

HAWAII STATE DEPARTMENT OF EDUCATION

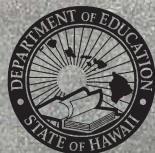
# Race to the Top

## Accomplishments in Education Reform



**August 2010-  
August 2012**

[hawaiidoereform.org](http://hawaiidoereform.org)



HAWAII STATE DEPARTMENT OF EDUCATION

# Race to the Top Accomplishments

August 2010 - August 2012

## Executive Summary

Hawaii's public school system educates more than 180,000 students enrolled in 254 traditional K-12 public and 32 charter schools. The Hawaii State Department of Education (DOE) strives to ensure that all graduates are prepared for success in college, career and life. In today's rapidly changing global economy, the educational achievements of all citizens are critical to our nation's economic future and quality of life.

In August 2010, the U.S. Department of Education awarded Hawaii with a four-year \$75 million Race to the Top (RTTT) grant. Hawaii was one of only 12 winners in a \$4.35 billion competition that drew applications from 46 states and territories. RTTT has served as a rallying call to boldly transform public education and schools.

Hawaii's RTTT initiatives bolster changes in practice and strategy and are cohesively paving the way for increased student success, such as:

- In a year of unprecedented improvement, students in every grade level increased both reading and math scores on the 2012 Hawaii State Assessment (HSA). Notably, significant gains were achieved by Zones of School Innovation (ZSI) schools (Nanakuli-Waianae and Kau-Keaau-Pahoa complexes).
- Seven Hawaii public schools supported by School Improvement Grants (SIG) are celebrating overall gains or sustained results in 2012 HSA reading and math proficiency. This year's results are particularly noteworthy with five SIG schools making Adequate Yearly Progress under the federal No Child Left Behind (NCLB) law.
- In 2011, Hawaii was the only state in the nation that demonstrated significant improvement in both reading and mathematics at both the fourth and eighth grades, according to the National Assessment of Educational Progress (NAEP).



# Hawaii Achievement Gains

## Hawaii's NAEP Highlights

Hawaii's NAEP rankings in comparison to the nation are:

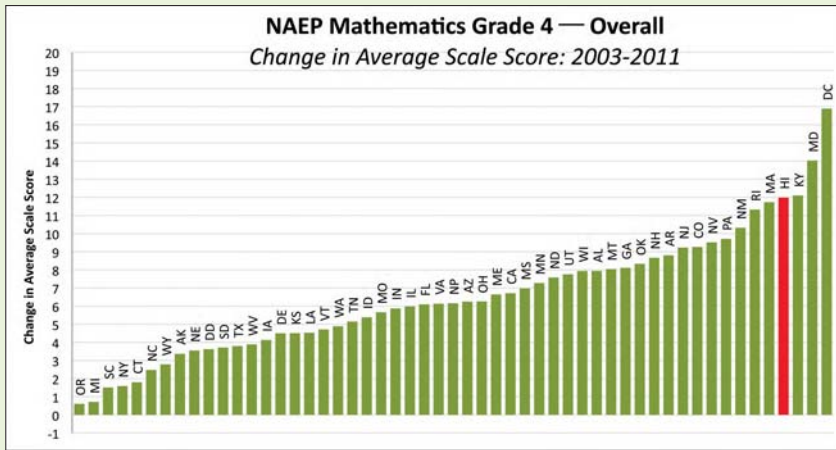
- Grade 4 mathematics: 4th highest gains in the nation.
- Grade 8 mathematics: 5th highest gains in the nation.
- Grade 4 reading: 14th in the nation in gains.
- Grade 8 reading: 4th highest gains in the nation.

Furthermore, these gains have occurred during a time when the percentage of English-language learners doubled from five percent in 2003 to ten percent in 2011 for grade 4 and increased from five percent to eight percent for grade 8.

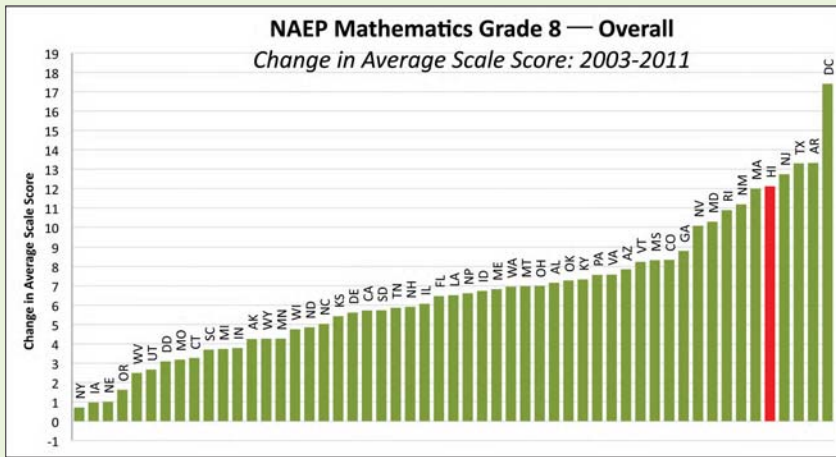
*NAEP results from 2003-2011 parallel gains in reading and mathematics on the Hawaii State Assessment.* Hawaii has consistently demonstrated the rigor of its state accountability test. Many other states continue to show a wide gap between their high-stakes accountability test results and NAEP.

