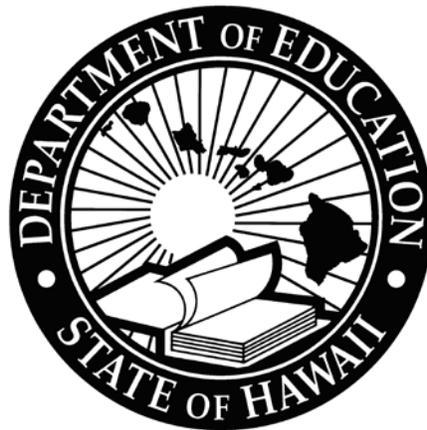

ESEA Flexibility

Request for Window 3



Submitted to the United States Department of Education
May 10, 2013

Hawaii Department of Education
Kathryn S. Matayoshi, State Superintendent of Education
Honolulu, HI 96813-2493

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Kathryn S. Matayoshi	Requester's Mailing Address: 1390 Miller Street Honolulu, HI 96813
State Contact for the ESEA Flexibility Request Name: Stephen Schatz Position and Office: Assistant Superintendent for Strategic Reform Contact's Mailing Address: 1390 Miller Street Honolulu, HI 96813 Telephone: (808) 586-3265 Fax: (808) 586-3418 Email address: Stephen_Schatz@notes.k12.hi.us	
Chief State School Officer (Printed Name): Kathryn S. Matayoshi	Telephone: (808) 586-3313
Signature of the Chief State School Officer: 	Date: May 10, 2013
X _____	
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

Hawaii public schools are located on seven of Hawaii’s eight main islands. In addition to having diverse student populations and school settings, Hawaii has a unique educational structure as the only state with a P-20 continuum supported by a single statewide K-12 department of education that is both the State Education Agency (SEA) and the Local Education Agency (LEA), as well as a single public higher education system that governs state community and four-year colleges.

The Hawaii Department of Education’s (HIDOE) 254 K-12 HIDOE-operated public schools and 32 charter schools collectively make up the 10th largest school system in the nation, serving approximately 180,000 students.¹ Hawaii is also the only state to officially recognize two languages – English and Native Hawaiian. Consequently, 19 of the 286 public schools are Native Hawaiian immersion schools that provide instruction in Native Hawaiian during the early elementary grades. The HIDOE-operated public schools are organized into 42 “complexes,” made up of a high school and its feeder schools. Complexes, in turn, are grouped on a geographic basis into 15 complex areas. Each complex area is led by a complex area superintendent (CAS).

HIDOE’s unique organizational structure as a single, comprehensive system is provided for in the [Hawaii Revised Statutes 302A-1101](#) authorizing the Hawaii State Board of Education (BOE) to “formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and appoint the superintendent of education as the chief executive officer of the public school system.” There is only one LEA that has “public authority legally constituted within” the State of Hawaii “for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools (Elementary and Secondary Education Act of 1965, Section 14101).”

The BOE appoints the superintendent of education (Superintendent), who serves as both the Chief State School Officer and organizational head of HIDOE, which is authorized as the “central support system responsible for the overall administration of statewide educational policy, interpretation, and development of standards for compliance with State and federal laws, and coordination and preparation of a system-wide budget for the public schools” (HRS 302A-1102).

The Superintendent appoints and supervises the 15 CASs who maintain direct supervisory connection to the State’s 42 regional K-12 school complexes. Specifically, the CASs oversee personnel, fiscal and facilities support; monitor compliance with applicable State and Federal laws; and, oversee curriculum development, student assessment, and staff development services – all with the goal of increasing student achievement.

The Superintendent also has direct line authority over all employees in both administrative units and schools. The Superintendent, together with the BOE and Governor, negotiates with the

¹ In this document, all references to “charter schools” have the same meaning as “public charter schools”.

collective bargaining unit that represents teachers (the Hawaii State Teachers Association), and the collective bargaining unit representing educational officers, including school principals (the Hawaii Government Employees Association).

