructional approaches, lesson plans and teaching aids. (Section (B)(3))

- Effective in the fall of 2010, the University of Hawaii system will start a three-year trial to use score results from the American Diploma Project Multi-State Algebra II End-of-Course exam to place high school graduates entering the UH system into credit-bearing Mathematics courses, allowing HIDOE graduates to make a seamless transition from high school Mathematics to college Mathematics without requiring remediation. (Section (B)(3))
- The BOE will vote on adoption of a “college- and career-ready” diploma (CCR Diploma) for students entering high school from SY2013 on. The planned CCR Diploma will offer three optional advanced pathways: one to recognize advanced academic achievement, one to recognize advanced technical achievement, and a third for students graduating with a STEM emphasis. (Section (B)(3)).
- Over the last two years, end-of-course exams for Algebra I and Biology have been developed, and will be ready to administer in SY2011-12. The end-of-course exams will standardize course expectations across the State and assure stakeholders that students are proficient in the course content. (Section (B)(3))

(b) Create an overarching STEM Learning Strategy and STEM Learning Network: To ensure that all these initiatives achieve statewide scale and targets, Hawaii will coordinate its STEM efforts and thoroughly integrate it into the curriculum. The primary focus of the Hawaii STEM Learning Strategy will be to provide comprehensive supports, services, and materials for highly effective teachers to help all students successfully complete the “college- and career-ready” diploma, which includes four years of Math through Algebra II or equivalent and three years of Science with two laboratory science classes.

(c) Increase the supply and reach of effective Math and Science teachers: As described thoroughly in this application, Hawaii faces significant challenges in attracting and retaining Highly Qualified teachers in Science and Math. As noted in Section (D)(3) of this proposal, a slate of initiatives is under way in 2010 or planned to begin in SY2010-11 to: 1) increase the

supply of effective Math and Science teachers through recruitment, updated preparation, and alternative certification; 2) enhance new teacher induction and professional development; and 3) provide teachers with better connections to industry, researchers, and higher education resources.

(d) Prepare more students, especially those from underrepresented groups and girls, for advanced study and careers in STEM: Hawaii’s incredible ethnic and socioeconomic diversity is reflected directly in the State’s STEM initiatives. Struggling students and Priority Schools serving underrepresented groups—Native Hawaiian and Micronesian Pacific Islander students, for example—are the direct beneficiaries of the State’s investments in programs and academies designed to develop STEM-based skills and knowledge. Schools in the Zones of School Innovation (ZSIs) are the top priorities for additional resources and investments in teaching capacity and infrastructure (such as science laboratory facilities), including:

- Ensuring access to technology: Time Warner Entertainment (TWE) voluntarily agreed to provide high-speed broadband service to schools as described below at no charge or cost to the State or subscribers. HIDOE and TWE expect that all schools will be wirelessly enabled by SY2013-14, with top priority given to the Priority Schools and their K-12 feeder schools in the Zones for School Improvement (as identified in Section E) for implementation in SY2010-11. (Section (B))
- Ensuring access to Science and Math infrastructure: HIDOE will conduct a comprehensive analysis of each high school’s readiness to implement Expository Writing, Algebra I, Geometry, Algebra II, Biology, Chemistry, and Physics with Highly Qualified teachers (until the system is able to measure teacher effectiveness), in order to maximize student access to the “college- and career-ready” diploma. The analysis will include assessment of the science lab facilities and resources, the school’s capacity to offer enough sections to meet higher demand, and the current availability of qualified and effective teachers. (Section (B)(3))
- Developing student interest in STEM: Beginning in the ZSI high schools in 2011, STEM Centers will be established to provide all students with opportunities to learn about STEM-related careers and encourage all students to pursue the “college- and career-ready” diploma and the optional advanced Academic Honors, Technical

Honors, or STEM Honors pathways. (Section (E))

