

RACE TO THE TOP

Hawaii Report

Year 3: School Year 2012–2013



U.S. Department of Education
Washington, DC 20202

March 19, 2014

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided \$4.35 billion for the Race to the Top fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers. Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under the Race to the Top Phase 3, Race to the Top – Early Learning Challenge,² and Race to the Top – District³ competitions.

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

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

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

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

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

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

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

Race to the Top program review

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

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

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports. The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 3 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2012 through September 2013; the Year 2 report for Phase 3 grantees provides similar information from approximately December 2012 through December 2013.

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

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

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State's education reform agenda

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

As articulated in its Race to the Top application, Hawaii has set the following goals for its education reform agenda:⁷

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

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

State Years 1 and 2 summary

Throughout Years 1 and 2 of its Race to the Top grant, Hawaii faced many challenges and delays to implementation. Hawaii made efforts to collaborate with key stakeholders to plan, oversee, and communicate its Race to the Top reform agenda; however the State faced difficulties hiring qualified staff in a timely manner and did not complete hiring until the end of SY 2010-2011. Additionally, leadership transitions, such as the election of a new governor and the change from an elected Board of Education to an appointed body, presented challenges. The State also identified ongoing issues, including a one-year delay in creating Academic Review Teams (ARTs), systematic structures and processes to gather information about implementation from schools and Complex Areas, as well as a need for clearer communication to stakeholders, such as teachers and principals.⁸

HIDOE made incremental progress in its *Standards and Assessments* and *Data Systems* work, transitioning to the Common Core State Standards (CCSS), providing professional development for educators on curriculum materials, instructional shifts, and alignment of instructional materials, creating a Data Governance Office, and providing principals with enhanced access to State Longitudinal Data System (SLDS) data. In *Great Teachers and Leaders* projects, HIDOE piloted elements of a new educator evaluation system in the Zones of School Innovation (ZSI) in winter and spring 2012 and established a new Human Resources Information System, eHR, to enable Complex Areas and principals to more efficiently prioritize highly qualified teachers in hiring decisions.⁹ However, the lack of agreement in Year 1 between HIDOE and the Hawaii State Teachers Association (HSTA) on several elements in their contract significantly impacted the reform agenda, leading to delays in the implementation of several projects, such as the development and implementation of the State's educator evaluation system.

As a result of the challenges it was facing, HIDOE submitted numerous requests in fall 2011 to amend aspects and timelines of its Scope of Work. The Department determined that the scope and breadth of these amendments might constitute a significant change in the State's approved plan. Based on unsatisfactory performance during the first 14 months of implementation as evidenced by the Department's onsite program review in June 2011, monthly implementation reports submitted by the State, and the proposed revised Scope of Work incorporating requested amendments, the Department placed Hawaii's Race to the Top grant on high-risk status on December 21, 2011 (more detail can be found in "High-risk status").

⁷ On May 20, 2013, Hawaii Department of Education (HIDOE) was approved for Elementary and Secondary Education Act (ESEA) flexibility. The State did not amend any of its targets committed to in its Race to the Top application as part of this approved ESEA flexibility request.

⁸ In Hawaii, a complex is made up of a single feeder pattern of elementary schools, an intermediate/middle school(s) and a high school. A Complex Area typically represents two or three complexes grouped together. Thus, a Complex Area is an organizational structure composed of two or three high schools and the intermediate/middle and elementary schools that feed into them, headed by a superintendent, which allows school administrators to focus on supporting the needs of their schools while providing meaningful supervision and accountability expectations. HIDOE has a total of 41 complexes and 15 Complex Areas.

⁹ Hawaii designated two Zones of School Innovation (ZSIs), composed of two Complex Areas that contain all but one of the lowest-performing schools in the State. For more information about the ZSI, see *Turning Around the Lowest-Achieving Schools*.

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In Year 2, Hawaii revised its approach to the proposed amendments to ensure it would accelerate its forward trajectory in response to the Department placing its grant on high-risk status. In January 2012, the HIDOE central office reorganized, drafted a new Strategic Plan, and revised program-specific communications plans. HIDOE reached an agreement with HSTA to provide extended learning time for students and additional professional development for educators in all schools in the ZSI and at the Hawaii School for the Deaf and Blind in SY 2012-2013. However, ongoing delays in Year 2 to secure a collective bargaining agreement with HSTA, in addition to Year 1 hiring and contracting delays, continued to impact the State's ability to move forward across its entire plan including its evaluation system, its commitments to equitably distribute teachers and reform compensation plans. By the end of Year 2, the State moved forward with its pilot teacher evaluation system but reported that it still did not have authority to implement new incentive structures and compensation reform statewide. Further, while HIDOE successfully negotiated a memorandum of understanding (MOU) with the Hawaii Government Employees Association (HGEA) to design and pilot a principal evaluation system in SY 2012-2013, it reported that planning this pilot was a challenge. The Department noted that the State improved implementation in Year 2 but kept Hawaii's grant on high-risk status (see "High-risk status").

State Year 3 summary

Successes

In Year 3, HIDOE and the Board of Education continued to support implementation of the revised Strategic Plan in combination with six strategies all schools are required to implement to achieve the goals of the plan. Using implementation rubrics associated with each non-negotiable strategy, HIDOE tracked and analyzed Complex Areas' self-reported progress. The State collected and shared data on implementation using its data dashboard, the System Scorecard.

The State supported Complex Areas and schools statewide to establish ARTs and began to formalize routines and data gathering processes in SY 2012-2013. HIDOE also developed a Complex Area Support Team (CAST) structure to increase Complex Area capacity by providing resource teachers to help local staff transition to and implement CCSS, STEM curriculum, formative assessments (using data teams), Response to Intervention supports, State educator evaluation systems, and Complex Area-level induction and mentoring programs.¹⁰ In addition, HIDOE enhanced its communication efforts and launched a new community access portal in July 2013.

Throughout Year 3, Hawaii continued to provide training and resources to educators statewide as they transitioned to CCSS. The State developed and issued end-of-course examinations in all four identified subject areas (Algebra I, Algebra II, Expository

Writing, and U.S. History) in spring 2013. HIDOE began implementation of the CCR diploma two years ahead of the approved timeline, created resources to communicate the requirements of the new diploma, tracked course utilization data to ensure the new diploma requirements are offered at each school, and identified gaps in course offerings.

HIDOE solicited feedback to inform revisions to its longitudinal data system (LDS) and increase usage of the system by classroom teachers. The State completed network upgrades for all the schools in the ZSI and remained on track to complete network upgrades to all schools by June 2014. HIDOE also launched a single sign-on portal for educators to use to access all online applications (e.g., time and attendance, the State professional development portal, email, and the student information system). In Year 3, the State also supported all Complex Areas in implementing the data team process and improved usage of data to inform instruction. In addition, HIDOE enhanced the technology and data tools of its Data for School Improvement (DSI) system in response to feedback from users and will continue to add more items to the data bank and resolve technical issues as they arise.

The State made notable progress in its projects related to supporting teachers and leaders in Year 3, primarily due to the ratified contract with HSTA in April 2013, allowing HIDOE to move forward with final educator evaluation system (EES) design and implementation. The second year pilot of the teacher evaluation system in SY 2012-2013 gave HIDOE and educators the opportunity to implement elements of the proposed system and make adjustments and recommendations prior to statewide implementation in SY 2013-2014. HIDOE conducted a pilot with educators in 22 schools across seven complexes to develop, pilot, and refine student learning objectives (SLOs) in each grade band and for each content area, including non-tested grades and subjects. In addition, Hawaii continued to offer pathways for new teachers and principals, exceeding its goal of 132 by enrolling 224 teacher candidates in alternative teacher certification programs by SY 2013-2014. HIDOE also worked with Complex Areas to develop strong induction plans and ongoing mechanisms for collecting data in preparation for statewide implementation of induction programs in SY 2013-2014.

Hawaii also supported ZSI schools extensively in Year 3. Data coaches and student success coaches provided support to ZSI educators on data and assessment literacy and led professional learning communities. ZSI principals gained flexibility in their recruitment and hiring authority, as well as targeted supports for how to leverage this flexibility for SY 2013-2014. The State reported that students benefitted from extended learning time, after-school, and summer programs, as well as comprehensive wraparound services. The State piloted implementation in the ZSI to inform ways to replicate efforts statewide, consistent with the intent of the ZSI in its Race to the Top plan. For example, lessons from the ZSI informed the new CAST structure to build

¹⁰ As described in the amendment approval letter dated May 23, 2013, the State will pay for the Complex Area Support Team (CAST) positions for each Complex Area in school year (SY) 2013-2014 with Race to the Top funding and federal Title II funding. In SY 2014-2015, these positions will be funded through State Impact Aid resources. The State reports it will reassess the need for the CAST structure after SY 2014-2015.

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local capacity for all Complex Areas to collect, analyze and act upon student achievement, teacher practice and other data (see *State Success Factors*). Finally, in SY 2012-2013, the State formalized and routinized processes to ensure quality of project implementation in the ZSI.

Challenges

While Hawaii has made significant progress since Year 1, the State still faced some challenges in Year 3. Content panels of educators conducted reviews for common instructional materials for elementary, middle, and secondary grade bands for English language arts (ELA) and mathematics but were not able to identify a mathematics curriculum with sufficient quality to recommend for adoption in SY 2013-2014. As a result, the State had to create alternative plans for providing mathematics curriculum support to schools as they transition to full implementation of CCSS in SY 2013-2014. Rather than re-review elementary, middle, and secondary school mathematics resources immediately following the initial two rounds, the State chose to leverage open educational resources through the Open Education Resource Commons (<http://www.oercommons.org/>) and resources developed by Student Achievement Partners and other States. It is too early to determine at this time whether these alternative resources provided enough support to mathematics educators to ensure proper implementation in SY 2013-2014. In addition, while the State will continue to vet curriculum materials in order to adopt a CCSS-aligned statewide mathematics curriculum, HIDOE will need to manage another transition for educators to adjust to the new mathematics curriculum once one has been identified.

The Hawaii Partnership for Educational Research Consortium (HPERC) project, established to advance and expedite access to data for the purposes of conducting educational research to improve instruction and student success, is on track with the amended Scope of Work. However, the project experienced significant delays in Year 1, resulting in many missed milestones extending into Years 2 through 4 (see *Data Systems*). The State set the expectation for all schools to implement a formative assessment system, with flexibility to determine which system works best for their local context. Despite HIDOE's enhancements to the State's DSI system, educators remain reluctant to use the State's system, possibly because of early network and technology issues, and/or have chosen to use their own formative assessments. Due to the discontinuation of the DSI system by its vendor after SY 2013-2014, HIDOE is in the process of transferring its formative assessment item bank to a different platform. The State has begun to develop a communications and implementation plan for this transition but must continue to inform and support educators in order to increase teacher usage and impact in the classroom.

As educators implement EES statewide for the first time in SY 2013-2014, HIDOE must ensure it has processes and systems in place to gather information about execution and, as necessary, make timely corrections and provide differentiated supports. Given that the State made final design decisions and received Department approval for several changes to its evaluation system in summer 2013, more time is needed to assess HIDOE's success in communicating the training and implementation of each component leading up to SY 2013-2014. The January 2013 MOU fully adopting the Comprehensive Evaluation System for School Administrators (CESSA) as the principal evaluation system in the State signaled an important change in commitment from stakeholders in the field (see *Great Teachers and Leaders*). However, the State did not pilot the principal evaluation system by the end of SY 2011-2012 in accordance with its approved Scope of Work. More time is needed to determine if CESSA was implemented with fidelity in SY 2012-2013 and how the State is ensuring ongoing implementation in SY 2013-2014.

High-risk status

On December 21, 2011, the Department placed Hawaii's Race to the Top grant on high-risk status due to unsatisfactory performance during the first 14 months of implementation.¹¹ The Department determined, based on the June 2011 onsite program review and monthly implementation reports submitted by the State, that the State had experienced major delays and made inadequate progress across its plan during Year 1. In addition, the scope and breadth of the State's amendment requests in Year 1 indicated a potentially significant shift in the State's approved plans. As a condition of its high-risk status, the State's grant was placed on a cost-reimbursement basis, which required the State to submit receipts for expenditures to the Department prior to drawing down grant funds. In addition, the State was required to submit documentation prior to obligating funds to ensure funds were spent in alignment with the approved Scope of Work. Finally, the State was required to submit a revised Scope of Work and budget in January 2012 to reflect amendments that were made through December 2011.

After a March 2012 onsite review, the Department determined that the State had improved implementation and removed it from cost reimbursement status but kept Hawaii's grant on high-risk status because of the "...preliminary nature of most of [the] activities and the lack of necessary sustaining conditions for reform," as stated in the Department's May 4, 2012, letter.¹² In February 2013, the Department removed the grant's high-risk status for education reform areas B (Standards and Assessments) and C (Data Systems) based on clear and compelling evidence of substantial progress provided by the State in January 2013 and in subsequent discussions. At that

¹¹ The December 21, 2011 amendment and status update letter is available at <http://www2.ed.gov/programs/racetothetop/amendments/hawaii-4.pdf>.