*Hawaii's NAEP results reflect true progress.* Hawaii's student exclusion rates in grades 4 and 8 are among the lowest of the 52 states.

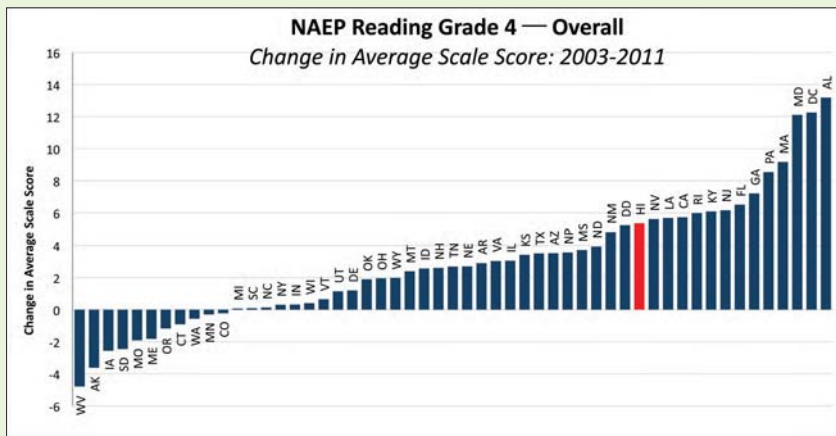
Jack Buckley, National Center for Education Statistics Commissioner said *"In 2011, only one state, Hawaii, demonstrated statistically significant improvement in both reading and mathematics at both the fourth and eighth grades. We commend Hawaii for their performance on the 2011 NAEP assessments and are encouraged by their continued growth in student achievement."*



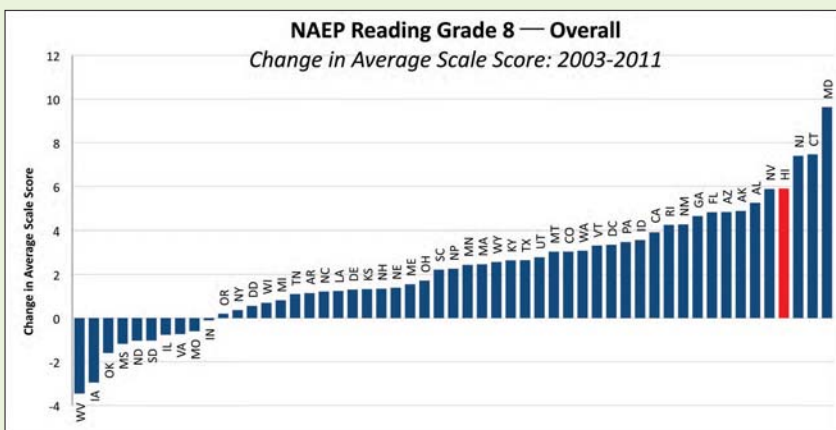
Hawaii placed fourth among the nation's leaders in scale score gains in fourth-grade math from 2003 to 2011. Hawaii's average scale score for fourth-grade mathematics increased from 236 to 239 between 2009 and 2011. In comparison, the national average remained relatively steady at 240. Since 1992, Hawaii's average scale score has increased 25 points, while the U.S. average has increased 21 points.



From 2003 to 2011, Hawaii ranked fifth in scale score gains in eighth-grade math. Hawaii's average scale score for eighth-grade mathematics increased from 274 to 278 between 2009 and 2011. In comparison, the national average increased one point to 283. Since 1990, Hawaii's average scale score has increased 27 points, while the U.S. average has increased 21 points.