- The Women in Technology Project: Women in Technology administers funding from Act 271 (SLH 2007), which provided \$1.1M in matching funds for Project EAST (Environmental and Spatial Technology) in rural schools on Hawaii's geographically isolated neighbor islands and four schools on Oahu, serving about 600 students annually. The project encourages girls, women, and other underrepresented groups to pursue STEM careers and involves local business partners who provide technology resources and support for participating schools (page CP-1).
- Developing student interest in STEM: The STEM Program Directory at <http://mystemhawaii.org> includes over 100 entries for programs, activities, and events related to STEM opportunities throughout the state. This new portal will increase access to STEM programs by underserved students. (Section (E))
- Preparing students for STEM: In January 2009, HIDOE and the UH Community College System entered into a formal agreement called the Career and Technical Education (CTE) Dual Credit Articulated Program of Study (DCAPS). DCAPS enables high school students who successfully master the specified standards/student learning outcomes common to both secondary- and postsecondary-level CTE programs of study to receive college course credit. Four of the six CTE career pathways are STEM-related. The growing statewide enthusiasm for robotics also is building interest in the CTE program's Industrial Engineering & Technology (IET) pathway.
- Preparing students for STEM: In July 2010, the two high schools in the Wai'anae Coast ZSI, Wai'anae High School and Nanakuli High School, will each open a New Tech academy. New Tech High focuses on systemic reform in a high school learning environment that utilizes student-centered, project-based, technology-infused approaches to develop collaborative teamwork by students and teachers, self-directed learning, and critical thinking skills. Supporting the high school students and faculty are strong community partners, including: postsecondary institutions (e.g., UH West O'ahu, Leeward Community Colleges, and Chaminade University); funders (e.g., the Harold K.L. Castle Foundation); businesses and organizations; all the feeder schools in

this Complex Area; Kamehameha Schools' Kamehameha Scholars, Distance Learning, and Post High Programs; College Connections; Hawaii P-20; and many others. (Section (E)).

Hawaii will take advantage of its strong recent track record in STEM to advance its strategy. Our capacity to attain our goals is far higher than it was even three years ago. Highlights of our achievements are noted below:

- In January 2007, Governor Linda Lingle announced the Innovation Initiative, designed to transform Hawaii's economy to one reliant on the development of human capital rather than land and other finite resources, including five proposals to improve Hawaii's ability to deliver an enhanced STEM education to all public school students. (Section (A), page A-157)
- In 2007, Hawaii was selected through a national competitive process by the National Governors Association (NGA) Center for Best Practices as one of only six states to receive \$500,000 in funding to support a statewide STEM Initiative. Results included: 1) development of an Outcomes Accountability System to track student participation in STEM programs and the effect on achievement; and 2) the development of a STEM portal (www.mystemhawaii.org) to provide students, parents, and teachers with information on the importance of STEM education and access to STEM programs around the State.
- In 2009 and 2010, Governor Lingle leveraged American Reinvestment and Recovery Act (ARRA) funding, along with State general funds provided since 2007, to deepen the State's investment in STEM education, P-20. Over \$9 million is being provided through ARRA State Fiscal Stabilization Funds, Part B, all for STEM learning.
- In 2008-09, Hawaii's Department of Business, Economic Development and Tourism (DBEDT) Creative Industries Division, in cooperation with HIDOE, UH Community Colleges, and industry partners, developed Creative Academies, which are dynamic contextual learning modules that engage secondary school students in STEM through animation, game design, creative writing, and digital media. Twenty-six schools are participating in the SY2009-10 pilot program, and \$1.9 million in ARRA funds have

been released to expand the program.