¹² The May 4, 2012 status update letter is available at <http://www2.ed.gov/programs/racetothetop/amendments/hawaii-update.pdf>.

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time, Hawaii's grant remained on high-risk status for education reform areas A (State Success Factors), D (Great Teachers and Leaders), and E (Turning Around the Lowest-Performing Schools) and competitive preference priority STEM (Emphasis on Science, Technology, Engineering & Mathematics).

In April 2013, the Department conducted a week-long Year 3 onsite program review to analyze Hawaii's progress in implementing its Race to the Top plan. During this review, the Department discussed progress with HIDOE team members, analyzed evidence submitted by the State to substantiate this progress, and interviewed Complex Area and school-level staff about the State's implementation of each of its Race to the Top projects. The State submitted additional evidence throughout spring 2013, further demonstrating its progress in projects across its Race to the Top grant. On July 29, 2013, the Department removed high-risk status for Hawaii's Race to the Top grant in all categories (including education reform areas A, D, E and competitive preference priority STEM) based on evidence provided by the State that demonstrated substantial progress against the commitments, deliverables, and targets in the State's Race to the Top Scope of Work and plan in these education reform areas.

Looking ahead to Year 4

In Year 4, HIDOE plans to continue to focus its reform efforts around its Strategic Plan and six non-negotiable strategies, as well as track progress and differentiate supports based on Complex Areas' self-assessment rubrics. The State committed to providing training and resources to educators and using its CAST resource teachers to support implementation of CCSS-aligned instruction in all grades and subjects in SY 2013-2014. Furthermore, HIDOE intends for educators to continue to be able to access all online applications via the single sign-on developed in Year 3, continue to receive training on formative assessments, access a growing number of formative assessment items, and work with formative assessment CAST resource teachers to analyze assessment data. All schools and Complex Areas are expected to fully implement the EES and CESSA in SY 2013-2014. HIDOE also intends to evaluate and refine the recruitment and placement policies that were available to principals in the ZSI and to publish reports on teacher preparation programs that include student growth data from program completers. Finally, the State plans to roll out its Professional Development Management System (PDMS) for educators to access and utilize throughout SY 2013-2014.

State Success Factors

Building State capacity to support Complex Areas

In Year 3, HIDOE and the Board of Education continued to implement the State's revised Strategic Plan, which is centered on three goals: Goal 1 – student success; Goal 2 – staff success; and Goal 3 – successful systems of support. HIDOE describes its Strategic Plan as being aligned to the Board of Education's committees and creating transparency and accountability between HIDOE and the Board of Education. HIDOE presented the revised Strategic Plan in combination with six non-negotiable strategies identified to achieve the goals of the Strategic Plan at the State's July 2012 Educational Leadership Institute. HIDOE describes the non-negotiable strategies as the way Complex Areas and schools will make progress on the metrics described in each of the following six implementation areas: (1) their Academic and Financial (AcFin) plans (local implementation and spending plans) for implementation of CCSS, (2) Response to Intervention efforts, (3) formative instruction, (4) teacher and principal evaluation systems, (5) induction and mentoring programs, and (6) ARTs. HIDOE

released implementation rubrics associated with each strategy to assist Complex Areas and schools in measuring their progress.¹³

The performance indicators of the Strategic Plan are the basis of the System Scorecard, a dashboard displaying metrics aligned to the State's reform goals.¹⁴ In Year 3, HIDOE revised the System Scorecard to display metrics aligned to the three goals in a more viewer-friendly and streamlined format than the previous version. Since February 2013, HIDOE has provided the Board of Education with System Scorecard updates on a monthly basis, as well as additional clarification and information from the State office on related initiatives and projects. In addition, HIDOE participated as a member of the RSN's Sustainability workgroup to identify strengths and challenges relative to sustaining Race to the Top reforms beyond the grant. Moreover, the State was featured in multiple RSN briefs, such as *Performance Management: Putting Resources in the Right Places* and *Performance Management: Achieving Results through Accountability*, related to how States are reconsidering how they deploy existing resources to achieve targeted outcomes and collecting data to measure success with accountability.¹⁵

¹³ The State's rubrics are based on a four-point scale: one, for establishing; two, for applying; three, for integrating; and, four, for systematizing.

¹⁴ In the State's application and Scope of Work, the State described this as the "Balanced Scorecard." The State reports that this phrasing is proprietary and now uses "System Scorecard" instead.

¹⁵ For more information, see <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html>.

State Success Factors

Support and accountability for Complex Areas

Since summer 2012, the Deputy Superintendent led one-on-one quarterly stocktake meetings with each Complex Area Superintendent to discuss data, follow-up on action items, and hear directly about implementation. In preparation for these meetings, the Deputy Superintendent reviews a data memo analyzing the Complex Area's achievement, attendance, behavior, and course marks (AABC) report and develops questions about trends noted in the school-level data. In SY 2012-2013, all Complex Areas completed the stocktake cycle twice. The State reported that the Complex Areas' self-assessment rubric ratings indicated varying degrees of readiness to implement the State's Race to the Top projects with fidelity and quality and that understanding Complex Area and school needs and adjusting implementation accordingly remains an ongoing challenge. While it is clear that HIDOE collects data on Complex Area- and school-level progress, it is unclear how much this information feeds into State processes for understanding and adjusting project implementation.

HIDOE describes an ART as an entity at the Complex Area and school level that monitors implementation and progress for each of the six non-negotiable strategies. In SY 2012-2013, HIDOE supported all Complex Areas and schools statewide to establish ARTs and began to formalize routines and data gathering processes. Implementation of ARTs had been delayed from the approved timeline in the State's Scope of Work by one year for Complex Area-level ARTs and six months for school-level ARTs. The State describes the charge for ARTs as "planning, doing, checking (monitoring), and taking action (next steps)" for strategic projects and initiatives that are intended to improve student outcomes. Beginning in summer 2012, HIDOE and a vendor began providing training to Complex Area leaders using an ART resource guide that described what an ART is, what it does, how to set one up, and how to establish and maintain ART routines. Throughout fall 2012 and winter 2012, the vendor provided Complex Area-specific training on request, as well as for schools and complexes that HIDOE determined needed additional support.

HIDOE also developed a CAST support structure to increase Complex Area capacity to transition to and implement CCSS, STEM curriculum, formative assessment data teams, Response to Intervention supports, State educator effectiveness systems, and Complex Area-level induction and mentoring programs. Each Complex Area was assigned

a CAST composed of full-time resource teachers for each of the six non-negotiable strategy areas to develop Complex Area-specific delivery plans, work with school and Complex Area staff to build capacity to implement, and meet as a professional learning community on a quarterly basis with the State.¹⁶ While promising, more time is needed to determine the State's progress using the CAST structure to measure implementation progress and identify areas for adjustment and technical assistance.

The State leveraged alignment between its Race to the Top plan and new Strategic Plan to bring greater clarity regarding how Complex Areas and schools use Race to the Top funds. The State revised school AcFin plan templates for SY 2013-2014 to ensure alignment. Principals were required to demonstrate how they will fund their plans to implement the Strategic Plan's goals and the six strategies. In addition, the State developed a detailed federal funds timeline to clarify expectations and reduce burden for schools and Complex Areas. The new timeline allows schools and complexes to complete the work required to receive federal funds prior to finalizing school-level AcFin plans.

School participation

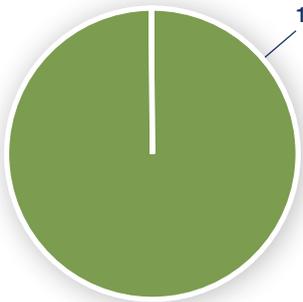
As a unitary SEA/LEA, HIDOE operates 254 schools with 173,435 students. All schools and students in HIDOE-operated public schools are participating in Race to the Top reforms. Hawaii also has 32 charter schools serving 9,593 students that are authorized by the State Public Charter School Commission, and each has a local governing board. Because charter schools are separate from HIDOE in operational and academic oversight for non-federal matters, they are not required to participate in Hawaii's Race to the Top plan. They are, however, part of the statewide LEA and governed by the Board of Education, which has constitutional responsibility for "statewide educational policy." Charter schools, therefore, may opt into HIDOE's Race to the Top projects as involved schools.

According to the State's Year 3 APR data, roughly 96 percent of Hawaii's public school students are in HIDOE-operated schools. Over 51 percent of students in HIDOE-operated schools and Hawaii charter schools live in poverty. Hawaii's immigration history has contributed to a high level of ethnic diversity, and there is no majority population. Approximately 8 percent of Hawaii's students are English learners.

¹⁶ Although not included in the State's six non-negotiable strategies, HIDOE will also provide Complex Areas with a science, technology, engineering and mathematics (STEM) resource teacher as part of the CAST structure.

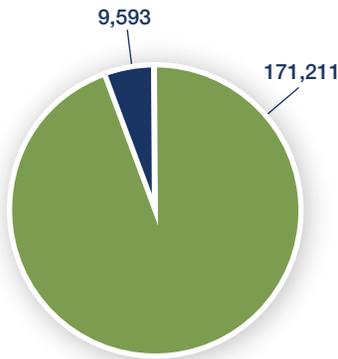
State Success Factors

LEAs participating in Hawaii's Race to the Top plan



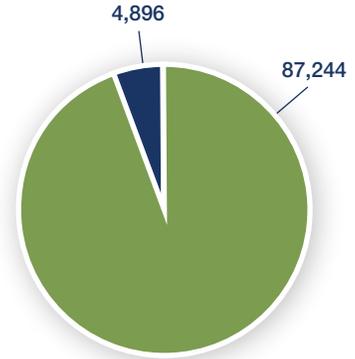
■ Participating LEAs (#)
■ Involved LEAs (#)

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



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

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



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

The number of K-12 students and number of students in poverty statewide are calculated using pre-release data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD). Students in poverty statewide comes from the CCD measure of the number of students eligible for free or reduced price lunch subsidy (commonly used as a proxy for the number of students who are economically disadvantaged in a school) under the U.S. Department of Agriculture's National School Lunch Program. The students in poverty statewide count is an aggregation of school-level counts summed to one State-level count. Statistical procedures were applied systematically by CCD to these data to prevent potential disclosure of information about individual students as well as for data quality assurance; consequently State-level counts may differ from those originally reported by the State. Please note that these data are considered to be preliminary as of August 21, 2013.

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

Stakeholder engagement

Hawaii improved its communication efforts in Year 3 to engage with a variety of stakeholders, including the State Legislature, Board of Education, the philanthropic community, and community-based organizations. HIDOE's Communications and Community Affairs Office articulated a new vision for communicating with external stakeholders through various public-facing communications strategies. These strategies include a new press strategy, HIDOE Facebook and Twitter pages, and integrating messages with other HIDOE offices to improve communications. HIDOE also participated in research for the RSN's Stakeholder Communications and Engagement Community of Practice publication, *Measurable Success, Growing Adoption, Vast Potential: Social Media Use Among State and Local Education Agencies*, highlighting findings from social media use.¹⁷ In addition, HIDOE launched its new community access portal in July 2013. The public-facing portion of the portal makes school and system data available to parents, educators, policymakers, and the community. The internal portion of the portal includes resources, communication tools, and workspaces for HIDOE employees and working groups.

The Communications and Community Affairs Office also continued to assist HIDOE's Office of Strategic Reform (OSR) in framing a deliberate message at bi-monthly HIDOE leadership meetings. These meetings were structured around the Strategic Plan's three goals and rotated through the six non-negotiable strategies. In addition, HIDOE distributed a monthly newsletter via email to 1,000 subscribers and established a new e-blasting system in February 2013 to improve the State's ability to communicate with all HIDOE employees.

Continuous improvement

Within HIDOE, Strategic Planning Oversight Committees (SPOC) meetings continued to serve as a primary way to monitor progress and implementation. Approximately every five weeks, the project sponsor and project managers for each education reform area present the status of each project to SPOC, including expenditure information. SPOC addresses programmatic and budget issues, including the possible need for amendment requests. In order to focus on quality of implementation

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

State Success Factors

and adherence to project timelines, the State refined SPOC meetings and materials to improve decision-making processes and identify and resolve issues in a timely manner. The revised report prepared in advance of each SPOC meeting includes a status update tied to the quality of implementation.

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

HIDOE's OSR also hired a Harvard Strategic Data Fellow to increase the State's capacity to gather, analyze, and use data to determine progress metrics, build data into oversight routines, and inform policy decision-making. In addition, under the direction of the Assistant Superintendent for the Office of Fiscal Services, HIDOE enhanced management and monitoring of its Race to the Top budget. The State examined its spending in Year 2 and at the beginning of Year 3 to identify projects that were not spending funds as expected and to understand the reason for low expenditures. The Chief Financial Officer assisted in making Race to the Top-related procurement a priority to ensure timely execution of contracts and mitigate any additional delays.