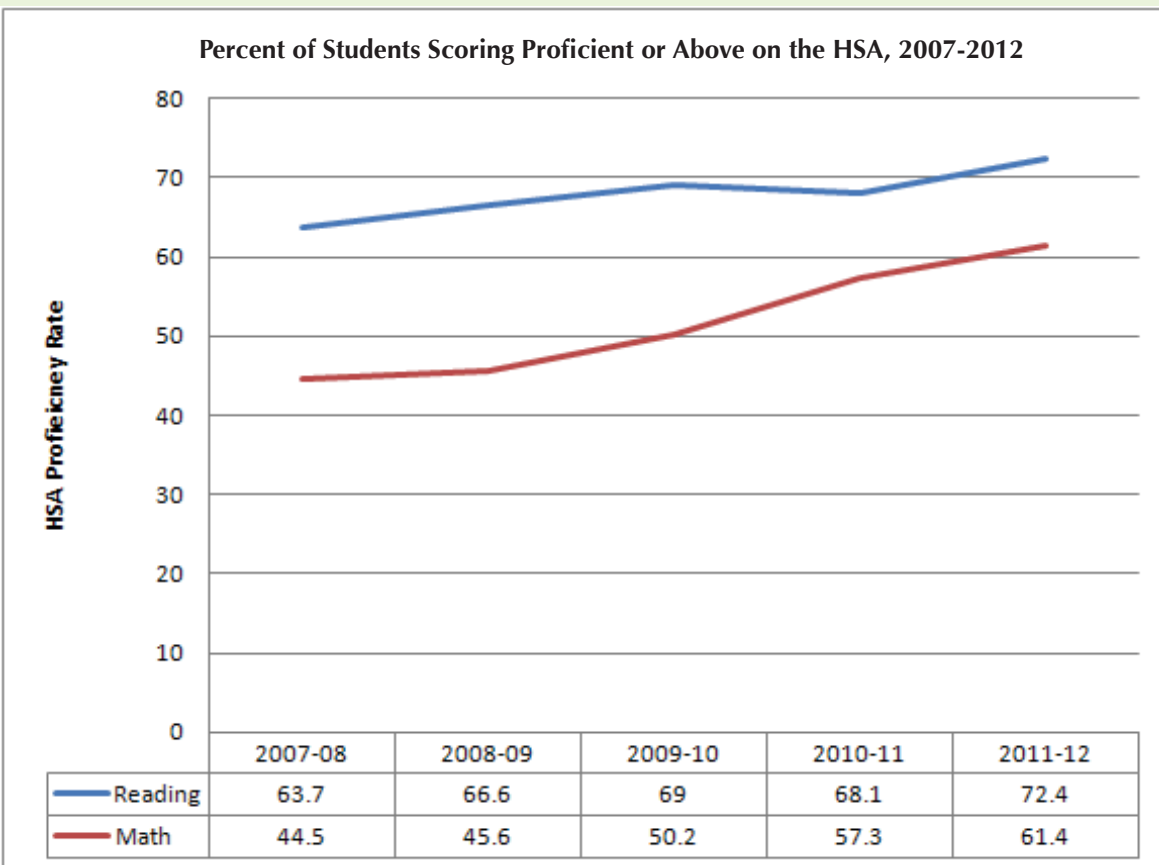
Hawaii's average scale score for fourth-grade reading increased from 211 to 214 between 2009 and 2011. In comparison, the national average remained steady at 220. Since 1992, Hawaii's average scale score has increased 11 points, while the U.S. average has increased five points. From 2003 to 2011, Hawaii ranked fourteenth in scale score gains in fourth-grade reading.



Hawaii ranked fourth in scale score gains from 2003 to 2011 in eighth-grade reading. The average scale score for eighth-grade reading from 2009 to 2011 increased by two scale points to 257, compared with the national average of 264. Since 1998, Hawaii's average scale score has increased seven points, while the U.S. average has increased three points.

The Hawaii State Assessment (HSA) in reading and mathematics are criterion-referenced assessments that are administered to students in grades 3-8 and 10. The purposes of the Hawaii State Assessment are to: 1) meet or exceed the requirements of No Child Left Behind, 2001 (NCLB), Chapter 302A of the Hawaii Revised Statutes, and Hawaii Board of Education Policy 2520-Statewide Assessment Program, 2) promote and measure the attainment of the Hawaii Content and Performance Standards (HCPS) in reading, mathematics, and science, 3) provide information to stakeholders about the achievement of students, schools, complex areas and the state relative to the HCPS, and 4) support instructional program improvement efforts.

The past five years of data show consistent improvement in the number of students scoring proficient or higher in both reading and math. Specifically, math proficiency has improved by nearly 38% since 2007-08, thereby reducing the gap in proficiency between the two subjects.



# Highlights of Hawaii's Five-Point Plan for Student Success and Progress

Hawaii's comprehensive five-point reform plan is aligned to a newly revised strategic plan. In July 2012, the Hawaii State Board of Education (BOE) unanimously approved an updated BOE/DOE Strategic Plan. The new plan builds on strategies and reform initiatives to ensure all students are college-and career-ready.



## Reform Support & Building Capacity: Aligning Organizational Functions to Support Reform Outcomes

- Creation of New Offices and Reorganization of DOE State Offices: The DOE has created the Office of Strategic Reform (OSR) to support Hawaii's reform efforts and has reorganized state offices to streamline workflow.
- Community Support: Harold K.L. Castle Foundation, AT&T, Hawaii 3R's, Hawaiian Electric Industries, Kamehameha Schools and Hawaii Business Roundtable are just a few of many businesses and community groups that directly support Hawaii's plan.
- Updated BOE/DOE Strategic Plan and New Academic and Financial Plans for Schools: To increase alignment between school planning and the updated BOE/DOE Strategic Plan, the Academic/Financial Plan template for the 2013-2014 school year has been revised and will be "pre-populated" with data indicators and selected strategies.

Waianae Elementary School Principal John Wataoka uses his iPad to input data while observing Samantha Abelaye's classroom, as part of the state's educator effectiveness pilot program.

