

RACE TO THE TOP YEAR THREE

Hawaii

As Hawaii completed its third year of implementing its \$75 million Race to the Top grant, it has continued to demonstrate its leadership in education reform. It has taken key steps toward ensuring that all of the state's educators are equipped with the resources they need and students are prepared to be successful in college and careers. While this grant is part of a long-term state reform effort, Year 3 of implementation represents a shift from the design and development phase toward increased tools, resources and supports for school districts, educators and students.

Supporting Student Achievement and Growth

- 2013 National Assessment for Educational Progress (NAEP) results indicated an 8 point increase in average scores in mathematics for grades 4 and 8, a four point increase in the average score for reading in grade 4, and a five point increase in the average score for reading in grade 8 when compared to 2009 NAEP results.
- The SY 2012-2013 State assessment data illustrate Hawaii's English language arts (ELA) results for all grades increased over the past two years.
- 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.

Helping Implement Reform

- The Department removed high-risk status for all projects associated with Hawaii's Race to the Top grant on July 29, 2013.
- **Increased Communication and Clarified Expectations.** The State enhanced its communication efforts in Year 3, messaging successes and progress to the public and launching a new community access portal in July 2013.
- **Targeted and Differentiated State Supports.** Hawaii Department of Education (HIDOE) established a Complex Area Support Team (CAST) structure to increase local capacity in several reform areas, including Common Core State Standards (CCSS), formative assessments, State educator evaluation systems, and induction and mentoring programs. The State also utilized implementation rubrics to track and analyze Complex Areas' self-reported progress.
- **Supports to Improve College Readiness and Access.** The State launched implementation of the College and Career Ready (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.
- **Leveraging Technology to Support Implementation and Efficiency.** HIDOE updated the State longitudinal data system to include teacher-focused reports, a classroom data dashboard, school-level reports, and enhanced functionality for educators.
- **Strengthening Teacher and Leader Effectiveness.** HIDOE conducted a second pilot year of the teacher evaluation system in 81 schools. After teachers ratified the tentative four-year agreement between HIDOE and the Hawaii State Teachers Association (HSTA) in April 2013, the State began to finalize components of the teacher evaluation system for full implementation in school year (SY) 2013-2014.
- **Increased Transparency.** The State provided teacher preparation program report cards for all programs that included data on completers' 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. .

Building Educators Capacity

- ***Supporting the Transition to College and Career Ready Standards.*** HIDOE provided CCSS resources for educators in all grades and subjects, including implementation protocols, crosswalks, curriculum frameworks, and sample performance tasks.
- ***Using Data to Drive Decisions and Improvement.*** HIDOE supported Complex Areas and schools to establish Academic Review Teams (ARTs) and began to formalize routines and data gathering processes. The State also utilized 16 data coaches to develop data resources and tools and support educators to use data to drive instruction. These data coaches, as well as State student success coaches, supported ZSI educators on data and assessment literacy and led professional learning communities (PLCs).
- ***Providing Better Feedback on Performance.*** In Year 3, all schools fully implemented the Comprehensive Evaluation System for School Administrators (CESSA).
- ***Supports for Zones of Innovation.*** The State provided ZSI principals with flexibility in recruitment and hiring authority, and targeted supports for how to leverage this flexibility for SY 2013-2014. In addition, HIDOE supported ZSI schools to provide students with extended learning time, after-school and summer programs, and comprehensive wraparound services.
- ***Developing STEM expertise.*** HIDOE created and launched a STEM portal to provide STEM resources and collaboration opportunities to educators statewide, and assigned STEM resource teachers to each Complex Area to serve as mathematics and science teacher mentors and provide training for mathematics and science PLCs. In addition, the State continued the New Tech High program emphasizing STEM careers through project-based learning and local involvement in high-poverty indigenous communities.

MAJOR CHALLENGES IN YEAR THREE

Transition to College and Career-Ready Standards

- Content panels of educators were not able to identify a mathematics curriculum with sufficient quality to recommend for statewide adoption in SY 2013-2014, resulting in the State providing alternative mathematics curriculum support for schools.

Building Better Data Systems

- Educators may remain reluctant to use the State's formative assessment item bank due to network and technology issues with the early platform (DSI) and the recent transition to a new platform.

Improving Teacher Effectiveness, Recruitment and Quality

- Educators have not had a chance to fully engage in the Educator Evaluation System (EES) since many of the elements were finalized in summer 2013, and only those educators participating in a small student learning objective (SLO) pilot experienced this critical component of the system.
- The State completed the development of its Professional Development Management System in summer 2013, a year delayed from its approved timeline.

MILESTONES FOR YEAR FOUR

- Focus reform efforts on the State's Strategic Plan and implementation, track progress, and differentiate supports based on Complex Areas' self-assessment rubrics.
- Support educators to select statewide common mathematics instructional materials.
- Support all schools and Complex Areas to fully implement the EES and CESSA and provide all educators with a composite rating.