- HIDOE recently entered into a partnership with Discovery Education, promoting 21st Century Learning through a Discovery Networks program. All K-8 students, schools, and their teachers are able to access Discovery Streaming, the largest library of digital content, which is also correlated to the Hawaii Content and Performance Standards (HCPS) III, and Discovery Education Science, the online instructional service supporting science inquiry with content developed for and tied to state science standards. (Section (B)(3))
- Graduation requirements: Students graduating in the class of 2013 may opt to pursue the more rigorous “Step Up” Recognition Diploma that was approved by the Hawaii BOE in 2008 as part of BOE Policy 4540. The Recognition Diploma requires four credits of Mathematics (including Algebra I, Geometry, and Algebra II), three credits of Science (including two lab sciences), a half-credit of expository writing, a senior project, and meeting standard on the Algebra II End-of-Course Exam (in addition to other credits in additional areas). (Section (B)(3))
- Alternative certification: Act 111, SLH (2007) provided \$175,000 in FY2008 to the UH College of Education to assist STEM graduates, even in mid-career, to obtain teaching degrees. Fifteen students were supported in the first year with tuition stipends, Praxis™ support, professional development workshops, and mentorships with experienced teachers in order to develop more secondary Mathematics and Science teachers. (Section (D), page D-46)
- Professional development: Act 111 (Session Laws of Hawaii 2007) provided \$175,000 each in FY2008 and FY2009 to the UH College of Education for intensive training of a total of 137 Math teachers and 375 Science teachers. FY2008 funds provided intensive training to 20 elementary and 6 secondary Math teachers, and 175 elementary and 75 secondary Science teachers, impacting an estimated 3,800 elementary and 7,800 secondary students. FY2009 funds trained 111 Math teachers and 125 Science teachers, reaching 5,280 elementary and 11,200 secondary students. (Section (D))

- Teacher support: The UH College of Engineering established the STEM Intercommunity Portal (SIP) to connect UH researchers with teachers and students. (Section (D))
- Preparing students for STEM: Wai‘anae High School, a ZSI school, offers Searider Productions, a thriving multimedia education program through which talented students offer their creative services to community businesses and organizations while honing academic and artistic skills and gaining valuable workplace experience. Searider Productions is the largest high school digital media program in the State of Hawaii, enrolling an average of 300 students every school year. In 2006-07, Searider Productions was one of seven programs in the nation to be awarded the National Academy Student Television Award by the Foundation of the National Academy of Television Arts and Sciences.
- Preparing students in STEM: Act 111 (SLH 2007) provided \$110,000 to DBEDT for internships/mentorships. These funds were leveraged by supplementing an existing contract with UH from the National Science Foundation for its Experimental Program to Stimulate Competitive Research, matching funds to establish the UH STEM Workforce Development Program and develop a Sustainability Internship Program. With funding from a grant submitted to the State Energy Division for ARRA funds, it is estimated that 1,000-2,000 students will be served. (Section (D))
- Preparing students in STEM: The Hawaii Excellence in Science and Technology Academy (HiEST) Academy was established in 2008 to engage more students in a rigorous standards-based curriculum designed to improve their Mathematics and Science skills and increase their readiness and motivation to pursue postsecondary training and career options in STEM and STEM-related disciplines. Act 111 (SLH 2007) provided \$261,020 per year for two years to Kauai Community College to improve its Math capacity, along with funds to implement a limited pilot program at Waipahu High School for SY2007-08. In 2008-09, nearly \$2M was expended to continue the program at Waipahu High School and establish HiEST Academies in six new schools—several of which serve primarily underrepresented students and low-

income students. In 2009, the Governor authorized \$3.2M in stimulus funds to expand HiEST Academies to 15 schools by 2011. HiEST is a partnership between HIDOE, DBEDT, local community colleges, and other local agencies.