## Standards and Assessments: Tying rigorous College- and Career-Ready Standards and Assessments

- Common Core State Standards (CCSS): Hawaii is a leader in implementing CCSS in English language arts and mathematics in the United States. CCSS will be the basis for instruction in all classrooms in the 2013-2014 school year.
- Common Core Assessments: Hawaii joined 27 other states to form the Smarter Balanced Assessment Consortium (Smarter Balanced). Hawaii serves as a governing state, helping to lead the consortium.
- College- and Career-Ready (CCR) Diploma: The graduating class of 2016 will be the first to earn and graduate with the new, more rigorous CCR diploma, implemented two years ahead of schedule.
- Continuum of Proactive Student Supports: As part of the DOE's Comprehensive Student Support System (CSSS), all schools now have access to an early warning system that identifies students at risk of falling behind based on attendance, course grades, and behavioral data. Teachers can use the data to identify and target interventions and supports for their students.

## Data Systems: Improving Longitudinal Data Collection and Use

- High-Speed Broadband: Managed by the University of Hawaii (UH), the Broadband Technology Opportunities Program (BTOP) will bring high-speed fiber connectivity to every public school, public library, and higher education institution throughout the State of Hawaii. About 100 schools are ready for BTOP.
- Data for School Improvement (DSI): The DSI system provides teachers with a formative assessment tool to collect real time data on student achievement and inform instruction. It allows educators to set up and administer assessments using an online bank of more than 15,000 standards-aligned English language arts and mathematics items.
- Longitudinal Data System (LDS): This data warehouse longitudinally tracks students from kindergarten through high school, and provides data to inform decision-making for governance, management, resource allocation, educational pathways, curriculum, and instruction.

## Great Teachers and Leaders: Cultivating, Supporting, and Leveraging Effective Teaching and Leading

- New Evaluation Systems for Teachers and Principals: The state has made great progress in establishing a new evaluation tool for teachers and principals that includes student outcomes as a significant factor. In the 2012-2013 school year, 81 schools are piloting the Educator Effectiveness System (EES).
- Alternative Certification for Teachers: More than 100 teachers have been placed in hard-to-staff schools through the DOE's alternative certification program.
- Alternative Certification for School Administrators: The DOE created a new program to provide an alternative pathway to certification for school administrators.
- Induction and Mentoring for New Teachers: During the 2011-2012 school year, Hawaii trained and identified 500 mentors, while first and second year teachers received intensive training as part of the new Hawaii Teacher Induction Program Standards. Educators also developed a professional growth plan. Approximately 3,600, or 33 percent, of Hawaii's teacher workforce are novices with zero to three years in the profession.

## Zones of School Innovation (ZSI): Providing Targeted Support to Struggling Schools and Students

- Extended Learning Time Agreement: The ZSI schools and the Hawaii School for the Deaf and the Blind (HSDB) agreed to extend the work calendar and length of the school day in the 2012-2013 school year. Prior to the first day for students, teachers and educational assistants received intensive professional development focused on supporting the new Educator Effectiveness System (EES).
- Early Childhood Education Subsidies: More than 200 Hawaii children from low-income areas are receiving subsidies to attend a high-quality preschool.
- Intermediate Athletics: Starting in the 2012-2013 school year, students in the ZSI can participate in new three-year Intermediate Athletics pilot program.



# Hawaii's Five-Point Plan for Student Success

Complex Area Superintendent Ruth Silberstein with students at Palolo Elementary.

**A.**

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

**B.**

Standards and Assessments: Tying rigorous College- and Career-Ready Standards and Assessments to a Statewide Curriculum

**C.**

Data Systems: Improving Longitudinal Data Collection and Use

**D.**

Great Teachers and Leaders: Cultivating, Supporting, and Leveraging Effective Teaching and Leading

**E.**

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

# A Shared Vision

## for Getting the Job Done: Aligning Organizational Functions to Support Reform Outcomes

The DOE reconfigured itself to align with the major elements of its RTTT education reform plan and continues to engage the community to transform Hawaii's public schools.

**Reorganization of DOE State Offices:** In January 2012, the DOE strategically reorganized state offices to better delineate office functions and lines of authority, resulting in efficient workflows and accelerated reform efforts.

**Community Support:** Hawaii businesses and community organizations have partnered with the DOE to support RTTT initiatives. Partnerships, centered on a shared understanding and vision for student success, are critical to Hawaii's ability to transform the

public education system. Examples of successful partnerships include:

- In March 2012, the Office of the Governor, Hawaii's legislators and congressional staff, and philanthropic organizations rallied to support the DOE's reform efforts during the U.S. Department of Education's Year 2 on-site RTTT monitoring visit.
- In April 2012, the Hawaii 3R's program secured a \$50,000 donation from AT&T to purchase two STEM carts for schools in the ZSI, to support science,

technology, engineering and math, or (STEM) subjects.