The State's external evaluator provided the "First Evaluation Report" in September 2012. HIDOE used the report to frame necessary adjustments to implementation and document next steps. In March 2013, the vendor also issued a SY 2012-2013 interim memo based on interviews with all Complex Area Superintendents and 31 State administrators, principals, teachers, and students at 12 schools. This interim memo reported the following observations: communication from the State had greatly improved; Complex Area Superintendents had a clear vision for expectations and the six non-negotiable strategies that the State is focused on implementing; teachers continued to request additional CCSS-related professional development that directly supports their ability to change instructional practice in the classroom; implementation of formative assessments and data teams was widespread among the schools visited; and, generally, teachers understood the components of the educator evaluation system but did not view it as a "system." The State expects to receive the second report from its evaluator in October 2014.

Successes, challenges, and lessons learned

The State accelerated its implementation of key oversight and progress monitoring routines with Complex Areas and schools in Year 3. The State clarified its vision for success with a revised Strategic Plan, established performance measures, and identified the six non-

Student achievement data

Results from the 2013 NAEP assessments illustrated growth in Hawaii's mathematics and reading results. When compared to 2009 NAEP, the State's 2013 results indicated an eight point increase in average scores in mathematics for grades four and eight, a four point increase in the average score for reading in grade four, and a five point increase in the average score for reading in grade eight.¹⁸

negotiable strategies as key drivers within the System Scorecard. HIDOE's clarity of expectations and the availability of targeted supports to implement ARTs helped build Complex Area and school level capacity to implement and monitor each initiative. Complex Areas implemented the six non-negotiable strategies in SY 2012-2013, gathered data to track progress and make adjustments, and received CAST supports from the State. The Department looks forward to learning more about how successfully HIDOE's CAST structure can measure implementation progress and identify areas for adjustment and technical assistance.

HIDOE improved its structures for managing Race to the Top projects. Within HIDOE, SPOC reports distributed every five weeks continue to provide valuable information about project implementation milestones and challenges, and SPOC meetings have evolved into an opportunity to hold project teams accountable for the progress of projects. In addition, the State oversaw implementation of Race to the Top projects and provided differentiated supports through quarterly stocktake meetings with the Deputy Superintendent and implementation rubrics indicating Complex Areas' self-assessment on progress for each of the six non-negotiable strategies. The aligned structure between the Strategic Plan, AcFin plans (which include school-level metrics from the System Scorecard), and the ARTs allows educators to see a clear connection between student achievement data and the six non-negotiable strategies.

HIDOE also enhanced its communication routines and strategies throughout Year 3. The bi-monthly Complex Area Superintendent and HIDOE leadership team meetings have improved communication through continued dialogue on implementation of all Race to the Top and Strategic Plan initiatives. In addition, HIDOE's Office of Communication and Community Affairs has taken a larger role in communicating HIDOE's success and progress to the public and in providing assistance within HIDOE to streamline and message project-related meetings and expectations. The Department encourages the State to closely monitor this portal and the internal HIDOE site, as these will provide a crucial avenue through which to communicate a variety of education-related data and information.

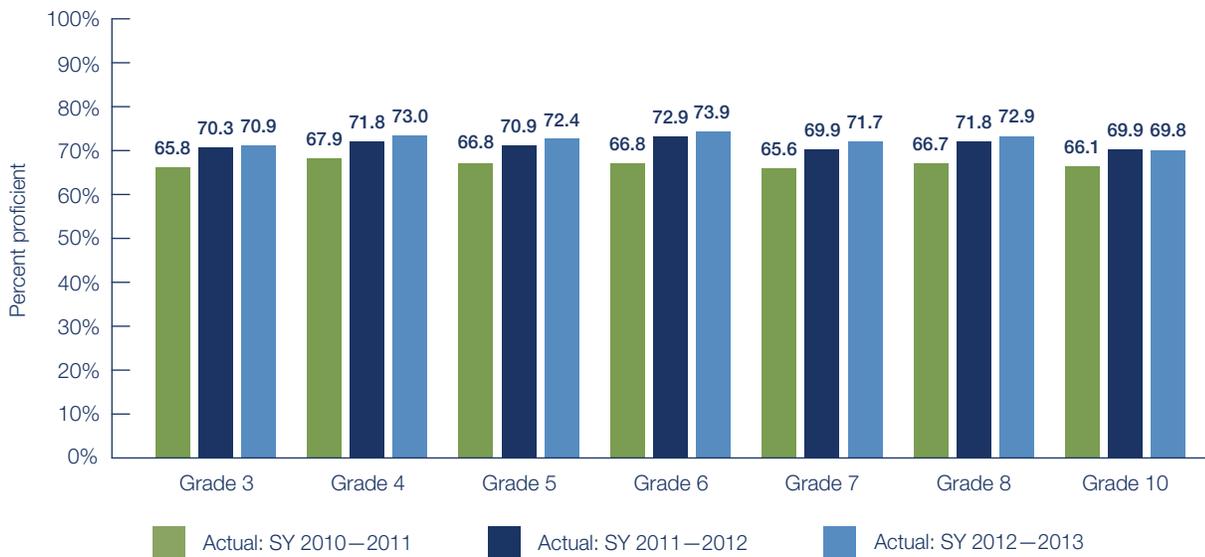
¹⁸ For more information on 2013 National Assessment of Educational Progress (NAEP) results, see http://nationsreportcard.gov/reading_math_2013/#/state-gains.

State Success Factors

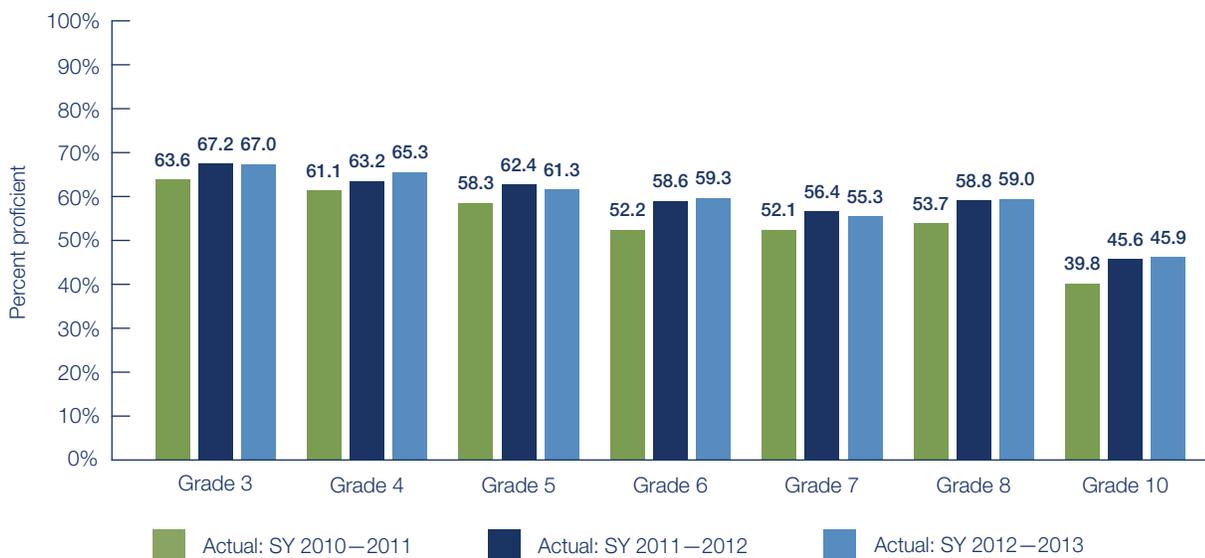
Student outcomes data

The SY 2012-2013 HSA assessment data illustrate Hawaii's ELA results for all grades increased over the past two years. Hawaii's mathematics results increased from SY 2010-2011 to SY 2011-2012, then remained approximately the same (with slight increases in some grades and decreases in others) in SY 2012-2013.

Student proficiency on Hawaii's ELA assessment



Student proficiency on Hawaii's mathematics assessment



Preliminary SY 2012-2013 data reported as of: October 24, 2013.

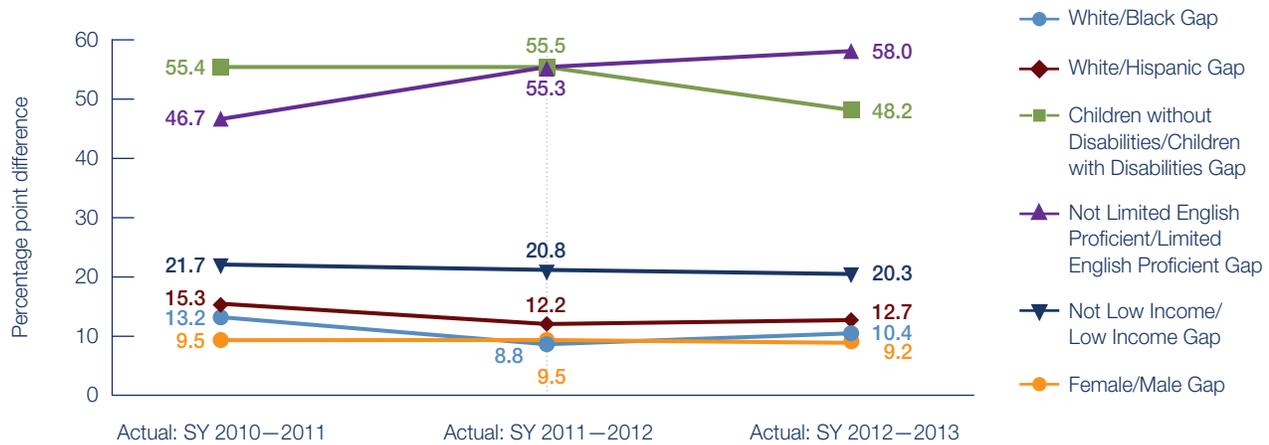
NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

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

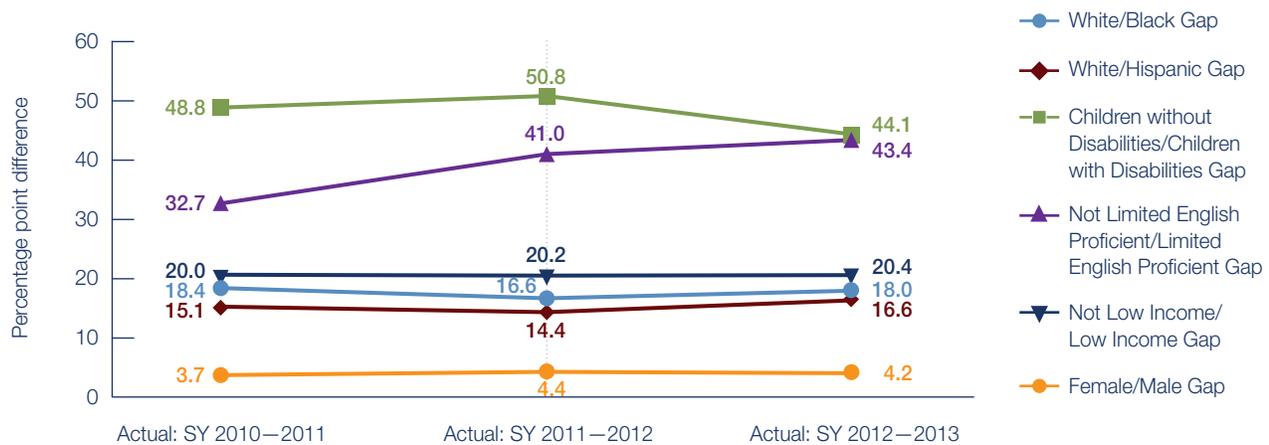
State Success Factors

Between SY 2010-2011 and SY 2011-2012, Hawaii's achievement gap for students with limited English proficiency and those without limited English proficiency on the ELA and mathematics assessments increased, while other achievement gap trends were mixed. In SY 2012-2013, the achievement gap between children with disabilities and children without disabilities decreased on Hawaii's ELA and mathematics assessment when compared to SY 2011-2012; other sub-group gaps remained the same or slightly increased.

Achievement gap on Hawaii's ELA assessment



Achievement gap on Hawaii's mathematics assessment



Preliminary SY 2012-2013 data reported as of: October 24, 2013.