- Preparing students in STEM: Act 111 (SLH 2007) provided funding nearly \$1.5M each year in FY2008 and FY2009 for the UH College of Engineering to establish the FIRST (Fostering Inspiration and Relevance through Science and Technology) Pre-academy program to provide middle school students with contextual learning opportunities in STEM, particularly in robotics and through the Research Experience for Teachers program. The FIRST Pre-academy program reached over 1,300 students and has since been expanded to 25 schools, servicing over 14,000 students. ARRA funds of \$3.1 million will be used over the next two years to fund FIRST in *every public middle school* by 2011-12.
- Participation in robotics has expanded dramatically in the past three years, with support from the Governor's Office, DBEDT, Act 111 (2007) funding, NASA, the Robotics Organizing Committee, BAE Systems and other industry sponsors, and the hundreds of teacher advisors, industry mentors, parents and other volunteers that give tirelessly of their time, expertise, and funds. In January 2007, there were 95 programs. Today there are 422 programs in 182 public, charter, and private schools throughout the State (which is 47% of the State's schools). Over 3,000 students now participate throughout the competition season. In 2009, \$2.8M in ARRA funds were authorized to continue and expand access to robotics throughout the State.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the

*Appendix, note in the narrative the location where the attachments can be found.
Recommended maximum response length, if any: Two pages*

In 2002, HIDOE's Superintendent became a leader of Hawaii's School Readiness Task Force, establishing HIDOE's deep commitment to work toward children ready to succeed in school and schools ready for the entering kindergarten children. HIDOE partners with public and private entities to systematically implement and explore a variety of culturally competent and community-based strategies and programs to enhance preschool quality and improve school readiness and the transition between preschool and kindergarten. Almost \$38 million in annual private funding has been leveraged to jump start and develop new strategies that are subsequently sustained with public funding when proven successful.

Highlighted below are converging efforts providing evidence of this statewide buy-in to improve the quality of early learning, which strongly demonstrates Hawaii's capacity to execute a coherent, coordinated, statewide reform action plan toward improving educational outcomes for Hawaii's youngest citizens. HIDOE's involvement in early education encompasses system governance, transition, assessment, teacher professional development, early learning standards, and pilot programs that align Pre-K with elementary schools. The momentum of this effort is noticeably building:

- In 2004, the State Legislature and BOE adopted the Hawaii Preschool Content Standards to provide preschool administrators and teachers in private programs, as well as HIDOE special education preschools, with guidance regarding program content. The Content Standards align with HIDOE standards and create a solid program connection from early learning to Grade 3 (SCR 45 SD1, passed during the 2003 Legislative Session).
- In 2008, the legislature established the Early Learning Council (ELC) as the statewide entity charged with developing and administering a comprehensive, quality early learning system, which builds upon existing programs and services for children from birth to entry into kindergarten. This entity is attached to HIDOE, and the HIDOE Superintendent plays a vital role on the Council (Act 14, Special Session #1, 2008 (SB2878 CD1)).
- In 2009, HIDOE established the Linapuni Early Education Center to provide at-risk

four-year-olds with access to preschool in an elementary school within the community. This school-based model monitors children's cognitive and social/emotional development, engages children in relevant and developmentally appropriate learning environments, and provides opportunities to increase family engagement. This center serves as a training ground for future statewide HIDOE work in school-readiness strategies, demonstrating the efficacy of the Pre-K to Grade 3 concept. These mechanisms serve to inform and build system-level school-readiness efforts led by HIDOE and other partners.

- In 2010, the Legislature further opened the door to expand access to quality early learning by passing legislation charging HIDOE and the ELC to jointly develop a plan for the provision of a quality preschool program starting with four-year-old children, born August 1 through December 31, currently identified as Junior Kindergarten. The program will require staff knowledgeable about developmentally appropriate and high quality standards and assessments. Programs providing services may be housed within the HIDOE school site or contracted to a private preschool provider. Elementary schools will be required to develop strong transition programs with preschools and to ensure the alignment of curriculum and coordination and communication between the early learning program and the kindergarten teachers. Parent engagement strategies will be integral to the preschool program as a means to fostering children's school readiness (SB2068 S.D.2,H.D.1,C.D.1), enrolled to the Governor in May 2010).
- Hawaii P-3 Initiative (P-3), embedded within the Hawaii P-20 Partnerships for Education, provides educational leaders and practitioners with an overarching framework to foster research-based and developmentally appropriate practices through quality professional development opportunities, high-quality classroom observations, and alignment and integration of programs supporting children's school readiness. The Hawaii P-3 Initiative is included in Hawaii's P-20 Longitudinal Data System which will include early childhood and Pre-K data. P-3 will also look at common assessments across programs in order to track children from the private preschool system through the K-12 system. P3 collaborated with the UH system to design 12 on-line courses for prospective and current early childhood professionals. Expanding

access to higher education Early Childhood Education coursework allows K-3 teachers to increase their knowledge of effective teaching strategies for young learners.