- The Hawaii Business Roundtable (HBR) gave the DOE a high-tech boost by donating Apple iPads to support the teacher evaluation pilot program for the 2012-2013 school year. The iPads, pre-loaded with templates for the teacher observation and evaluation process, were donated to 64 schools that volunteered for the pilot program. Each school received three iPads, totaling 192 iPads (\$93,000.00 approximate value).
- In July 2012, the Harold K.L. Castle Foundation established the Alakaina (Leadership) Awards to recognize public school leaders at or above the complex area superintendent level who have made significant K-12 educational contributions. The inaugural award focused on Hawaii achieving its ambitious RTTT plan.

Students demonstrate the use of a STEM cart to Superintendent Kathryn Matayoshi.





The Hawaii Business Roundtable recognizes the Department with a \$92,163.31 donation for Apple iPads to support the teacher evaluation pilot program for the 2012-2013 school year.

- The DOE continues to work with the University of Hawaii (UH) and Hawaii P-20 to expand a Longitudinal Data System (LDS) to track student information in multiple schools to improve instruction and inform educational research.
- The Native Hawaiian Educational Outcomes Council (NHEOC), created in May 2010, is coordinating RTTT educational reform efforts to transform persistently low-achieving public schools. The council includes members from the DOE, UH West Oahu, Harold K.L. Castle Foundation, Office of Hawaiian Affairs (OHA), Department of Hawaiian Home Lands (DHHL), Kamehameha Schools, The Learning Coalition, Papa Ola Lokahi, and the Queen Liliuokalani Children's Center.

### Updated BOE/DOE Strategic Plan and New Academic and Financial Plans for Schools:

In July 2012, the BOE approved an updated BOE/DOE Strategic Plan, which outlines goals and student success indicators, such as attendance, graduation, and college-going rates. To align school planning with the updated Strategic Plan, the DOE is implementing a new Academic and Financial Plan template for schools and complex areas starting with the 2013-2014 school year. The revised template will be pre-populated with data indicators and selected strategies. This will allow all schools to prioritize the strategies set forth in the Strategic Plan. In 2012-2013, schools and Complex Areas formed Academic Review Teams to analyze student data, set strategic priorities, and monitor results quarterly.

### Creation of New Offices to Support Reform Efforts:

To enhance leadership, strategic planning and effective implementation of reform strategies, the DOE created new offices to support reform efforts:

- The Office of Strategic Reform (OSR), under the direction of the Office of the Superintendent (OOS), provides leadership and oversight for the RTTT grant as well as other reform efforts. OSR is led by the Assistant Superintendent of Strategic Reform, and includes portfolio managers to manage and coordinate the work in each RTTT reform area.
- As part of OOS, the Data Governance Office (DGO) focuses on ensuring data quality, establishing data ethics policies, coordinating various data requests, and overseeing the LDS.
- The Hawaii New Teacher Center trains cadres of mentors on strategies to coach and support first- and second-year teachers. The Center also provides online mentoring for third-year teachers in mathematics, science and special education for the 2012-2013 school year.



Deputy Superintendent Ronn Nozoe, Assistant Superintendent Stephen Schatz, and Kau-Keaau-Paho Complex Area Superintendent Mary Correa receive Alakaina Awards.

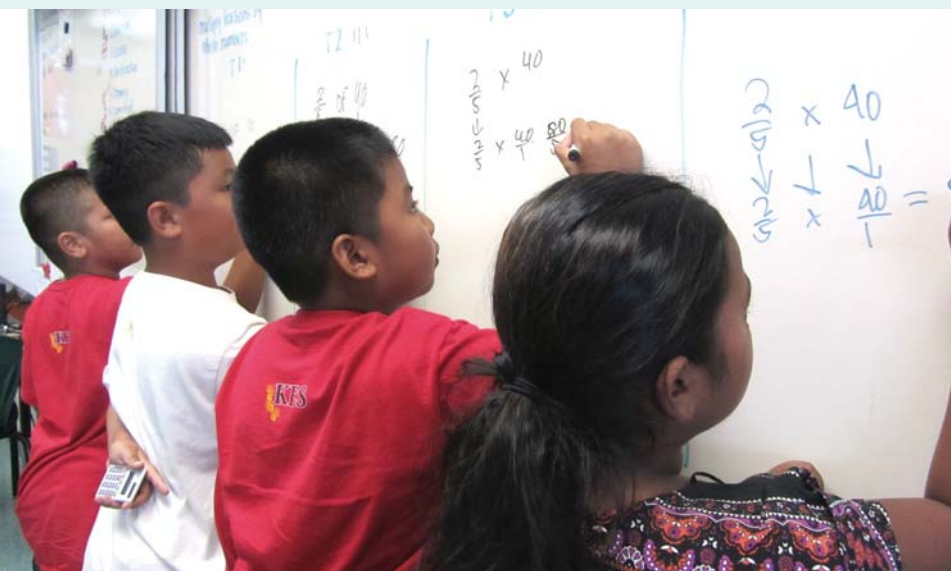
# Standards and Assessments: Tying High-Quality College- and Career-Ready Standards and Assessments to a Statewide Curriculum

Hawaii is a leader in the adoption and implementation of rigorous Common Core State Standards and assessments in English language arts and mathematics. By school year 2013-2014, these new standards will provide the basis for instruction and assessment at all grade levels, and prepare students for success after high school.