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

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

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

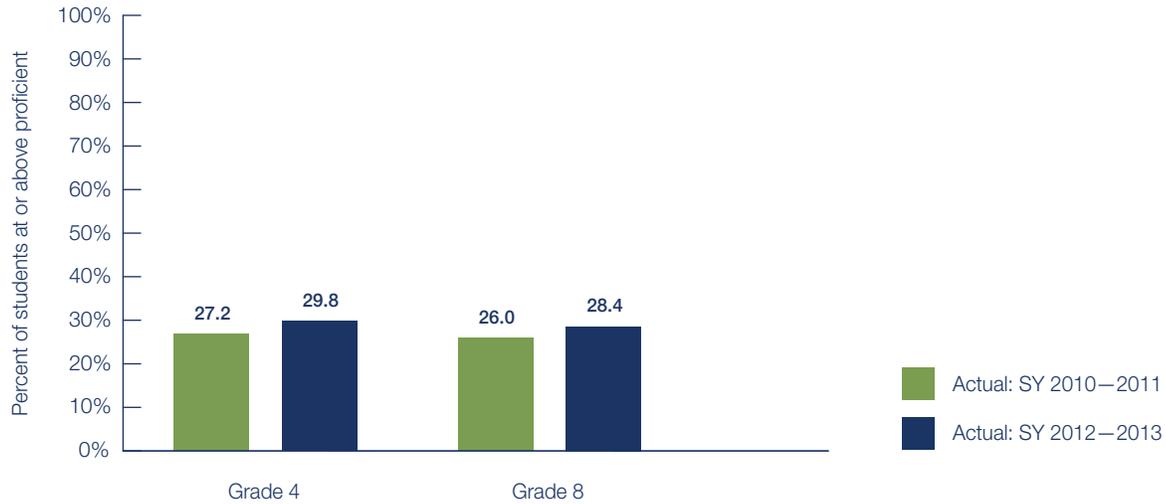
NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

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

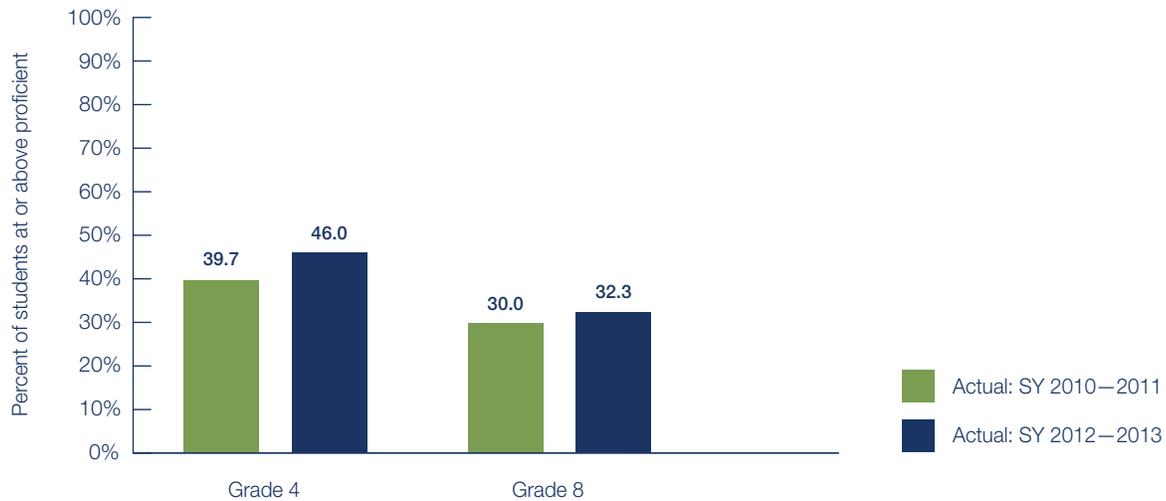
State Success Factors

Results from the 2013 NAEP assessments illustrated growth in mathematics and reading in Hawaii. The percentage of Hawaii's grade four students who were at or above Proficient in mathematics in 2013 was also significantly higher ($p > .05$) than in 2011.

Student proficiency, NAEP reading



Student proficiency, NAEP mathematics



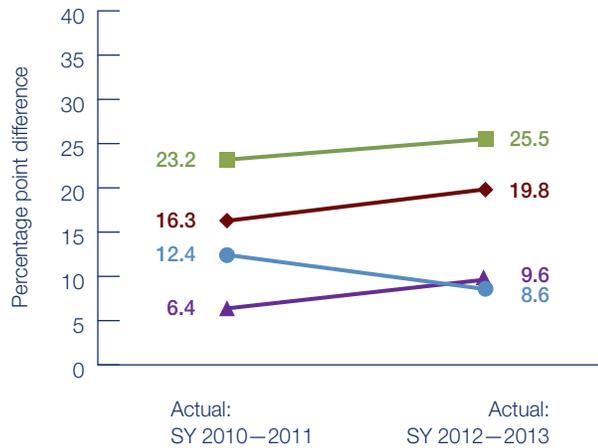
NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Hawaii's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

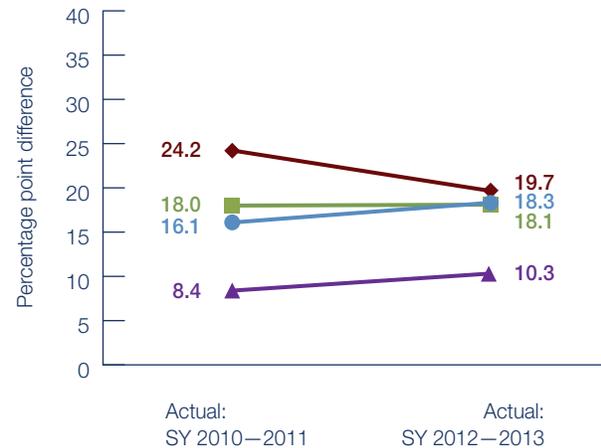
State Success Factors

Between SY 2010-2011 and SY 2012-2013, the achievement gap between white and black students on Hawaii's grade four NAEP reading assessment decreased, but increased for all other sub-groups. Results for closing achievement gaps on Hawaii's grade eight NAEP reading assessment between SY 2010-2011 and SY 2012-2013 were also mixed, with a decrease in the gap between white and Hispanic students and an increase in the gap between white and black students. Results for closing achievement gaps on Hawaii's NAEP mathematics assessment in grades four and eight were mixed between SY 2010-2011 and SY 2012-2013. Interestingly, the achievement gap between Hawaii's white and black students on the NAEP mathematics assessment increased in grade four, but the same gap decreased in grade eight.

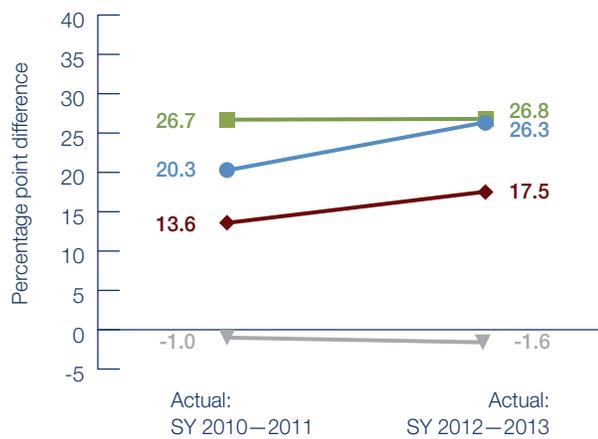
Grade 4 achievement gap on NAEP reading



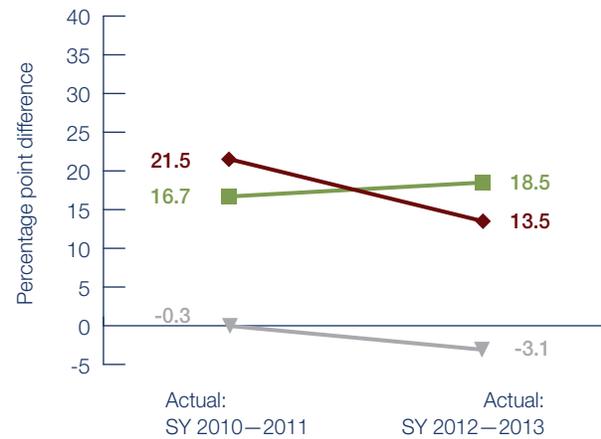
Grade 8 achievement gap on NAEP reading



Grade 4 achievement gap on NAEP mathematics



Grade 8 achievement gap on NAEP mathematics



- White/Black Gap
- ▲ Female/Male Gap
- Not National School Lunch Program Eligible/National School Lunch Program Eligible
- ◆ White/Hispanic Gap
- ▼ Male/Female Gap

NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. Hawaii's NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two sub-groups on the NAEP reading and NAEP mathematics.

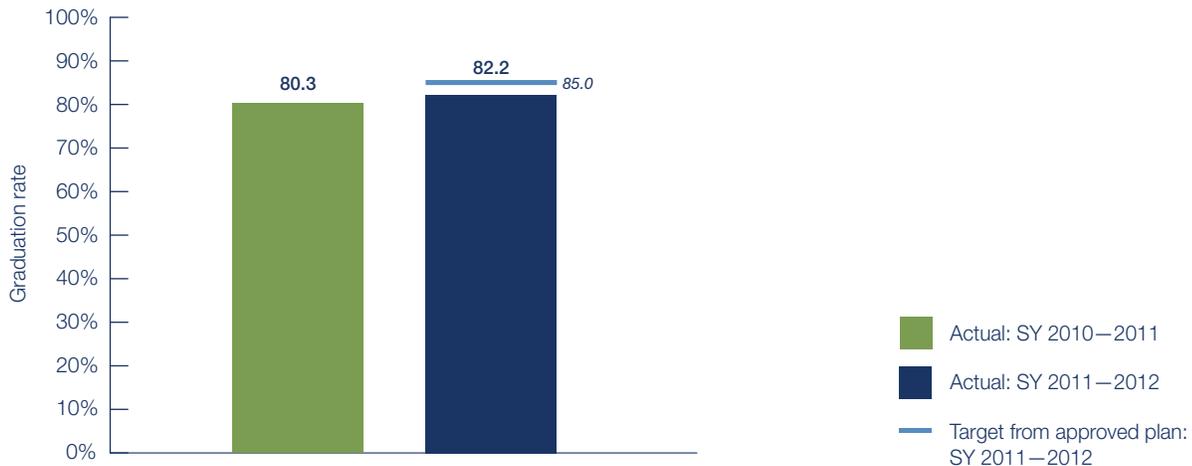
Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

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

State Success Factors

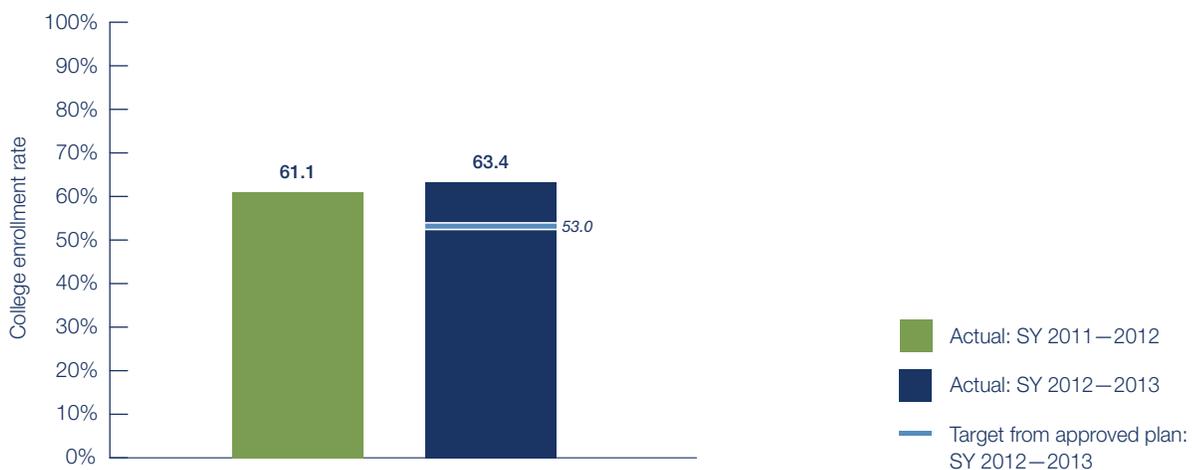
Hawaii's high school graduation and college enrollment rates increased from SY 2010-2011 to SY 2011-2012. The State fell short of its SY 2012-2013 high school graduation rate target, but exceeded its SY 2012-2013 college enrollment target by over 10 percent.

High school graduation rate



Preliminary SY 2011-2012 data reported as of: August 13, 2013.
For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

College enrollment rate



Preliminary SY 2012-2013 data reported as of: December 2, 2013.
For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.
The Department provided guidance to States regarding the reporting period for college enrollment. For SY 2012-2013 data, States report on the students who graduated from high school in SY 2010-2011 and enrolled in an institution of higher education (IHE).

Standards and Assessments

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

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

Hawaii is a governing member of the Smarter Balanced Assessment Consortium (Smarter Balanced) and reported strong collaboration across States in the consortium and a commitment to resolving issues in a way that satisfies all governing States. In preparation for administering Smarter Balanced assessments in SY 2014-2015, the State piloted the consortium's assessment items in spring 2013 with over 1,000 students.