Elementary schools in vulnerable communities (including all schools in the Zones of School Innovation) will build on this P-3 work as they partner with community-based preschools.

- These policy and program milestones build upon HIDOE’s historic commitment to school readiness and seamless transitions for all children, prenatal to grade three. Since 1997, HIDOE has partnered with lead early childhood agencies to form school readiness and interagency community-based teams and protocols statewide. Team members coordinate technical assistance, ensuring families receive transition services while P-3 educational staff share information and plan for successful transitions.
- One of Hawaii’s prime examples of school readiness is the Pre-Plus Program, which houses preschools on 16 elementary school campuses in order to expand early education services to low-income families. Pre-Plus is a public-private partnership in which the State provides early childhood private programs with rent-free sites on elementary school campuses. The goal is to increase curriculum alignment and communication to ensure successful transitions from preschool to kindergarten.

Hawaii includes early childhood education indicators in its database decision-making framework. Annually, HIDOE administers statewide the online Hawaii State School Readiness Assessment (HSSRA) to all principals and kindergarten teachers. The results of the assessment include: 1) information on the schools’ early childhood policies and practices; and 2) the proportion of children entering kindergarten who display key characteristics and skills considered important to successful early learning experiences. The HSSRA improves this transition by focusing kindergarten teachers on the entering skills of their children while serving as a diagnostic tool for curriculum planning.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility,

human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

The BOE Comprehensive Student Support System Policy #2203 (CSSS), approved on May 14, 2009, recognizes the importance of providing effective instruction in a caring and supportive learning environment. The framework for CSSS articulates five key components: 1) effective standards-based instruction for all students; 2) appropriate student support through an array of services; 3) involvement of families and community stakeholders as partners in the education process; 4) management of decision-making driven by ongoing assessment of student progress; and 5) an effective single all-student database. The fifth component was the impetus for development of HIDOE's electronic Comprehensive Student Support System (eCSSS).

HIDOE has approached the development of a statewide longitudinal data system in stages. As a single SEA/LEA, HIDOE has the advantage of a single student information system for basic student demographic, attendance, course scheduling, and course marks information. However, other student services information—including food services, transportation, English language learner programs, homelessness, migrant status, at-risk programs and special education services—are maintained in other databases and systems. HIDOE was awarded a 2009 Statewide Longitudinal Data System grant for the purpose of developing a system to link the separate databases and systems as well as to provide data access and support to schools and teachers for the purpose of improved instruction and student achievement. The outcomes of this grant, referred to as K-12 LDS, will provide interoperability between the databases reducing the return time for data from entry to recovery and access in the partner systems. Also, the need for duplicative entry of data in separate systems will be eliminated or reduced. Teachers and school

administrators will gain access to relevant student information through secure access to dashboards of student and other school-level information. This K-12 LDS will allow the tracking of individual student data from a student's entry into HIDOE until the student exits the system. Longitudinal data will promote trend analyses and permit the development of early warning systems based on student data, facilitating early interventions for struggling students.

The initial phase of the K-12 LDS will include student demographics, enrollment, discipline events and actions, attendance, health, student snapshots, student schedules, economic status, program membership, period and final marks, general learner outcomes, and Hawaii State Assessment data. In addition, principals will be able to access student, school, and staff data as well as financial balances and journal entries data. Data quality indicators will assist principals to edit/correct and monitor their data in these areas. Each indicator will allow authorized users to drill down to the individual student-level data. Additional planned phases for the K-12 LDS will include at-risk modules, mobility/stability, and other advanced analytics.