**Common Core State Standards (CCSS):** In the 2011-2012 school year, Hawaii's public schools began CCSS implementation with English language arts in grades K-2, 11 and 12, along with math in grades K-2 and Algebra II courses. In the 2012-2013 school year, all teachers in all grades will receive professional development on CCSS content, instructional strategies and resources. By school year 2013-2014, these new standards will provide the basis for instruction and assessment at all grade levels, and help students prepare for success upon graduation. The DOE will provide ongoing professional development to educators beyond 2013-2014 to support long-term implementation.

**Common Core Aligned Assessments:** Hawaii joined 27 other states to form a consortium of states. In 2010, Hawaii joined 27 other states to form the Smarter Balanced Assessment Consortium. Smarter Balanced will develop new interim and summative tests in English language arts and mathematics to replace the Hawaii State Assessment (HSA) in school year 2014-2015. As a governing state in Smarter Balanced, Hawaii is actively engaged in decision-making and test design and development. In 2012, the DOE significantly increased the number of key staff in Smarter Balanced leadership and workgroup roles, including test design, teacher engagement, and higher education representatives. The new assessment system will be field-tested in 2013-2014.

**Career- and College-Ready (CCR) Diploma:** In April 2011, the BOE approved a new college- and career-ready (CCR) diploma policy, which calls for more rigorous graduation requirements. The DOE has provided support and guidance to the field on new academic honor designations for Career and Technical Education (CTE) and STEM. The graduating class of 2016 will be the first to graduate with the CCR diploma. Originally slated to begin with the graduating class of 2018, the DOE is implementing the new diploma policy two years ahead of schedule.





AT&T Hawaii presents the Department with a donation of \$50,000 for the purchase of STEM carts.

**End of Course (EOC) Assessments:**

To support a culture of high expectations for student learning, DOE is developing and implementing end-of-course assessments for algebra I, algebra II, biology, expository writing, and U.S. history. These exams will provide clarity for all stakeholders on course expectations and information on student mastery of content. In addition, schools and stakeholders will be able to use the end of course assessment data to serve as one indicator of college- and career-readiness. The EOC exams will be operationally field tested this school year and be fully operational in 2013-2014.

**Continuum of Proactive Student Supports:**

Improving student achievement requires a comprehensive system of support. To that end, the Comprehensive Student Support System (CSSS) focuses on the implementation of tiered interventions and supports based on continuously-updated student data. Under this model, the early warning system identifies students at risk of falling behind based on attendance, course grades, and behavioral data; teachers will study data to identify and target interventions and supports. As of July 2012, all schools have access to the early warning system. The DOE is providing training and professional development to complex areas and schools to support implementation of CSSS.

**Science, Technology, Engineering and Math (STEM):**

Through the STEM project, the DOE, in partnership with Hawaii P-20, has created a virtual STEM portal. The STEM portal includes an online space for educators to collaborate and share resources as well as a space for students to learn more about K-12 and postsecondary STEM opportunities. In the 2012-2013 school year, all of the high schools in the ZSI are participating in a pilot of the STEM portal: [myfuturehawaii.org](http://myfuturehawaii.org).

# Data Systems:

## Improving Longitudinal Data Collection and Use

The DOE currently has the capacity to utilize historical and longitudinal data for all students, which will result in a robust system with the capacity to produce real-time reports for educators.

### High-Speed Broadband:

The Broadband Technology Opportunities Program (BTOP), a statewide project managed by UH, will bring high-speed fiber connectivity to every public school, public library, and higher education institution in Hawaii. About 100 schools have fiber in place, and are ready for the BTOP connection.

### Information Technology

**Upgrades:** In June 2012, the DOE completed Wide Area Network (WAN) upgrades to existing cable connections for schools that have not been upgraded to BTOP. These network infrastructure improvements will support and facilitate the increasing use of technology and online resources in the classroom.

### Improved Data Usage to Boost Student Achievement:

The Data for School Improvement (DSI) system provides teachers with a formative assessment tool to gauge the effectiveness of their classroom instruction and their students' comprehension of each lesson. The system allows educators to set up and administer assessments using an online bank of more than 15,000 standards-aligned English language arts and mathematics items. As part of the transition to Common Core State Standards (CCSS), 12,000 CCSS-aligned items have been loaded into the online bank, with 24,000 new items on the way.

### Longitudinal Data System (LDS):

The K-12 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. In 2011, the DOE developed reports with up-to-date information, including attendance, achievement, behavior, and course marks. Current efforts are underway to provide more classroom-level data for teachers, and will include advanced analytics to guide the analysis of the data.