To maintain the focus on outcomes and align work across HIDOE, the Superintendent created the Office of Strategic Reform (OSR). OSR serves as a “delivery unit” tasked with leading cross office reform efforts and providing guidance and strategic oversight. For example, OSR staff coordinates the completion of Race to the Top deliverables across the Office of Curriculum, Instruction, and Student Supports (OCISS); the Office of Human Resources (OHR); the Office of Data Governance (under the Office of the Superintendent); and the Office of the Superintendent.

The BOE also oversees the State Public Charter School Commission (the Commission). Currently, the Commission is the only charter authorizer in the state and has the authority to approve, deny, reauthorize, and revoke charter contracts. The charter authorizer is also responsible for the administration of and compliance with the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act of 2001 and applicable federal laws as cited in Act 130, Session Laws of Hawaii 2012. Consequently, the State Board of Education, by way of its authority over all charter authorizers, is responsible for the administration of and compliance with applicable federal laws at charter schools. Although oversight of charter schools is housed within the authorizer, all charter schools receive federal funds via the SEA and, as such, must comply with the requirements of this application, in addition to those imposed by the authorizer.

Nothing in this proposal or its implementation shall interfere with the autonomy and accountability of charter schools in the State as defined by State charter school law and regulations. Specifically, this plan shall be implemented in a manner that protects the authority of charter school authorizers to reauthorize or revoke charters based on the timeframes and performance expectations in their charter contracts and Hawaii law. The identification of a charter school as falling within the category of Priority or Focus schools under the provisions of this flexibility application, and the subsequent improvement planning and implementation of any improvement plan by such a school, shall not be used as evidence to delay or avoid closure if the school is failing to meet the terms of its charter agreement. Further, the autonomy provided to charter schools under Hawaii law and administrative rules and through each school’s charter contract shall not be diminished as a result of any charter school’s identification as a Priority or Focus school, or the implementation of any improvement plan under this flexibility process.

In addition, nothing in this proposed accountability and support system or its implementation shall interfere with the right of educational associations to assert that certain matters are or are not subject to collective bargaining, consult and confer, input or rights of the Employer.

Hawaii's application to the U.S. Department of Education for ESEA Flexibility builds on a comprehensive and coherent reform agenda that is embedded within our State's Race to the Top plan as well as the updated Hawaii Department of Education Strategic Plan. Key community stakeholders were invited to participate in the ESEA Flexibility development process through numerous mechanisms for stakeholder and community involvement. HIDOE intentionally sought broad based stakeholder support from teachers, principals, and their unions; political leaders; Kamehameha Schools, the Office of Hawaiian Affairs and other Native Hawaiian organizations; businesses; health and parent organizations; institutions of higher education; Hawaii's Charter School Network; the Hawaii P-20 Council; community and private foundations; and the general public.

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools.

- 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

Note: HIDOE has provided school level, grade level and student level growth data to all school administrators and teacher leaders. However, the State has not yet done so for English language arts and mathematics teachers in tested grades. HIDOE has implemented a roster verification system to create a high quality student/data link using the Battelle4Kids software so that student growth data are accurately attributed to the right teacher in all tested grades and subjects. Teachers in the 81 schools piloting the new educator effectiveness system received their school year 2010-2011 and 2011-2012 classroom and student level growth data in October 2012 following a round of roster verification. A second round of statewide roster verification will occur in April, 2013 at which point all teachers of tested grades and subjects statewide will be provided their classroom specific growth data statewide for 2010-2011 and 2011-2012. This phased-in roster verification approach allows HIDOE to develop accurate student/teacher data links while offering in-depth training alongside the release of student growth data.

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Hawaii is well positioned to continue transformational leaps forward for its students with the flexible, focused resources provided by the State’s Race to the Top grant and its proposed next generation accountability and support system. The Hawaii Department of Education (HIDOE) planned and carried out an extensive and wide-ranging series of activities to meaningfully engage and solicit input on this application from teachers, leaders, parents, the public, and other critical stakeholders.

HIDOE believes that these efforts will lead to successful implementation of its flexibility application due to the considerable evidence of “buy-in” from key stakeholders across the state. Teachers, principals, complex area superintendents and other educators have played a key role in helping implement the initiatives outlined in Hawaii’s Race to the Top application, including the Common Core State Standards , teacher and principal evaluation, end of course assessments, STEM, data teams, and the K-12 Longitudinal Data System. Throughout the implementation cycle, HIDOE has consistently and deliberately solicited input and feedback to improve these initiatives, all of which inform critical aspects of the State’s ESEA Flexibility application (*Attachment 1 and 2*).

