



Hawaii's Race to the Top

Executive Summary

Updated: July 2012

Overview

Hawaii was awarded a four-year \$75 million Race to the Top in August 2010. Ensuring that *all* of Hawaii's keiki receive equal opportunity for success in college, career and life is our highest priority. The state's economic future and quality of life depends on the education of the children, especially in today's rapidly changing global economy, where technology has accelerated the rate at which information and knowledge increase.

Broad Commitment to Student Success by Setting Clear Education Goals and High Expectations

Major goals of Hawaii's Race to the Top plan include the *Common Education Agenda* performance outcomes, as adopted jointly by the Office of the Governor, Board of Education (BOE), the Hawaii State Department of Education (DOE), and the University of Hawaii (UH). The *Common Education Agenda* performance outcomes are targeted, ambitious and feasible:

- **Raise Overall K-12 Student Achievement:** By 2014, Hawaii State Assessment (HSA) scores will increase to 90 percent in reading and to 82 percent in mathematics. *All* students will be proficient in reading and mathematics 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, the overall high school graduation rate will increase from 80 percent to 90 percent and *all* graduating students will be earning the new "college- and career-ready" high school diploma, which requires that students meet STEM (science, technology, engineering and mathematics) competencies.
- **Increase Higher Education Enrollment and Completion Rates:** By 2018, the college-going rate of Hawaii's high school graduates will increase from 51 percent to the national median of 62 percent. Through the Hawaii Graduation Initiative, UH also plans to increase the number of college graduates by 25 percent annually, by the year 2015.
- **Ensure Equity and Effectiveness by Closing Achievement Gaps:** By 2014, the gap between groups and *all* students in state assessment scores, graduation rates, and college enrollment rates will be reduced by 50 percent. By 2018, the gaps will be eliminated.
- **Increase STEM Proficiency Statewide and Highly Effective STEM Instruction in Title I Schools:** All new teachers in Title I (high-poverty) schools for STEM subject areas and other hard-to-staff subjects will be highly qualified/highly effective by 2011.

Driving Student Success with a Five-Point Plan:

Hawaii has mapped out a comprehensive, systemic five-point plan for success.

I. Standards and Assessments: Tying High-Quality College- and Career-Ready Standards and Assessments to a Statewide Curriculum

Standards: Hawaii was a leader in adopting rigorous common standards and assessments in English language arts and mathematics. By school year 2014-15, these new standards will provide the basis for instruction and assessment at all grade levels, and ensure our students are academically competitive worldwide.

Assessments: Hawaii is one of 27 states that have come together to develop comprehensive assessment systems, which are aligned to the Common Core State Standards (CCSS). Together, the consortium of states – the SMARTER Balanced Assessment Consortia (SBAC) – will develop new tests in English language arts and mathematics to replace the Hawaii State Assessment (HSA). Hawaii is a leading state in the consortia. Moving forward, the new assessment system will be field tested in 2013-14.

Career- and College-Ready (CCR) Diploma: In April 2011, the Hawaii State Board of Education (BOE) approved a policy for a new college- and career-ready diploma, which calls for higher graduation standards. The CCR diploma will be implemented two years ahead of schedule, beginning with the class of 2016.

Continuum of Student Supports: Improving standards and achievement for all students requires strong supports for teachers and students. To that end, the Comprehensive Student Support System will provide clear guidance and support to schools as they implement a model of tiered student interventions. Under this model, teachers will have access to student data through an early warning system that identifies students at-risk of falling behind. Teachers can use the data to target student level interventions and supports.

II. Data Systems: *Improving Longitudinal Data Collection and Use*

Thanks to years of ongoing system improvements, DOE currently has the capacity to utilize historical and longitudinal data for *all* students.

Broadband Technology Opportunities Program (BTOP): This statewide project, managed by the University of Hawaii, will bring greater connectivity to every public school and public library, along with every higher education facility on all islands throughout the State of Hawaii.

Data for School Improvement (DSI): The Data for School Improvement (DSI) system was introduced in all traditional public schools (2010-11 school year), offering classroom teachers an online formative assessment tool. The system allows educators to gauge the effectiveness of their instruction by administering tests using an online bank of more than 15,000 standards-aligned English language arts and mathematics items.

Longitudinal Data System (LDS): The LDS is a data warehouse that longitudinally tracks an individual from kindergarten through high school, and provides data to inform decision-making for governance, management, resource allocation, student choices, curriculum, and instruction.

III. Great Teachers and Leaders: *Cultivating, Rewarding, and Leveraging Effective Teaching and Leading*

Teachers have the greatest impact on student success in the classroom, while principals have a significant impact on teachers' ability to deliver instruction effectively.

New Evaluation Systems for Teachers and Principals: The state has made great progress in establishing key elements of a new teacher evaluation system. The first year of a pilot program just completed in the 18 Zones of School Innovation (ZSI) schools. The pilot program will expand to an additional 64 schools in the 2012-13 school year, bringing the total number of schools to 82. In addition, the Hawaii State Board of Education passed new policies (BOE policies: 2055, 5200, and 5100) that require the new teacher and principal evaluation designs to be in place statewide for the 2013-14 school year.

Improved Induction and Mentoring for New Teachers: DOE adopted the Hawaii Teacher Induction Program Standards, considered "extremely high quality" by national experts, and tied \$2 million in Complex Area funds to clear plans to meet the standards. The new standards establish a common, higher bar for quality, such as requiring that all first and second year teachers receive intensive mentoring and develop a professional growth plan.

Alternative Certification Program for School Administrators: In June 2012, DOE, in collaboration with Chaminade University, launched the Alternative Certification for School Administrator Program. The program provides exceptional applicants with high leadership potential the chance to earn certification as a School Administrator. While employed by the DOE, candidates will gain experience as a vice principal during their residency period.

IV. Turning Around the Lowest-Achieving Schools: *Providing Targeted Support to Struggling Schools and Students*

DOE strives to provide *all* public school students with the education they need and deserve, and is committed to ensuring that its lowest-performing schools improve dramatically.

Extended Learning Time Agreement: In February 2012, teachers in the Zones of School Innovation (Nanakuli-Waianae and Kau-Keaau-Pahoa complexes) and at the Hawaii School for the Deaf and the Blind (HSDB) voted to ratify an agreement for extended learning time and additional professional development days for the 2012-13 school year.

Early Childhood Education Subsidies: Starting in the 2011-12 school year, the DOE committed \$6 million over three years for early childhood education subsidies as a part of its Race to the Top initiatives (using State General Funds). This commitment is allowing more than 200 additional Hawaii children in low-income areas to receive subsidies to attend a high-quality preschool.

Intermediate Athletics: DOE will begin a new Intermediate Athletics pilot program in the 2012-13 school year. The program will be available to sixth, seventh and eighth grade students.

V. A Shared Vision for Getting the Job Done: *Aligning Organizational Functions to Support Reform Outcomes*

To position the department for success, the DOE has reconfigured itself to align with the major elements of its Race to the Top education reform plan and engaged the community for support.

Reorganization of DOE State Offices: In January 2012, the department completed a strategic reorganization of its state offices. Changes include the establishment of the Office of the Deputy Superintendent and Office of the "Senior" Assistant Superintendent to align departmental offices and accelerate reforms.

Community Support: The DOE has formed many partnerships with business and community to support the Race to the Top initiatives. In Hawaii, a state impacted by its geographic isolation and challenged by its archipelago profile, tight-knit, close communities are the norm. To achieve transformational and sustainable change in education, community support must be broadened by developing a shared understanding and vision for student success.