### Expanded LDS System for Educational Improvement:

The DOE's K-12 LDS is also a key component of the LDS system managed by Hawaii P-20. The P20W SLDS adds preschool, post-secondary, and workforce data to the statewide LDS. The DOE is a member of the P-20 Council, the governing body of the Hawaii P-20 Partnerships for Education, whose mission is to strengthen the education pipeline from early childhood through higher education.

**Single Sign On (SSO):** The SSO project will provide a secure and efficient way for all public school educators and staff to access DOE applications and online resources through a single password and username. The SSO system will be phased in during the 2012-2013 school year.

### Working with the Educational Research Community:

In 2011, the DOE established the Hawaii Partnership for Educational Research Consortium (HPERC). The goal of the partnership is to ensure that research conducted in Hawaii's public schools is effectively aligned to DOE needs and strategies for improving instruction and student achievement. DOE and seven partner organizations formally established the HPERC Advisory Committee in April 2012.

### Nationwide Alignment for Innovation:

In fall 2010, Hawaii met all 12 elements in the America COMPETES Act. The federal government codified the elements of a P-20 education data system and required states to commit to building data systems that consist of all elements as a condition of receiving State Fiscal Stabilization Funds.





The Hawaii Business Roundtable recognizes the Department at the Educational Leadership Institute.

# Great Teachers and Leaders: Cultivating, Supporting, 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. Hawaii's plan calls for effective teachers and leaders in every school to boost student achievement.

## **New Educator Effectiveness Systems for Teachers and Principals:**

The state has made great strides in establishing a new teacher evaluation system based partially on student outcomes. The first year of the pilot evaluation system was launched during the 2011-2012 school year in 18 schools in the ZSI. The pilot expanded in the 2012-2013 school year with 63 additional schools. More than 1,800 teachers, as well as hundreds of administrators and complex area staff, were trained in summer/fall 2012 on the new system.

## **New Policies to Support Educator Effectiveness:**

In April 2012, the BOE passed new policies requiring the DOE to implement new teacher and principal evaluation statewide for the 2013-2014 school year. BOE Policies 2055 (Teacher and Principal Performance Evaluation), 5100 (Recruitment, Employment, Retention, and Termination), and 5200 (Compensation and Classification Policy) direct the DOE to implement evaluation systems that cultivate and nurture highly effective educators.

## **Alternative Certification for Teachers:**

The DOE contracted Teach for America (TFA) to provide 94 TFA teachers and with UH Manoa to train and support 10 special education teachers who have all been placed in hard to staff schools for the 2012-2013 school year.

### **Alternative Certification Program for School Administrators:**

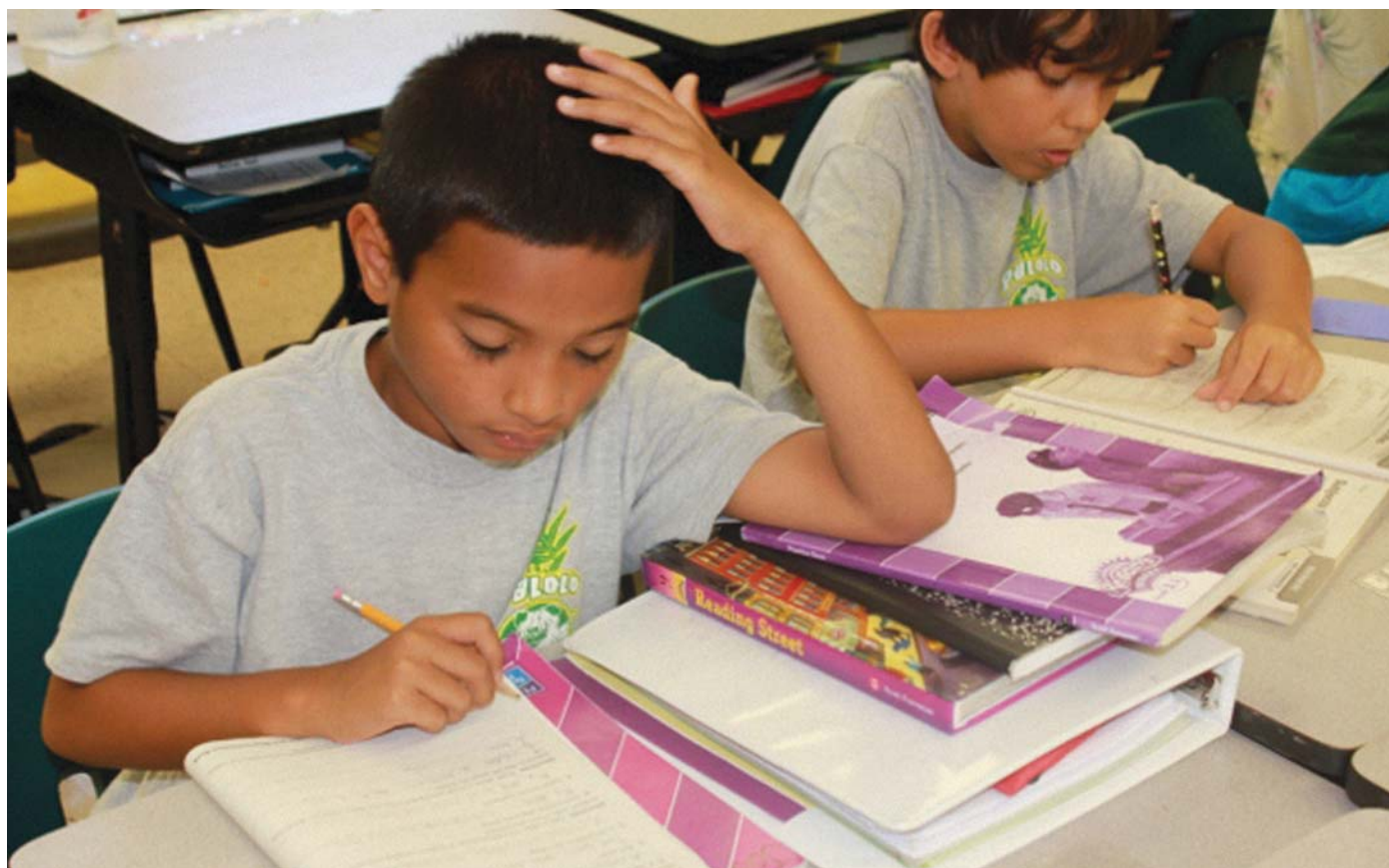
**Administrators:** In June 2012, the DOE launched a program to create a new pathway for school administrators. The Alternative Certification for School Administrator Program, through Chaminade University, provides exceptional applicants with high leadership potential the chance to earn certification as a school administrator. While employed by the DOE, candidates will gain experience as a vice principal during their residency period. The program will begin in the 2012-2013 school year, and will be limited to 24 candidates for the first two years (up to 12 candidates each year.) The first cohort has six participants.