During the public outreach period for Hawaii’s ESEA Flexibility application, OSR staff conducted in-person meetings with principals, vice principals, and community stakeholders across the islands. The meetings provided an opportunity for focused and engaged feedback directly from the field to the staff responsible for drafting the content of the ESEA Flexibility application. Feedback will also inform the development of a comprehensive implementation support plan.

OSR held meetings on the following dates:

- August 10, 2012: Central Oahu and Maui;
- August 13, 2012: Honolulu and Windward Oahu;
- August 16, 2012: Leeward Oahu; and
- August 22, 2012: Kauai.

A number of formal bodies (listed below) also provided written or in-person feedback. As a direct result of the feedback gained, the State has modified the following aspects of the

application:

- Redefining “Reward Schools” with the label “Recognition Schools” to better reflect the State’s culture and values;
- Adjusting the weights for elementary, middle, and high school measures in the Hawaii Academic Performance Index;
- Adjusting the weights attributed to mathematics, ELA and science HSA results;
- Adding Native Hawaiian and Pacific Islander as additional distinct ethnic subgroups;
- Integrating school-level Academic and Financial Plans (AcFin Plans) into the ESEA accountability system;
- Adding more robust interventions and supports for Focus and Priority schools, as informed by best practices in the field and ongoing work with community stakeholders;
- Clarifying language dealing with the expectations for charter schools; and
- Adding information on the State’s Native Hawaiian Immersion program.

Outreach efforts to specific organizations are described below.

Educational Leadership Institute (ELI): On July 19, 2012 the State’s principals, vice principals and other educational officers gathered together for Education Leadership Institute. The ELI is an annual meeting, at which HIDOE leadership sets its direction for the upcoming school year. As part of the agenda, the major components of the proposed accountability system and the Hawaii Growth Model were presented to the approximately 900 participants. The end of the day survey revealed that 92% of principals agree that the growth model contributes to a more balanced accountability system.

Great Teachers Great Leaders Workgroup (GTGL Workgroup): Since 2009, HIDOE has convened the GTGL Workgroup to explore ways to revamp Hawaii’s human resources, evaluation, and talent development systems for principals and teachers. The GTGL Workgroup is comprised of complex area superintendents, principals, and teachers; union leaders; postsecondary leaders; and education advocates. In 2011, the GTGL became a formal standing body to provide advice, recommendations, and ideas throughout the design, piloting, and final version of the educator effectiveness system that will be implemented statewide in school year 2013-2014. Workgroup members received copies of the draft application, a summary document, and an online survey for collecting feedback. HIDOE reached out to workgroup members directly to encourage feedback on the content of the application.

The Office of Governor Neil Abercrombie: HIDOE staff worked with the Governor and his staff to share information on the draft application throughout the development process. On August 20, 2012, HIDOE leadership briefed the Governor on the content of the draft application. The Governor convened the Board of Education, at a Board retreat, to discuss the updated Strategic Plan and how the ESEA Flexibility application aligned with ongoing reform efforts. OSR staff

also worked with the Governor's education policy advisor to review drafts of the application. Specifically, the Governor's advisor participated in discussions on the modeling of the proposed Hawaii Academic Performance Index.

The Hawaii State Board of Education (BOE): The BOE formulates statewide educational policy, adopts student performance standards and assessment models, monitors school success, and appoints the State Superintendent of Education. HIDOE leadership presented the draft application to the full BOE on August 7, 2012 and received in-person feedback on August 21, 2012 from the Governor's Office and individual board members during a BOE retreat.

Secondary School Principals Forum: The Secondary School Principals Forum provides a venue for the State's public high school and middle school principals to collaborate and provide guidance to HIDOE on policy decisions with a particular emphasis on those decisions tied to college- and career-readiness. HIDOE leadership and OSR staff attended a Secondary School Principals Forum meeting on August 23, 2012 to present the draft ESEA Flexibility application and receive feedback.