The second stage of development is outlined in HIDOE's 2010 P20 LDS plan. Building on the K-12 LDS, the P20 LDS expands HIDOE's ability to track individual student data longitudinally from preschool through the K-12 system and into postsecondary education and the workforce, providing greater opportunities to analyze longitudinal data trends, develop predictive analyses, and identify linkages between course-taking patterns and later success. Furthermore, HIDOE is committed to developing a partnership for educational research with local research organizations to better fulfill the potential of P20 LDS data to address policy questions posed by HIDOE leadership, the BOE, the State Legislature, Congress, and the public at large. HIDOE recognizes that collection and access to longitudinal data is only the first step. The monitoring and actionable use of the data is critical to sustained system improvement. For this reason, HIDOE is instituting a consolidated and aligned statewide improvement planning process utilizing a balanced scorecard model with project management oversight. The balanced scorecard process focuses HIDOE leadership on State-level leading and lagging indicators of student success and system performance. The project management oversight process, guided by data analysis, facilitates program, process, and directional adjustments affecting statewide projects to be made in a timely manner.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment
(not scored)

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

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found. Recommended maximum response length, if any: Two pages

Improving educational achievement requires a change in the way education is perceived. Rather than view education as a series of separate stages throughout life, a P-20 approach views education as a lifelong continuum. A lifelong learning approach encompasses the academic experience of students through formal schooling, whether marked by high school graduation, college graduation, or an advanced degree, as well as the out-of-school experiences that affect the learning process, including early learning in the formative years, and community and family involvement in the education process.

Addressing the need for improvement in educational attainment is not the responsibility of a single entity; it is the duty of everyone who is vested in a sustainable future for Hawaii. It is for this reason that Hawaii P-20 Partnerships for Education was established in 2002. Hawaii P-20 is a statewide collaboration that is working to better integrate Hawaii's early childhood, K-12, and higher education systems in order to provide a smoother educational pathway for students to persist to higher skills and academic success. It is led by a unique partnership of the leaders of the Good Beginnings Alliance, HODOE, and the University of Hawaii System, whose collective goal is for 55% of Hawaii's working-age adults to have a 2- or 4-year college degree by the year 2025. To aid Hawaii P-20 in achieving its goal, a Hawaii P-20 Council of 31 leaders from education, business, labor, government, and community provides support, information, and advice to the Hawaii P-20 leadership and staff, and advocates for sound educational planning and

policy.

To reach the “55%” goal by 2025, the work of the leaders and staff of Hawaii P-20 focus on four priority sub goals:

- Having all children reading at grade level by third grade;
- Strengthening the rigor of the high school curriculum.
- Increasing student access to and success in college; and
- Facilitating program and policy development based upon research and data.

One of the ways Hawaii P-20 adds value to the P-20 educational pipeline is by addressing issues of transitions for students and for institutions, in particular, the transition between early childhood and K-12, and the transition between K-12 and career/post-secondary education.

Transition between Early Childhood and K-12: Having all children reading at grade level by the third grade is optimally attained through the collaborative effort of early childhood education and K-3. There are several Hawaii P-20-led initiatives that bridge the two systems:

- A critical planning tool utilized by Hawaii’s early childhood professionals is the Hawaii Preschool Content Standards (HPCS), which were adopted in 2004 and are aligned with the current K-12 Hawaii Content and Performance Standards (HCPS). (SCR 45 SD1, passed during the 2003 Legislative Session). Prior to full implementation of the Common Core State Standards that will replace HCPS, the HPCS will be revised to be in alignment with Common Core so that preschool administrators and teachers in private programs as well as HIDOE special education preschools can continue to use the HPCS for guidance regarding program content.
- In order to develop a seamless transition system for all children, prenatal to grade 3, with an emphasis on successful transitioning into kindergarten, HIDOE partners with lead early childhood agencies to form “school readiness and interagency community-based teams and protocols.” Team members coordinate technical assistance to ensure that families receive needed transition services and supports.
- Hawaii includes early childhood education indicators in its database decision-making framework. Annually, HIDOE administers the Hawaii State School Readiness