In June 2010, Hawaii's Board of Education voted unanimously to adopt the CCSS, and during SY 2012-2013, Hawaii teachers in all grades began implementation of these standards for all students. To support this transition, HIDOE trained principals on the Tools for Schools Protocols to be used to give all educators a common CCSS foundation. In turn, principals or their designees provided professional development sessions to all teachers on these protocols. In an effort to gather data about school-level implementation, HIDOE designed implementation rubrics for Complex Area Superintendents and principals as well as surveys and professional development evaluation tools for educators.

As part of the State's comprehensive assessment system, HIDOE secured a contract to administer end-of-course (EOC) examinations in Algebra I, Algebra II, Expository Writing, and U.S. History. The State also developed a Biology EOC to use for federal accountability purposes.¹⁹ HIDOE developed the State- and vendor-developed assessments for all four EOCs and offered these tests in spring 2013 to the 47,546 students enrolled in these courses. Based on feedback from educators, HIDOE determined that educators did not always understand the purpose of these exams. The State plans to rely on curriculum support specialists at each Complex Area to build principals' and teachers' understanding of the EOCs. The State also secured a contract to redesign the Hawaii State Assessment as a CCSS bridge assessment to be administered in SY 2013-2014. The bridge assessment will test the content and skills found in both the CCSS and Hawaii Content Performance Standards (HCPS III) to assist with transitioning to new standards and assessments.

Based on the new high school diploma requirements unanimously approved by the Board of Education in September 2011, the State started implementing the CCR diploma in SY 2012-2013 for the graduating class of 2016 two years ahead of the State's approved timeline. HIDOE created a brochure describing the course and credit

requirements for the CCR diploma and outlined the proficiency-based equivalents students can take to earn required credits. In SY 2012-2013, the State hosted discussions with principals, counselors, and registrars on how to implement the new requirements. In addition to implementing the diploma, HIDOE tracked course utilization data to ensure the new diploma requirements were offered at each school and assess how many students were enrolled in those courses. The State began to use this data to identify gaps in course offerings and identify alternate delivery methods, such as distance learning opportunities, for schools unable to offer the courses. HIDOE reported that all its high schools offered sufficient science credits for students to meet CCR diploma's increased expectations for SY 2012-2013 and SY 2013-2014. However, HIDOE also identified \$39 million worth of State-funded renovations needed to enhance the quality of school science labs and reported these upgrades would not be complete until SY 2014-2015.

The State encouraged students graduating before 2016 (and therefore before the CCR diploma is available) to work toward the Hawaii Board of Education's recognition diploma. Approved by the Hawaii Board of Education in 2008, the recognition diploma is a voluntary diploma that was designed to signify that these graduates have taken the necessary courses, met content learning standards and mastered college and career ready skills. HIDOE reported in the SY 2012-2013 APR that only 15.4 percent of students graduating in SY 2012-2013 received a recognition diploma, far short of its goal of 50 percent.

Dissemination of resources and professional development

HIDOE makes CCSS-aligned resources available to educators primarily through its Standards Toolkit website and provides various opportunities for professional development. CCSS-aligned ELA and mathematics resource documents, including implementation protocols, crosswalks, curriculum frameworks, webinars, and sample performance tasks, were available for educators in SY 2012-2013. The Standards Toolkit website also includes a variety of K-12 resources, such as links to websites with additional resources (including curriculum frameworks and assessment items from other States) and Edmodo, Hawaii's online collaborative workspace for educators to share curricula resources. Based on feedback from educators that additional information on CCSS was needed, HIDOE created six elementary and five secondary "CCR protocols" to establish a shared understanding of, supplementing previous CCSS training. HIDOE collected feedback on the quality of these resources

¹⁹ As described in the December 7, 2012 amendment letter, the funding for the development of the Biology end-of-course (EOC) was removed from the Race to the Top budget after the State decided to use the Biology EOC assessment for accountability purposes under the Elementary and Secondary Education Act. The four EOC examinations included in the Race to the Top budget – Algebra I, Algebra II, Expository Writing, and U.S. History – will not be used for accountability purposes under the Elementary and Secondary Education Act.

Standards and Assessments

through user surveys, educator emails, and content panels. The State also partnered with a vendor to provide training on CCSS to over 2,000 participants from Complex Areas and schools. As described previously, the State began implementing a CAST structure in summer 2013 that includes one State lead supporting 15 CCSS CAST resource teachers, one for each Complex Area, to support CCSS implementation, integrate content and technology, identify needed resources, and support implementation of assessments (formative assessments or those developed by Smarter Balanced). This personalized support for Year 4 is promising, given that the extent to which the State provided differentiated CCSS supports for Complex Areas and schools in SY 2012-2013 appeared limited.

In January 2013, the State brought together content panels of educators to conduct two rounds of vetting ELA and mathematics curriculum for elementary, middle, and secondary school grade bands. In the end, content panels were not able to identify a CCSS-aligned mathematics curriculum of sufficient quality to recommend for statewide adoption. As a result, the State moved forward with adoption of ELA materials in 2013-2014 and developed an alternate plan to get mathematics educators the resources they need to fully implement CCSS in SY 2013-2014. Rather than re-review elementary, middle, and secondary school mathematics resources immediately following the initial two rounds, the State chose to leverage open educational resources through the Open Education Resource Commons (<http://www.oercommons.org/>) and resources developed by Student Achievement Partners and other States. HIDOE plans to conduct a third round of mathematics materials review during SY 2013-2014. In addition, the State plans to build in an expectation with the curriculum provider, once identified, for training and professional development for educators. Although HIDOE has a plan for how to proceed, it is too early to tell the success of the curriculum review in finding high-quality materials and quality of the training and professional development the selected vendor will be able to provide.

Successes, challenges, and lessons learned

During Year 3, Hawaii continued to provide training and resources to educators statewide as they transitioned to CCSS. Complex Area Superintendents, principals, and teachers reported having a clear understanding of expectations for implementation of CCSS in SY 2013-2014. In addition, the State collected data on progress and local readiness to transition via Complex Area Superintendent and principal implementation rubrics, as well as educator surveys and professional development evaluations. HIDOE developed and implemented EOC examinations in all four identified subject areas and piloted Smarter Balanced assessment items with over 1,000 students in spring 2013. The State began implementation of the CCR diploma two years ahead of its approved timeline. Further, HIDOE created resources and hosted discussions to clearly communicate requirements of the new diploma, as well as tracked course utilization data.

HIDOE's panels of educators reviewed common instructional materials for elementary, middle, and secondary grade bands for ELA and mathematics twice but were able to recommend adoption only of an ELA curriculum in SY 2013-2014. Given that the State's content panels did not identify rigorous CCSS-aligned mathematics instructional and curriculum resources, HIDOE had to create alternative plans for ensuring to support full implementation of CCSS statewide in SY 2013-2014. Currently, the State has elected to leverage open educational resources through the Open Education Resource Commons (<http://www.oercommons.org/>) and resources developed by Student Achievement Partners and other States. The State will continue to vet curriculum materials in search of a CCSS-aligned statewide mathematics curriculum and will need to manage another transition for educators to adjust to the new mathematics curriculum once identified. The Department looks forward to learning more about how the State provides differentiated supports for CCSS implementation, as well as progress implementing EOC assessments and the CCR diploma.

Data Systems to Support Instruction

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

Fully implementing a statewide longitudinal data system

Hawaii's LDS was available to all principals and teachers throughout SY 2012-2013. According to the State, the LDS provided information in accordance with the State's data privacy policies and the federal Family Educational Rights and Privacy Act (FERPA) regulations related to student achievement, assessment, enrollment, and attendance metrics. The State designed the system to incorporate data from the Comprehensive Student Support System, the Student Information System, School Quality Surveys, and the Human Resources system. The State is working to use LDS data to inform professional development, training, and outreach. HIDOE provided LDS navigational training to principals, vice principals, and teacher preparation program candidates, worked with data coaches to facilitate two-way communication between LDS staff and users, and provided data quality and data governance trainings to central office staff.

HIDOE staff tracked the number of users accessing the LDS system and reported that usage (determined by user logins and page views) almost doubled between the first semester of SY 2011-2012 (43,293 views) and the first semester of SY 2012-2013 (81,804 views).²⁰ As of January 1, 2013, the only school without LDS usage data was Niihau, a K-12 school on Niihau Island, which does not allow the use of computers.²¹ Data reflected that most principals used the LDS in SY 2011-2012. However, most teachers did not. HIDOE responded by adding teacher-focused reports to the system in SY 2012-2013. These reports included a multi-measure student readiness and screening report, a classroom data dashboard, and school-level reports to accommodate the newly revised AcFin plan templates. The State also released an updated version of the system in spring 2013 with enhanced functionality for teachers, including the ability to access current and historical student data and opportunities to view data to inform instructional differentiation. In addition, the State established a cross-functional committee, bringing together key HIDOE staff to address LDS functionality, open issues, pending decisions, and the specifics of metric calculations for dashboards and reports, when appropriate.

Hawaii continued to update HIPASS, an interim pre-kindergarten through college (P-20) LDS that will operate for three to four years. Hawaii's P-20 Partnerships for Education (Hawaii P-20) and HIDOE

College trends

Using early data, the State determined that 50 percent of its K-12 students go to college, and 75 percent of those students going to college attend the University of Hawaii.

LDS staff are developing and implementing four cross-agency student, workforce, and teacher outcome reports to build demand for inter-agency longitudinal data. In addition, these offices are collaborating to develop and implement a fund to support seed funding for P-20 research priorities, including the identification, collection, and integration of additional data types and sources (such as employment and early childhood data) into the P-20 data exchange.

Accessing and using State data

To prepare schools to access the new data systems, Hawaii continued to upgrade the technological infrastructure across the State. In Year 3, the State, alongside its vendor, conducted site surveys, scheduled and funded remediation work, and coordinated the fiber optic network installations for all University of Hawaii campuses, public libraries, and HIDOE schools. The State completed installations at all of the schools in the ZSI as of August 2012. HIDOE also continued statewide Wide Area Network (WAN) upgrades to increase the amount of web bandwidth available at each school site, intentionally upgrading high schools first to get the greatest immediate impact, as elementary and middle schools in Hawaii access the internet through their high schools' systems. The State reports it remains on track to complete the network upgrades for all schools by June 2014.

Hawaii, with support from its vendor, created and deployed a single sign-on system in Year 3. HIDOE personnel will be able to use the single sign-on system as one entry point to the State's online systems, including time and attendance, the State professional development portal, email, and the student information system. As of spring 2013, all applications are available via the single sign-on portal, and landing pages of individual systems redirect users to the single sign-on site.

²⁰ While the State was encouraged by increased usage, it recognizes that these data are not a perfect indicator of use as users may be more efficient in accessing data from the system in the future or may pull data to analyze and discuss it outside the system (with a cohort of educators, for example) and, thus, a reduction in user logins or page views may not reflect reduced use.

²¹ The island of Niihau has been privately owned since 1864 and has been closed to most visitors since 1910 in an effort to preserve the traditional Native Hawaiian culture and traditions for its residents (approximate population of 130). The island has no telephone service, no paved roads or cars, and no power lines. Solar power is the only source of electricity and computers are not allowed.

Data Systems to Support Instruction

Using data to improve instruction

In Year 3, HIDOE continued to improve and implement the bank of formative assessment items through its DSI system to enable teachers to develop their own assessments, score student responses, and store the results securely on the central server. In SY 2012-2013, the State connected the DSI to the Student Information System, allowing data to refresh daily and give educators access to timely enrollment and student information. In addition, the State continued to increase the number and types of CCSS-aligned items and assessment development features in the DSI system based on feedback from educators, administrators, resource teachers, and data coaches. HIDOE reported using multiple data points to determine quality and usefulness of DSI items, including reviews by and feedback from content specialists (educators serving on the State's ELA and/or mathematics content panels) and data coaches. The State also utilized statewide data coaches to provide training for educators and school leaders on the DSI and formative assessments. HIDOE reported that the number of assessments created in this system steadily increased throughout SY 2012-2013. Some educators remain reluctant to use the State's system, possibly because of early network and technology issues, and/or have chosen to use their own formative assessment systems. Due to the discontinuation of the DSI system by its vendor after SY 2013-2014, HIDOE is in the process of transferring the formative assessment item bank to a different platform. The State plans to offer access to formative assessment items in the new system as early as November 2013 and support educators to transition over to this system throughout SY 2013-2014. Starting in fall 2014, the new system will be the only formative assessment item bank platform available to educators.

HIDOE further promoted data-informed instruction by providing 16 State data coaches intensive training on assessment literacy, data team processes, data analysis, effective teaching, and using technology as a tool for professional development. At the State-level, data coaches develop resources and tools such as webinars, modules, and videos for how to analyze and use data to drive instruction. At the Complex Area-level, data coaches are assigned a geographic area and work with the Complex Area Superintendent, school renewal specialists, and lead resource teachers of nearby complexes to provide specific resources and training. Finally, data coaches support educators at the school level, meeting with curriculum leads and principals to determine specific school data needs. Several veteran teachers provided positive anecdotal feedback to the Department about these supports, saying that data teams and support from data coaches were among the best services that they have received in their career.