### **Improved Induction and Mentoring for New Teachers:**

In 2011, the DOE adopted the Hawaii Teacher Induction Program Standards, considered "extremely high quality" by national experts, and allocated \$2 million in Complex Area funds to clear plans to meet the standards. The 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. For 2011-2012, there were approximately 1,500 first and second year teachers, of whom the majority were provided a dedicated 500 mentors. Hundreds of teacher mentors are participating in extensive training in preparation for a higher level of support during the 2012-2013 school year.

### **Recruiting High-Quality Educators:**

The DOE improved its teacher recruitment by streamlining the interview and job offer process. To distribute quality teachers across all schools, the DOE provided teachers who elected to work in hard-to-staff schools a \$1,500 relocation bonus. RTTT funds helped to bring online courses taught by highly qualified educators to more than 1,561 students – many who live in rural areas -- in the summer and fall of 2012. In addition, 1,305 teachers were trained on how to integrate technology into their pedagogy.



# Turning Around Low-Achieving Schools

The 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 have multiple support measures in place to boost student achievement.

**Extended Learning Time:** In February 2012, teachers in the ZSI 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. The one-year agreement provides compensation to teachers and educational support staff for extending the school day and work year for the 2012-2013 school year. In summer 2012, students, teachers and educational assistants received intensive

professional development focused on supporting the new EES, implementation of the Common Core State Standards, and use of Data Team processes.

**Early Childhood Education:** During the 2011-2012 school year, the DOE committed more than \$6 million in state funds over a three-year period for early childhood education subsidies. This commitment will allow more than 600 Hawaii children in low-income areas to receive subsidies to attend a high-quality

preschool from 2011 to 2014. In the 2011-2012 school year, the DOE awarded 206 subsidies and provided an additional 130 preschoolers with a high-quality early childhood education at four ZSI schools in the Kau-Keaaupahoa complex area.

**Intermediate Athletics:** During the 2012-2013 school year, the DOE launched a new Intermediate Athletics pilot program for seventh- and eight-grade students in the ZSI. Students are required to maintain at least a 2.0 Grade Point Average (GPA), and have a steady attendance record to participate. The program is aligned with RTTT initiatives to extend learning times for students in low-performing areas.

**Wraparound Services:** The DOE is working with community partners to provide additional support in the ZSI. Efforts are underway to establish the conditions and culture for community-based planning to form, grow, and sustain schools, as the hub of the community.

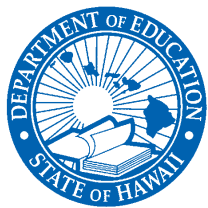




## A Unified Commitment to Student Success

The \$75 million RTTT grant supports Hawaii's Common Education Agenda. Adopted jointly by the Governor, BOE and DOE, and UH, the Common Education Agenda sets performance targets for increasing academic rigor and achievement from early childhood education through lifelong learning.

Hawaii must build a new economy with highly skilled, creative, and competitive workers. Our targeted goals are ambitious, but attainable and, above all, necessary. With the unified commitment and collective support from educators, legislators, policy makers, and community partners, Hawaii will continue to move forward with its plan to transform our public school system and ensure that every child graduates ready for success in college, career, and life.



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