State Leadership Team: The State's leadership team includes HIDOE leadership, all assistant superintendents, and complex area superintendents. This body meets twice monthly to discuss proposed policy changes and implementation of programs. To gain input on the content of the ESEA Flexibility application, HIDOE leadership and OSR staff attended a State Leadership Team meeting on August 8, 2012. Each of the 15 complex area superintendents reviewed the ESEA flexibility application and provided formal written input on the draft.

School Community Councils (SCCs): School Community Councils are forums for exchanging ideas about how to improve student achievement among a school's stakeholders: principals, teachers, school staff, parents, students, and community members. SCCs are a major part of the overall leadership structure at each school. Members are elected by their peers to advise the principal on specific matters that affect student achievement and school improvement. Their primary role is to participate in the process that ensures that the needs of all students are specifically addressed in the overall education plan for the school. Council members received copies of the draft application, a summary document, and an online survey for collecting feedback. HIDOE reached out to council members directly in order to encourage feedback on the content of the application.

Superintendent's Community of Practitioners Advisory Council Compact: The Superintendent's Community of Practitioners Advisory Council Compact includes principals from all school levels; OCISS staff; a complex area superintendent; and representatives from charter schools, community groups, and the Special Education Advisory Council. This group holds regular, ongoing meetings with HIDOE leadership as a forum to discuss Race to the Top implementation.

To gain input on the content of the ESEA Flex application, OSR staff attended a Community of Practitioners meeting on August 3, 2012.

The Teacher Education Coordinating Committee (TECC): The TECC is comprised of representatives of all institutions of higher education in the State that participate in the preparation of teachers and other education professionals. TECC members received copies of the draft application, a summary document, and information on how to access the public feedback survey.

Professional Associations: Both the Hawaii State Teachers Association and Hawaii Government Employee Association received copies of the draft application, a summary document, and information on how to access the public survey.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

In developing this ESEA Flexibility application, a wide range of community members provided input on the proposed school accountability and support system (*Attachment 3*). Mechanisms for gathering input included an online survey, in-person gatherings with community leaders statewide, and discussions with specific parent and various organizations representing the community, parents, labor, business, and philanthropy.

On July 25, 2012, HIDOE released a draft of the application for ESEA Flexibility to the general public. Along with the draft of the application, HIDOE posted a summary document with guiding questions for community input and a survey for gathering feedback on the main [website](#). The three week public feedback period ended on August 17, 2012. A total of 71 individuals responded to the survey. Key findings include support for:

- Applying for ESEA Flexibility (82% agreement);
- Redefining the student subgroups that HIDOE reports (79% agreement);
- Drawing upon multiple measures to create a performance index (measures that received greater than 75% support include high school graduation rate, chronic absenteeism, and student attainment and growth); and
- Changing how schools are labeled to include recognition and multiple categories of school performance (94% agreement).

Additional data from the public feedback survey are included in *Attachment 4*. The following organizations and networks reviewed the draft proposal and provided specific feedback:

Family-School Partnership Workgroup: The Family-School Partnership Workgroup focuses on identifying and supporting the implementation of strategies to increase school-community engagement and partnerships. The Workgroup is comprised of HIDOE representatives, the Autism Society of Hawaii, Community Children’s Councils, Hawaii Education Matters, HE’E, SEAC, PTSA, TLC, Parents for Public Schools Hawaii, and the Special Parent Information Network. The Workgroup submitted feedback to HIDOE on August 10, 2012.

Harold K.L. Castle Foundation (Castle Foundation): The Castle Foundation works to build resources for Hawaii’s future through grant making, convening, and disseminating new ideas and solutions to some of the State’s most pressing problems. In particular, the foundation invests in projects to close academic achievement gaps between various student subgroups. HIDOE staff shared copies of the draft application and a summary document with foundation leadership. OSR staff followed up on July 31, 2012 with an in-person meeting to solicit feedback on the content of the draft.

Hawaii Business Roundtable (the Roundtable): The Hawaii Business Roundtable is a statewide public policy organization comprised of CEOs and other senior executives in Hawaii. The Roundtable focuses on education and the economy with an emphasis on the development and implementation of a school accountability system that is grounded in high academic standards. The Roundtable received copies of the draft application and summary document. Members provided feedback using the public feedback survey.