In Year 3, the State also developed rubrics to identify the status of schools' implementation efforts related to collecting, analyzing, and using data. Complex- and school-level data teams completed data readiness self-assessments to inform data coaches of implementation. These assessments allowed the data coach to help schools normalize ratings and support improvements. At the State-level, these rubrics were used to identify trends of progress over time.

The Hawaii Partnership for Educational Research Consortium (HPERC) held its third annual research symposium in Year 3 to collaborate with stakeholders on research to improve instruction and student outcomes. Over 100 individuals, including graduate students, researchers and evaluators, program managers, practitioners, and policymakers from various organizations participated. HPERC's advisory committee members established protocols for reviewing and recommending research applications. HIDOE reports that HPERC received approximately 300 data requests and research applications (combined) during SY 2012-2013. Based on a survey of stakeholders at each Complex Area, HIDOE identified a list of priority research topics and committed to periodically revisiting this list based on input from educators, researchers, and HPERC.

Successes, challenges, and lessons learned

HIDOE met deadlines in a timely manner for the LDS project and is shifting its attention towards creating cross-sector data reports. The State solicited feedback to inform revisions to the LDS and increase usage of the system by classroom teachers. HIDOE also completed network upgrades for all schools and launched a single sign-on portal for all applications.

HIDOE reports that implementation of the HPERC project is progressing. The State received positive feedback from the 2012 HPERC Research Symposium and clarified its research agenda by publicizing a list of priority research topics. Although the HPERC project is now on track with the amended Scope of Work, the project experienced significant delays in Year 1, resulting in many missed milestones and timelines extending into Years 2 through 4. The Department recognizes that the State has made significant progress in this project over the past year and a half but continues to note a lingering concern about the initial delays and revised timeline.

In Year 3, the State's data coaches supported all Complex Areas to implement the data team process and improve data usage to inform instruction. HIDOE enhanced the technology and data tools of its DSI in response to feedback from users and will continue to add more items to the data bank and resolve technical issues as they arise. Despite these accomplishments, educators may remain reluctant to use the State system based on early network and technology issues that hindered access to the DSI. Since HIDOE set the expectation for schools to use a formative assessment system but did not mandate a specific system, some schools chose to use their own formative assessment systems instead of the statewide DSI. Further, due to the discontinuation of the DSI system by its vendor and the State's plan to transition to Blackboard, HIDOE is developing a communications and implementation plan for this transition. As a result of this change, it will be essential that HIDOE continue to inform and support educators in order to maintain and increase teacher usage and impact in the classroom.

Great Teachers and Leaders

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

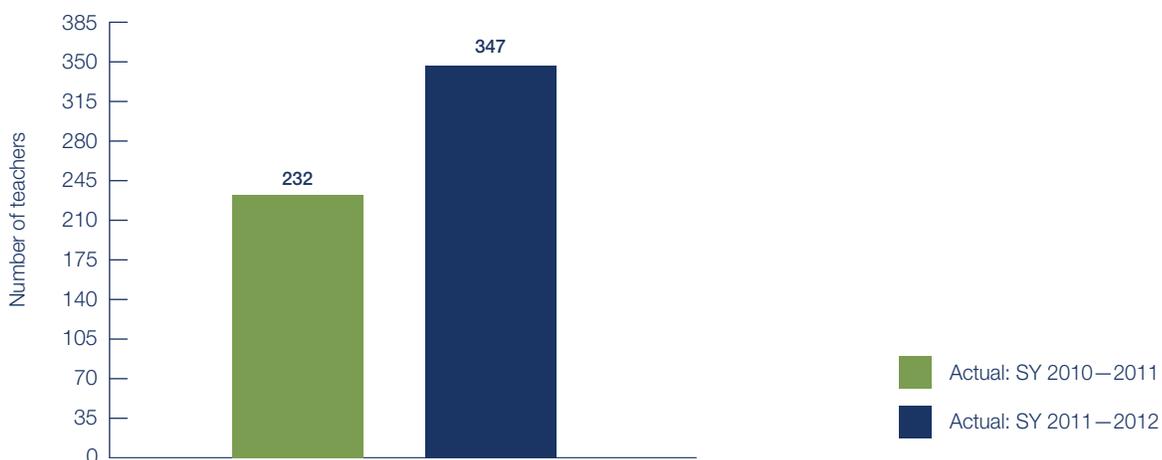
Providing high-quality pathways for aspiring teachers and principals

In Year 3, Hawaii made progress implementing its teacher and administrator alternative certification programs.²² HIDOE executed contracts with two vendors to implement alternative certification programs for teachers that prioritize mid-career changers and recent college graduates. One provider also trains special education teachers, an area of high need in Hawaii. The State reports that the two contracts enrolled a total of 224 candidates in alternative certification programs for teachers by SY 2013-2014, exceeding the State's goal of 132 candidates.

In addition, HIDOE continued to support the six candidates selected for the first cohort of its Alternative Certification for School Administrator program, a non-traditional pathway established in

Year 2 to provide early stage educators and mid-career changers the ability to earn certification as a school administrator while employed by HIDOE. In spring 2013, HIDOE placed all cohort 1 candidates in residency positions and reported that, based on analysis of data from multiple sources (*e.g.*, mentor contact logs, coursework, and final grades), all were performing satisfactorily and were well-received by their school communities. Despite enhanced recruitment efforts in fall 2012, the State was not able to get as many qualified candidates with change management experience for the spring 2013 second cohort of the program as it would have liked. HIDOE plans to collaborate with the Charter School Office to include two charter school applicants in the second cohort of the program but will not provide these charter school applicants with certification of recognition from HIDOE upon completion. Due to fewer qualified candidates than expected, the State will enroll a total of 12 candidates in the program by SY 2013-2014, short of its goal of 24.

Teachers completing alternative certifications



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

²² As described in the December 21, 2011, amendment approval letter, the State received approval to delay implementation by one year and reduce the targeted number of candidates for its teacher and administrator alternative certification projects. For more detail, see the amendment approval letter at <http://www2.ed.gov/programs/racetothetop/amendments/hawaii-4.pdf>.

Great Teachers and Leaders

Improving teacher and principal effectiveness based on performance

Evaluation system pilot

Throughout SY 2012-2013, Hawaii conducted a second pilot year of components of EES in 81 schools across the State, exceeding its goal of 40 schools participating. All teachers in each school in the pilot conducted two observation cycles and received Tripod student survey data and student growth model data.²³ Select schools also piloted SLOs (see below for more detail on this pilot). Educators at piloting schools did not receive a final rating since the State had not finalized how to weigh each of the components to arrive at a composite rating. Due to the fact that educators did not receive weighted composite ratings during the two years of piloting EES implementation, the State did not implement a phased-in weight for the student learning results component of the EES as described in its original plan (pursuant to which measures of student learning would count for 35 percent of an educator's evaluation rating in SY 2011-2012, 40 percent in SY 2012-2013, and 50 percent in SY 2013-2014). According to the State's current plan, 50 percent of an educator's evaluation rating will be based on student learning measures starting in SY 2013-2014.

HIDOE held a variety of training sessions on each component of the pilot and provided supports to schools and educators as necessary. By April 2013, the State reported that it trained all 3,000 teachers and administrators in pilot schools on the Charlotte Danielson observation framework. In addition, principals involved in the second pilot year received training for and certification as a Danielson observer. For educators not included in the second year pilot, the State offered a five-day training in spring 2013.

HIDOE, with support from its vendor, continued to develop all parts of its Professional Development Experiences that Educate and Empower (PDE3) data system that will be used to support various aspects of the EES. The Hawaii Business Roundtable donated nearly 200 iPads to principals to log formal and informal observations in this system during the SY 2012-2013 pilot year. In preparation for statewide implementation of EES in SY 2013-2014, the State expanded PDE3 to include an evaluation engine that will assemble an educators' and principals' composite rating and a professional growth engine to tag training options for educators based on their evaluation rating and feedback.

In fall 2012 and spring 2013, HIDOE administered the Tripod student survey at all second year pilot schools and released the survey data to teachers and principals. Pilot schools used classroom roster verification software to confirm their rosters for both the Tripod and

release of student growth percentile data. For SY 2013-2014, the State deployed a student growth data visualization tool both internally and externally to provide a dynamic and detailed view of student growth.

During SY 2012-2013, teachers and principals of 22 schools across seven complexes participated in facilitated sessions to develop, pilot, and refine SLOs in each grade band for ELA, mathematics, science, and social studies. HIDOE received all locally-developed SLOs for review and identified trends to respond to and include in guidance for all educators in SY 2013-2014. Based on this review, the HIDOE SLO team developed guidance on effective pre-assessment methods, supporting capacity development at the school level to ensure the quality and rigor of SLOs, and identifying strategies to successfully implement SLOs. In addition, the State received conditional approval to revise its approach to calculating educators' student growth component. Starting in SY 2013-2014, a portion of the student growth component for all educators will be determined using SLO data.²⁴ Throughout Year 3, Hawaii also participated as a member of RSN's SLO workgroup, collaborating with other Race to the Top States to identify strategies for successful educator engagement, monitoring, assessment development, and procurement of SLO resources.

Stakeholder outreach

Leveraging the structures established in 2012, HIDOE and education stakeholders continued to refine the EES. The State's Great Teachers and Leaders Task Force, made up of representatives from the business, philanthropy, labor, and education sectors, advised the State Superintendent on strategic personnel management approaches. The Complex Area Superintendent Roundtable provided an opportunity for leaders at the Complex Area level to advise on the evaluation system, particularly by recommending supports for schools and assessing schools' readiness to implement. The State's Teacher Leader Work Group, composed of educators and HSTA representatives, provided input on the overall model and suggested improvements, as well as ways to avoid implementation challenges. Teams of school leaders and HIDOE staff engaged in monthly capacity-builder sessions to identify supports needed for EES implementation. Finally, the Deputy Superintendent hosted 21 Teacher Forums throughout the State to gather additional educator input.

Statewide implementation of EES

On April 27, 2013, Hawaii teachers voted to ratify the tentative four-year agreement between HIDOE and HSTA, which included many Race to the Top commitments, such as a revised evaluation system, incentives for achieving tenure, and effectiveness ratings tied to all

²³ The Tripod survey was developed as part of the Tripod Project to use student and teacher survey data to study conditions in schools and classrooms. For more information, see <http://tripodproject.org/>.

²⁴ As described in the June 26, 2013, amendment approval letter, the changes to the State's educator evaluation system (EES) were approved conditioned upon the State submitting updated SY 2013-2014 and SY 2014-2015 targets for its performance measures related to sections (D)(2) and (D)(3) of its approved application. For more detail, see the amendment approval letter at <http://www2.ed.gov/programs/racetothetop/amendments/hawaii-13.pdf>.

Great Teachers and Leaders

salary increases. This agreement was a significant milestone for the State and HSTA. The State plans to use the new evaluation system to determine each teacher's rating of record beginning in SY 2013-2014. Beginning in SY 2014-2015, this rating will be used to inform decisions related to retention, performance-based step increases, and termination.

The State's Teacher Leader Work Group examined each component of the EES to propose policy recommendations to a joint committee of HSTA and HIDOE staff (HSTA-HIDOE Joint Committee). The workgroup gathered feedback from multiple stakeholders, who were organized into subcommittees around the different components. Design decisions were proposed by the HSTA-HIDOE Joint Committee to the State Superintendent, finalized, and announced statewide in July 2013. HIDOE plans to collect and analyze data on the training and implementation of each component using a similar structure throughout SY 2013-2014.

School administrator evaluation system

The State developed and reported that it rolled out CESSA in SY 2012-2013 to all tenured and new principals, a year delayed from the State's approved timeline to pilot the principal evaluation system by the end of SY 2011-2012. HGEA, HIDOE, and a group of principals collaborated to create CESSA with an evaluation rating based 50 percent on student educational outcomes and 50 percent on principal leadership and practice.²⁵ The State piloted the system in 81 schools in SY 2012-2013. In January 2013, HIDOE and HGEA entered into an MOU to establish CESSA as the principal evaluation system in the State, changing implementation in SY 2012-2013 from an 81 principal pilot to full implementation by all principals. In spring 2013, the State reported that all schools fully implemented CESSA. Complex Area Superintendents provided the SY 2012-2013 rating for each principal in fall 2013.

Ensuring equitable distribution of effective teachers and principals

In Year 3, HIDOE continued to implement its adjusted recruitment and placement policies from Year 2, providing principals from the ZSI a two-week head start in recruiting and hiring, limiting candidate preference to island preference rather than preference for one of 42 geographic locations, and offering financial incentives to teachers who transferred to the ZSI. OHR worked with personnel regional officers to assign tenured teachers to vacant positions earlier in the calendar year to allow the ZSI more time to complete the interview and placement process for new SY 2013-2014 hires. HIDOE also created a detailed hiring, recruitment, and data collection timeline for principals and focused recruitment bonuses on special

education teachers after identifying a need to fill 100 vacant special education positions. In addition, the State supported ZSI principals in interviewing and hiring high-quality teachers that are a good fit for their schools. Where needed, schools in the ZSI also received additional resources to help teachers create professional development plans to become highly qualified. HIDOE reported that 33 percent of non-highly qualified teachers with a professional development plan became highly qualified over the course of SY 2012-2013.