Assessment (HSSRA) to all principals and kindergarten teachers. The results of the assessment include information on the schools' early childhood policies and practices and on the proportion of entering kindergarten children who display key characteristics and skills considered important to successful early learning experiences. The HSSRA improves this transition by focusing kindergarten teachers on the entering skills of their children while serving as a diagnostic tool for curriculum planning.

- The Hawaii P-3 Initiative (P-3), embedded within the Hawaii P-20 Partnerships for Education, currently provides support for 17 P-3 teams to address community-identified opportunities to develop high quality learning environments for young children. Attention is paid to aligning the early learning programs with elementary schools to ensure that children successfully transition into the K-12 system. There are plans to expand the number of P-3 and focus on schools identified as “struggling.”

Transition between K-12 and Career/Post-Secondary Education: Having all public school graduates ready for a career or post-secondary education *without the need for remediation* is optimally attained through the collaborative effort of K-12 system and the higher education system and business. There are several Hawaii P-20-led initiatives that bridge these systems:

- Through a partnership between HIDOE, the University of Hawaii System, and the Hawaii Business Roundtable, Hawaii joined the American Diploma Project (ADP) network in 2006 to support its commitment to raising high school standards, strengthening assessments and curriculum, and aligning high school requirements with the expectations of employers and colleges.
- Beginning with the high school graduating class of 2013, Hawaii students will have the option to earn the BOE's “Step Up” Recognition Diploma, which is aligned with ADP recommendations for a rigorous high school curriculum. The diploma is intended to signal to institutions of higher education and businesses that the student is ready for college or the workforce, without the need for remediation.
- The UH Board of Regents' “B-Plus Scholarship” provides a scholarship incentive for

HIDOE graduates who demonstrate financial need to earn the Step Up Diploma.

Other private funders, such as Kamehameha Schools, also offer scholarship incentives tied to the diploma.

- Several Hawaii businesses and labor unions are also acknowledging the rigor of the Step Up Diploma by waiving their Mathematics exam for students graduating with the diploma, especially since they will all have demonstrated proficiency in Algebra II, which meets or exceeds the level of mathematical rigor expected.
- For the past two years, HIDOE has been implementing the Algebra II End-of-Course Exam. By 2011, student results from the exam will be factored into their course grades, which will systemically assure all stakeholders that a student receiving a C or higher in Algebra II has demonstrated a minimal level of proficiency of the course content. In addition, the exam will also serve as a placement tool into 100-level college Mathematics courses within the UH system, thereby providing a seamless transition from high school Math to college Math. End-of-course exams will be developed by other courses required for the Step Up Diploma, and similar placement agreements will be made to further provide seamless transitions for all content areas.
- Beginning with the graduating class of 2018, requirements for the Step Up Diploma will be slightly modified, and the new “college- and career-ready” diploma will be required of *all* graduates.

Hawaii P-20 played a critical role in providing leadership, resources, and support so that all agencies could collaboratively accomplish priority goals that they would not have been able to individually accomplish.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning (*not scored*)

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

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HIDOE is a single, statewide school system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA), and is committed to providing schools across the state with support to pursue innovation and reform through a variety of means. In addition to the flexibilities and autonomies provided to schools (described in Section F), HIDOE is creating conditions for learning through: 1) funding and operational flexibility available to all schools and 2) operational, curricular, and technical support within the Zones of School Innovation (ZSIs), where it is focused on achieving success for Priority Schools.