The State reported that 97 percent of elementary teachers and 85 percent of secondary teachers were highly qualified in SY 2011-2012. HIDOE also articulated a goal to have 98 percent of elementary teachers and 93 percent of secondary teachers highly qualified by the end of SY 2012-2013. The State's Scope of Work set a target of having 100 percent of teachers highly qualified by the end of SY 2010-2011, a target that the State does not anticipate meeting even two years later. In addition, HIDOE reported in the SY 2012-2013 APR that roughly 80 percent of mathematics and 86 percent of science teachers were highly qualified, short of its target of 100 percent for both.

HIDOE also continued to revise and update its human resource information system, eHR, which has automated and streamlined a number of human resource processes that prioritize hiring of highly qualified and highly effective personnel. In Year 3, HIDOE updated the system to be more user-friendly, provide relevant applicant information, gather principal and personnel regional officers' hiring needs, and give detailed information about applicants' highly qualified teacher status and areas of certification.

In addition, Hawaii continued implementing policies to attract teachers to low-performing schools throughout SY 2012-2013. HIDOE provided teachers who transferred to hard-to-staff schools in the ZSI in SY 2011-2012 and SY 2012-2013 a \$1,500 bonus in place of the \$3,000 bonus described in its approved plan. Per the contract with HSTA and an amendment approved by the Department, the State plans to continue providing this \$1,500 bonus for SY 2013-2014 and SY 2014-2015 and increase the bonus to \$3,000 beginning in SY 2015-2016.²⁶ Hawaii did not award bonuses to highly effective principals who chose to work in the ZSI and met negotiated student achievement targets in Years 1 and 2, as described in the State's Race to the Top application. In alignment with an approved amendment, starting in Year 3, the State rewarded the schools, rather than individual principals, using Academic Achievement Awards. The HIDOE and HGEA reported that this approach would be more effective in incentivizing effective leadership in schools and would reward school leaders and teams that demonstrate large growth or high performance.

HIDOE expanded use of existing eCourse technology to 783 students in fall 2012 and more than 500 students in spring 2013. The State

²⁵ The State defines the leadership practice domains as professional growth and learning, school planning and progress, school culture, professional qualities and instructional leadership, and stakeholder support and engagement. These principal leadership domains were compiled from the National Association of Elementary School Principals and the National Association of Secondary School Principals.

²⁶ For more detail, see the June 26, 2013, amendment approval letter at <http://www2.ed.gov/programs/racetothetop/amendments/hawaii-13.pdf>.

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reports that eCourse technology allows students to take courses with highly qualified teachers and also allows schools in rural and remote areas to offer a range of courses otherwise not available because of limited demand. In summer and fall 2012, the State provided professional development to 1,305 teachers on how to integrate technology into educators' pedagogy. To ensure that schools can take advantage of the courses, HIDOE finalized installation of technology systems to support implementation of a telepresence model and piloted two courses using these systems during spring 2013. In SY 2013-2014, seven high schools will "transmit" courses to seven "receiving" high schools using this technology.

Improving the effectiveness of teacher and principal preparation programs

In Year 3, HIDOE and the Teacher Education Coordinating Committee (TECC), which includes representatives of all teacher education programs statewide, worked with institutions of higher education and an alternative educator preparation program to develop teacher preparation program report cards. HIDOE and TECC established an electronic link between students, their teachers, and teacher preparation programs, and, in September 2012, provided reports to each program with information from completers for the most recent three years ("three-year cohort"). These reports included data on the three-year cohort's geographic placement, type of K-12 school and courses taught, amount of time between graduation and teacher licensure, position appointment and highly qualified status, and separation rates and the associated reasons.

Hawaii initially planned to publish evaluation reports of teacher preparation programs at the end of Year 1, but educator effectiveness data were not available. In response, HIDOE has incrementally expanded the feedback reports to include data as they become available. In April 2013, the State provided reports to all teacher preparation programs that had three-year cohort EES data available in the PDE3 system (due to some of their completers participating in the EES pilot for SY 2012-2013). Reports for SY 2012-2013 will remain internal with HIDOE, TECC, and each teacher preparation program. All future reports will be made publicly available. As a result, the State did not meet its goal of having 100 percent of teacher and principal preparation programs' student achievement and growth data available to the public.

Once the reports are publicly available (starting with reports published with SY 2013-2014 data), the Hawaii Teacher Standards Board (HTSB) will use the data to inform program approval and reaccreditation, which occurs for each teacher preparation program every seven years. HTSB will make final determinations regarding remediation or support that would be required for programs with effectiveness data that indicates they are not having an impact. HIDOE will use the report data to inform recruitment decisions for hiring K-12 positions.

Providing effective support to teachers and principals

At the start of SY 2012-2013, Complex Areas submitted plans for the implementation of high-quality induction and mentoring programs, and HIDOE provided \$100,000 in federal Title II funds to each of 14 Complex Areas to support this effort. An additional \$100,000 was provided in February 2013 based on progress to date. Using the New Teacher Center Hawaii, HIDOE hosted a strategies training for more than 500 current mentors who supported new teachers in SY 2012-2013 and additional training for new mentors in spring 2013. Finally, the State developed and implemented a comprehensive process to roll out its induction and mentoring efforts, including a cycle of clarifying expectations, a rubric to evaluate implementation and identify areas for growth, and a process to provide implementation and monitoring supports. The State was so pleased with the processes used to implement these induction and mentoring efforts that it decided to replicate the process during roll-out of the other five non-negotiable strategies aligned to the State's Strategic Plan (see *State Success Factors*).

HIDOE's Professional Development and Educational Research Institute (PDERI) administrative training program continued to provide support for all new administrators in SY 2012-2013. PDERI developed anchor competencies for each leadership pipeline academy, which the State will use as a framework for each stage of PDERI's work to strengthen the candidate selection process, to provide a basis for professional learning modules, and as a measure to collect and analyze data around principal supports. In response to the data from an annual survey of program participants, PDERI revised the curriculum for new principals to include additional content-based sessions on change management, data-driven decision-making, CCSS, and implementing the EES. Finally, HIDOE adjusted the New Principal Academy to reflect best practices of the New Teacher Center Hawaii's teacher induction and mentoring program. The State plans to contract with the New Teacher Center Hawaii in SY 2013-2014 to provide full release of mentors to support principal induction.

HIDOE scheduled a September 2013 statewide leadership symposium for educational officers (principals, vice principals, State and Complex Area administrators), featuring sessions that prepare schools to enhance instruction, strengthen formative assessment, and implement the data team process. A September Teacher Leadership symposium is also scheduled to highlight the range of ways to use data for improvement at the classroom level.

The State continued to develop a statewide system to manage and evaluate effective professional development, provide technology-based support, and standardize the planning process for professional development across the State.²⁷ Throughout Year 3, HIDOE worked with a stakeholder design group to finalize a set of survey questions that participants will use to evaluate professional development offerings. HIDOE will make aggregated ratings public, in hopes that Complex Area staff, teachers, and leaders will use this data

²⁷ Previously, components of this work were described as the Knowledge Transfer System/Professional Development Framework.

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

In June 2013, HIDOE completed development of its Professional Development Management System (PDMS). This represents a one year delay from its approved timeline to adopt a structure for aligning educator effectiveness indicators and professional development offerings and prioritize an implementation plan for providing professional development aligned to educator effectiveness indicators by July 2012. PDMS incorporates data from the professional development evaluation component of the PDE3 system. HIDOE completed educator training on the use of the PDE3 data system, released a narrated module on the use of PDMS, and offered in-person and video-based training in summer 2013 to prepare educators to use the system in SY 2013-2014.

Successes, challenges, and lessons learned

Hawaii made notable progress in its teacher and leader work in Year 3, primarily due to the ratified contract with HSTA allowing the State to move forward with final EES design and implementation. The second year pilot of the EES in SY 2012-2013 was an opportunity for HIDOE and educators to implement elements of the proposed system and make adjustments and recommendations for statewide implementation. Throughout the development process, Hawaii utilized multiple stakeholder groups to generate feedback and solve implementation challenges. HIDOE implemented a small SLO pilot in seven complexes and began developing guidance on effective pre-assessment methods, supporting capacity development at the school level to ensure the quality and rigor of SLOs, and identifying supports to successfully implement SLOs.

Though the State has implemented the second year of the evaluation pilot with greater fidelity to its original plan than the first year pilot, initial delays combined with shifts in approach pose risks on a compressed timeline towards statewide implementation. While the State increased knowledge and awareness in the field during the second year of the pilot, educators have not had a chance to fully engage in the EES system since the elements had not previously been put together.

In particular, only those educators participating in the small SLO pilot have experienced development and implementation of SLOs, a critical component of the evaluation system. As a result, the State had limited data to determine the capacity of the Complex Area and school staff to implement the complete system. Thus, as the evaluation system enters its first year of statewide implementation, HIDOE must ensure it has processes and systems in place to gather information about implementation, make timely corrections, and provide differentiated supports, as necessary. In addition, while HIDOE plans to collect and analyze data on the training and implementation of each component throughout SY 2013-2014, more time is needed to assess the success of the State's communication and training to prepare educators to implement EES for SY 2013-2014. Finally, given that HIDOE cites principals' knowledge, skills, and capacity as the most critical factor for successful implementation of the EES, the State must determine how to provide principals with the skills to provide teachers with formative feedback and coaching on instruction required by the EES.

The January 2013 MOU fully adopting CESSA as the principal evaluation system in the State signaled an important change in commitment from stakeholders in the field. However, the State did not pilot the principal evaluation system by the end of SY 2011-2012 in accordance with its approved Scope of Work. More time is needed to determine if CESSA was implemented with fidelity in SY 2012-2013 and how the State is ensuring ongoing implementation in SY 2013-2014.

In Year 3, Hawaii continued to offer pathways for new teachers and principals. The State exceeded its goal for enrolling 132 teacher candidates in alternative teacher certification programs by SY 2013-2014 (enrolling 224) but did not meet its goal of enrolling 24 administrator candidates in alternative certification programs by SY 2013-2014 (enrolling 12).

HIDOE's work with Complex Areas to develop strong teacher induction plans, as well as ongoing mechanisms for collecting information on implementation, prepares the State for strong implementation in SY 2013-2014. Hawaii continued to evaluate and improve its equity plan by making policy changes to provide greater hiring flexibility to principals in the ZSI. HIDOE has also increased the number and types of courses available to students who do not have access to highly qualified teachers and launched a telepresence model in seven schools. The State will continue to analyze the impact of these changes in SY 2013-2014 and make adjustments as necessary. The State also launched the PDMS but must ensure strong alignment between the PDMS system and the EES, as the ability for the PDMS to personalize professional development opportunities based on educator needs is key for this project to have the intended impact.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.²⁸

Support for the lowest-achieving schools

In 2010, Hawaii created two ZSI composed of two Complex Areas that contain all but one of the lowest-performing schools in the State. The ZSI are also the priority for State initiatives related to the equitable distribution of teachers and enhanced professional development and support. For example, principals in the ZSI were the target of enhanced supports related to the recruitment and placement policy changes for SY 2012-2013 and 2013-2014 hiring, and students in the ZSI were targeted for eCourse technology to increase access to highly qualified teachers (see *Great Teachers and Leaders*). Throughout Year 3, HIDOE provided additional supports and programs for students, teachers, and leadership in the ZSI.

State assistance and oversight

The State continued to support the ZSI Complex Areas in several academic and financial planning processes as they implemented various reforms in SY 2012-2013. Each Complex Area worked with an identified turnaround partner to implement processes focused on data-driven decision-making. ZSI schools updated their comprehensive needs assessments and AcFin plans for SY 2012-2013 and used the revised AcFin template in SY 2013-2014 (see *State Success Factors*). The State reports that these planning documents underwent a rigorous review by HIDOE's School Improvement Team to ensure alignment with the State's existing strategic plan and the State's Race to the Top plan. In addition, Complex Areas and schools in the ZSI developed and implemented ARTs in SY 2012-2013 (see *State Success Factors*).

During SY 2012-2013, Hawaii implemented two oversight routines – one internal to HIDOE and one between the State and ZSI leadership – to investigate the progress of ZSI initiatives. The State held weekly SPOC meetings with HIDOE project staff and weekly Project Management Oversight Committee (PMOC) meetings between HIDOE and ZSI leadership (see *State Success Factors*). HIDOE project staff also monitors the ZSI every month to follow-up on PMOC actions and visit schools. In addition, the ZSI project team, which includes program sponsors, Complex Area

Superintendents, project managers, and education reform area leads, meets weekly to discuss implementation progress, solicit input and solutions to challenges, and make decisions about next steps. The State also participated in the RSN Evaluation School Turnaround Efforts, Human Capital, and Evaluating School Turnaround workgroups. In April 2013, HIDOE and a participating Complex Area presented to the workgroup participants about the State's experiences developing rigorous routines for reviewing school intervention data with State-, Complex Area-, and school-level teams.

Supports for teachers and leaders in the ZSI

Throughout Year 3, HIDOE continued to provide data coaches and student success coaches to groups of schools in the ZSI to assist with data analysis, assessment literacy strategies, leading data teams, and professional learning communities. In addition, HIDOE deployed human resources personnel to support principals in the ZSI with recruitment, hiring, induction, and training (see *Great Teachers and Leaders*). The State received approval to adjust several financial incentives for educators choosing to work in the ZSI, including the removal of a bonus for teachers and principals choosing to work in the ZSI.²⁹ Each ZSI established a leadership team to assist their schools in executing their reform plans. For example, the Instructional Leadership Team at one Complex Area serves as the decision-making body for Complex Area and school supports and has several committees that address issues such as CCSS implementation. In another Complex Area, Teach Implement Perfect Sustain (TIPS) teams provide teacher supports in each school. Since ZSI schools were the only schools involved in both the first and second year of the educator evaluation pilot, leadership in the ZSI played a key role in informing State-level decisions on implementation of EES.

In addition, the State awarded a total of \$1 million in Academic Achievement Awards in March 2013 to five secondary schools and two elementary schools exiting restructuring status or demonstrating achievement and growth in reading and/or mathematics on the SY 2011-2012 HSA.

²⁸ Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

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

²⁹ For more detail, see the June 26, 2013, amendment approval letter at <http://www2.ed.gov/programs/racetothetop/amendments/hawaii-13.pdf>.

Turning Around the Lowest-Achieving Schools

Supports for students in the ZSI

The State implemented two extended learning time initiatives to support ZSI students in Year 3. Under an approved amendment, the State provided a voluntary summer extended learning opportunities program in summers 2012 and 2013 for students at risk of failing. In addition, HIDOE implemented an extended learning time program in SY 2012-2013 based on a negotiated supplemental contract with teachers in the ZSI and the Hawaii School for the Deaf and Blind. Students in schools in the ZSI and the Hawaii School for the Deaf and Blind received an additional hour of instruction Monday through Thursday throughout SY 2012-2013, and educators in the ZSI received a 17 percent increase in pay (to cover the additional instructional hours) and 12 additional professional development days. The State received conditional approval for an amendment to change the structure of the extended learning time from all ZSI students and educators in SY 2012-2013 to a selected group of students and educators for SY 2013-2014. HIDOE awarded a total of \$8 million to the ZSI for Expanded Learning Time mini-grants for schools to provide targeted instruction (before or after school) to identified students, as well as to cover additional professional development time for teachers.³⁰

The ZSI continues to work with external partners to develop a community school framework to leverage services and resources for children living in poverty. In January 2013, one of the ZSI Complex Areas hosted a “Re-Imagining Community and Schools” conference with local community organizations and non-profits to create an opportunity for school, Complex Area, and community leaders to learn about effective school and community partnerships. Building off this conference, HIDOE developed a Wraparound Services Report

detailing strategies for Complex Areas to implement the school-community network model in ways that are meaningful at the local level. Five Complex Areas, including the two Complex Areas making up the ZSI, will implement the school-community network model in SY 2013-2014.

Successes, challenges, and lessons learned

Hawaii supported ZSI schools extensively in Year 3. Data coaches and student success coaches provided support to educators on data and assessment literacy instructional supports for classroom teachers, and led professional learning communities. Principals gained flexibility in their recruitment and hiring and targeted supports for how to leverage this flexibility for SY 2013-2014. Students benefitted from after-school and summer programs and comprehensive wraparound services, though more time is needed to determine the success and impact of the State’s revised approach to ZSI extended learning time.

Throughout implementation in SY 2012-2013, the State formalized and routinized processes to ensure quality of supports and project implementation in the ZSI. HIDOE supported the ZSI to initiate and implement the ART structure and process, and these processes, in combination with building-level data team work, have created a culture of data-driven decision-making and accountability. As all projects transition to implementation, it is increasingly important for the State to gather information systematically to identify successes, challenges, and technical assistance needs.

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

Race to the Top States are committed to providing a high-quality plan with a rigorous course of study in STEM. In doing so, each State must cooperate with STEM-capable community partners in order to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students. A focus on STEM furthers the goal of preparing more students for an advanced study in sciences, technology, engineering, and mathematics, including among underrepresented groups such as female students.

State’s STEM initiatives

The State worked in partnership with Hawaii P-20 to create and launch an online STEM portal, composed of the My STEM Hawaii

and EdModo websites, to connect students and educators to STEM resources. The My STEM Hawaii website includes information for how to access and navigate the State’s various STEM resources and serves as a landing page for the EdModo site. The EdModo site is

³⁰ As described in the June 26, 2013, amendment approval letter, the changes to the State’s approach to providing extended learning opportunities were approved conditioned upon the State’s conducting an analysis and submitting a report no later than July 1, 2014, assessing the impact on student outcomes of school-wide extended learning time (conducted in SY 2012-2013) as compared to the targeted extended learning time (to be conducted in SY 2013-2014). For more detail, see the amendment approval letter at <http://www2.ed.gov/programs/racetothetop/amendments/hawaii-13.pdf>.

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

divided into “group” folders that users can opt into, such as the STEM Hawaii folder for educator resources and the Virtual STEM Center folder for students to learn more about STEM careers. In fall 2012, the State launched the portal for STEM resource teachers and educators at STEM partnership schools.³¹ Throughout Year 3, STEM resource teachers and educators at partnership schools used the EdModo site to share, access, and comment on STEM curricula resources and units; provide information on STEM-related events and grant opportunities; and collaborate with colleagues electronically. STEM resource teachers monitor these folders, which are constantly updated and managed by users, to address topics/questions and develop content around frequent topics or specific requests. The portal was launched statewide in February 2013, allowing all educators to access the portal directly or via links on HIDOE’s webpage or its Standards Toolkit website.

Complex Areas and schools statewide received support from STEM resource teachers and were provided other professional development opportunities. HIDOE assigned STEM resource teachers to each Complex Area to serve as mathematics and science teacher mentors and provide professional development for mathematics and science professional learning communities. Throughout SY 2012-2013, these resource teachers continued to provide support to the State’s 17 partnership schools. As of April 2013, the State reported that STEM resource teachers had provided STEM professional development to 2,500 teachers (roughly 20 percent of teachers statewide), indirectly impacting roughly 48,000 students (roughly 25 percent of K-12 students statewide). In addition, STEM resource teachers developed model instructional units and performance tasks, piloted these resources with partnership school educators, and shared vetted resources on a STEM portal for educators across the State. In total, the State uploaded 7,801 new K-12 STEM performance tasks to the DSI system in 2012 and an additional 310 items and performance tasks in 2013. In addition, the State uploaded roughly 35 K-12 STEM curriculum units to its STEM EdModo site. Finally, the State created a guide for embedding STEM into the induction and mentoring process, to be used by induction and mentoring program coordinators in SY 2013-2014.

HIDOE’s STEM project team met regularly to identify areas of concern, successes for replication, and any need for mid-course corrections based on feedback data from teachers and principals in partnership schools, usage data related to the STEM performance tasks in DSI, and usage data from the STEM portal. In addition, HIDOE finalized a plan for evaluating the STEM website using data from STEM resource teacher convenings, web analytics of the STEM portal and EdModo sites, Complex Area Superintendent self-assessments on the STEM implementation rubric, partnership school needs assessments and monitoring walkthroughs, and anecdotal feedback from educators. Throughout Year 4, the State will collect and analyze data, as well as publish a report related to this evaluation.

Other Hawaii STEM initiatives focus on instruction. The New Tech High program emphasizes STEM careers through project-based learning and community involvement in high-poverty indigenous communities. The program served two ZSI schools over Years 1 through 3. The STEM Honors Pathway, part of the new CCR diploma (see *Standards and Assessments*), contains requirements that include four credits in both mathematics and science, as well as a capstone course and a senior project. In Year 3, HIDOE developed a final rubric of STEM competencies for the STEM senior capstone course and created a training packet to support educators of students enrolled in this course. The State reported that with the training packet and support from the dedicated CAST STEM resource teacher for each Complex Area, all schools will implement the STEM Honors Pathway in SY 2013-2014. In addition, HIDOE worked with Leeward Community College to launch a new effort to provide alternative certification to professionals interested in teaching K-12 career technical education courses. This program received approval by the HTSB in November 2012 and will cover content areas such as the arts, business, engineering, technology, natural resources, and public services.

Successes, challenges, and lessons learned

Throughout Year 3, the State continued to provide STEM resources to students and educators. The STEM portal provided STEM resources and collaboration opportunities to educators statewide, and STEM resource teachers provided support and professional development guidance to partnership schools. Two high-poverty schools continued with project-based learning through the New Tech High program, and the State created resources to support implementation of the STEM Honors Pathway in SY 2013-2014.

HIDOE’s STEM project team continuously evaluated the quality of the STEM supports and resources, analyzing usage data and educator feedback to inform mid-course corrections. Some other components of the State’s STEM plan are dependent on progress in other areas of the State’s Race to the Top plan. For example, educators may not be able to fully leverage mathematics and science curricular units until common mathematical instructional materials are identified during Year 4 (see *Standards and Assessments*), and incentives for mathematics and science teachers are dependent on progress towards the State’s equitable distribution of teachers goals (see *Great Teachers and Leaders*).

³¹ Hawaii’s STEM partnerships schools often had STEM programs in place prior to Race to the Top and volunteered to participate in the State’s STEM project.

Looking Ahead to Year 4

In Year 4, the State plans to fully implement all elements of its Race to the Top plan and begin to implement structures to ensure sustainability of implementation beyond the grant period. HIDOE committed to continuing to focus its reform efforts around its Strategic Plan and six non-negotiable strategies, as well as tracking progress and differentiating supports based on Complex Areas' self-assessment rubrics. The Department looks forward to learning more about how the ART structure evolves in Year 4 and the State's progress using the CAST structure and professional learning communities as a way to measure implementation progress and identify areas for adjustment and technical assistance. Finally, HIDOE expects to execute against its revised communications plan and utilize the public-facing and internal portion of the new community access portal.

HIDOE also plans to continue its Year 3 efforts to provide training and resources to educators in all grades and subjects as they implement CCSS-aligned instruction in SY 2013-2014. HIDOE anticipates using its CCSS CAST resource teachers to provide course-specific training and to design Complex Area-specific trainings with differentiated supports based on CCSS implementation rubric data and identified needs. HIDOE also committed to support educators to select statewide common mathematics instructional materials in Year 4 and administer a bridge assessment in SY 2013-2014 to test the content and skills found in both the CCSS and HCPS III. In addition, the State will field test the Smarter Balanced assessments with at least 20 percent of its students in SY 2013-2014. HIDOE expects Hawaii schools to continue to implement the CCR diploma, with the support of resources on the Standards Toolkit and EdModo websites.

HIDOE expects to monitor usage of the new teacher-focused reports in the LDS system and to continue to build support for P-20 research priorities. The State plans for educators to be able to access all online applications via the single sign-on developed in Year 3, to continue

to receive training on formative assessments, to access a growing number of formative assessment items, and to work with data coaches to analyze assessment data.

All schools and Complex Areas committed to fully implement the EES and CESSA in SY 2013-2014 and provide educators with a composite rating. HIDOE intends to use this rating to inform decisions related to retention, and step increases based on performance. Members of HIDOE and HSTA's joint committee plan to continue to meet and analyze data from EES implementation, and address any challenges as they arise. Additionally, through the alternative certification pathway for teachers and principals, the State expects to support over 224 teacher and 12 principal candidates in Year 4. HIDOE also committed to continue to evaluate and refine the recruitment and placement policies that were available to principals in the ZSI and publish reports on teacher preparation programs that include student growth data from program completers. Finally, the State anticipates rolling out its PDMS system for educators to access and utilize throughout SY 2013-2014.

HIDOE also plans to continue to support ZSI schools with data coaches, student success coaches, and specialized coordinators. In addition, HIDOE anticipates issuing Academic Achievement Awards based on student performance in SY 2012-2013. Furthermore, HIDOE plans to review and track LDS student data from the modified extended learning time in order to assess impact and inform future implementation.

The State's STEM resource teachers will continue to develop resources and provide supports in SY 2013-2014 as part of the State's CAST support structure and will convene quarterly to discuss implementation and inform continuous improvement efforts. In addition, the State will collect and analyze data and publish a report based on its evaluation of the STEM portal.

Budget

For the State's expenditures through June 30, 2013, please see the APR Data Display at <http://www.rtt-apr.us>.

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

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

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

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

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary

education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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