Funding flexibility started in Hawaii six years ago through the passage of Act 51 (2004), which changed the way resources are allocated to schools. Act 51 provides that schools will get resources based on student needs—the weighted student formula. Furthermore, Act 51 promoted local decision-making to include school community representation regarding resource allocation and school improvement activities focused on changing academic achievement. The Act aimed to empower principals to be the educational leaders of their schools, with more authority relating to budgeting and more flexibility to expend funds. Through funding flexibility and ZSIs, schools will be able to strategically use federal and State funds to support reform efforts included in this application, such as recruitment, retention, and performance incentives that will increase the pool of highly effective teachers in the ZSIs. In addition to budget flexibility, ZSI schools will receive additional resources to support extended learning time, early childhood education, and funding to secure “wraparound services” that address the unique needs of their communities.

This is not just a vision for the future. Hawaii has clear examples of how these

flexibilities and autonomies are already working together to provide comprehensive support in partnership with the greater community. For example, in the low-income Waianae Coast region of Oahu, home to the largest population of Native Hawaiians in the islands and the location of the State's largest Zone of School Innovation, there are five significant initiatives to improve student outcomes: Searider Productions, New Technology Initiative, Ka Pua, P-3 Waianae Demonstration Project, and Ka Lama Education Academy.

- Searider Productions is a unique multimedia education program at Waianae High School. Talented students offer their creative services to community businesses and organizations, while honing academic and artistic skills and gaining valuable workplace experience. Searider Productions is the largest high school journalism and multimedia program in the State of Hawaii, enrolling an average of about 300 students every school year.
- New Technology Initiative at Nanakuli High and Intermediate and Waianae High Schools is based on the New Tech High School Model, which incorporates project-based learning tied to Hawaii standards, developing a culture that empowers students, and using technology to enable entrepreneurial, innovative, and thoughtful students.
- Kamehameha Schools (KS) has launched Ka Pua, a new, long-term initiative that will significantly deepen the support and intergenerational impact of the late benefactress Princess Bernice Pauahi Bishop's legacy to children, families, and communities on the Waianae Coast. The vision is a healthy, vibrant Native Hawaiian community whose youth and families lead for the future, firmly grounded in knowing who they are and where they come from. This vision is achieved through three key strategies designed to strengthen the web of educational opportunities, services, and infrastructure: 1) Model P20 Complex—integrated education services from pre-natal to post-high school; 2) Education Innovation Zone—multi-community collaboration of education and child support organizations that focuses efforts and resources toward systemic education reform; and 3) Kamehameha Learning Complex—a sustainable cultural and educational gathering center on 66 donated acres that will serve as a laboratory for teachers and as a site for project- and land-based learning.

- P-3 Waianae Demonstration Project, an early childhood initiative that utilizes the strengths of the community, continues partnerships between early childhood programs and elementary schools, and affects policy to prepare children and families for school and vice versa. The project brings the community together around a specific goal: By the end of 2014, all third graders on the Waianae Coast will be reading at grade level. Seven elementary schools partner with the Institute for Native Pacific Education and Culture (INPEACE) and Keiki O Ka ‘Aina early childhood programs to improve access and quality early education experiences, particularly around literacy.
- Ka Lama Education Academy is committed to improving academic outcomes and supports the Waianae community by: 1) recruiting community members who want to attend college and become K-12 teachers; 2) supporting individuals as they pursue their degree and begin/continue teaching on Oahu’s Leeward Coast; and 3) remaining community-based and free of charge. This “grow-your-own” teacher recruitment and preparation program, led by INPEACE, also promotes college preparation by assisting with college and financial aid applications, step-by-step academic advising, career counseling, and applying to a state-approved teacher education program.

Hawaii has demonstrated its commitment to reform, innovation, and creating the right conditions for learning. The State has provided greater budgetary control to further this effort, and Race to the Top would enable significantly quicker and more robust P-20 supports to achieve its goals. Moreover, the ZSIs will put in place further conditions to support learning and improve student outcomes—from placing the most effective teachers in front of the students that need them most, to extending learning time and wraparound services.