Hawaii Charter Schools Administrative Office (CSAO): The CSAO is a state office that is responsible for the organization, operation, and management of Hawaii’s charter school system. The CSAO is not housed within HIDOE, but is attached for administrative purposes. With the passage of Act 130, Session Laws of Hawaii 2012, the CSAO will sunset as the newly created Public Charter School Commission becomes operational. HIDOE has engaged CSAO throughout the drafting process through a small working group. OSR staff met with CSAO leadership on August 6, 2012 and again on August 22, 2012 to solicit feedback. CSAO staff also attended the feedback meetings for charter school principals and vice principals.

The Hawaii P-20 Partnerships for Education and Hawaii P-20 Council: Hawaii P-20 Partnerships for Education is a statewide partnership led by the Early Learning Council, the Hawaii State Department of Education, and the University of Hawai’i System. Hawaii P-20 works to strengthen the education pipeline from early childhood through higher education so that all students achieve success in college and careers. The Hawaii P-20 Council, consisting of 31 key legislative, education, business, philanthropic and community leaders, provides the mechanism for coordinating and collaborating among agencies to address the State’s needs for an educated workforce. The P-20 Council also provides community oversight of HIDOE’s Race to the Top implementation. Hawaii P-20 is also an essential partner in college-readiness

initiatives and the lead in establishing Hawaii's State Longitudinal Data System, both of which are major components of HIDOE's RTTT grant. To gain input on the content of the ESEA Flex application, staff from the OSR met with Hawaii P-20 leadership on August 22, 2012.

Hawaii Parent Teacher Student Association (PTSA): The PTSA is Hawaii's oldest and largest child advocacy organization. PTSA operates with the goal of improving the lives of children in Hawaii through public education. PTSA is a member of HE'E and was engaged throughout the drafting process. OSR staff set up an ESEA flexibility information booth at the PTSA annual meeting on June 30, 2012. HIDOE also worked with PTSA and HE'E to create an ESEA mailing list specifically for interested parents. PTSA leadership received copies of the draft application and summary document. HIDOE encouraged leadership to share the information with their members and provide feedback using the public feedback survey.

Hawaii Public Charter Schools Network (the Network): The Network works to enable, support, and unify charter schools and the broader charter school sector in Hawaii. Activities of the Network include representing charter schools in communications with the State and each other to provide information and services. The Network also conducts research on educational reform to support charters. Network leadership was engaged throughout the drafting process. OSR staff met with leadership on June 12, 2012 and August 27, 2012 to share the vision for the draft as well as to collaborate on the development of charter specific language for each of the principles. OSR staff also worked with the Network to hold a series of feedback meetings for charter school principals and vice principals throughout the State. HIDOE and the Network held meetings on Oahu (August 15, 2012), Hawaii island (August 16, 2012), and Kauai (August 14, 2012).

The Hawaii State Legislature: During the 2011-2012 legislative session, the Hawaii State Legislature passed a Continuing Resolution that requests HIDOE to submit a request for ESEA Flexibility to the U.S. Department of Education. Select members of the legislature who focus on education related issues received copies of the draft application and were encouraged to provide individual feedback to OSR staff.

Hawaii State Public Charter School Commission (the Commission): Currently, the Commission is the sole authorizer of charter schools in the State of Hawaii. The Commission reports directly to the State Board of Education. OSR staff presented the draft application and solicited feedback during a Commission meeting on August 2, 2012. Individual commissioners provided feedback on the draft and, specifically, the language related to charter schools.

Hui for Excellence in Education (HE'E²): HE'E promotes a strengthened public education system through valued and empowered families, communities, and schools. HE'E accomplishes this through the collaboration of the over 30 community organizations that are members.

² "Hui" means group or association in Native Hawaiian.

Members share resources and identify opportunities for progressive action in education. HIDOE engaged HE'E members and leadership throughout the drafting process. On July 19, 2012 OSR staff attended a HE'E meeting to present the vision for the draft application. HIDOE then shared copies of the draft application and a summary document with HE'E and directly to the member organizations. HE'E also partnered with HIDOE to engage key community stakeholders during meetings with principals and vice principals described in subsection 1 of the consultation section. HE'E leadership attended the majority of the meetings and assisted in taking and compiling notes to inform changes to the draft.

The Native Hawaiian Educational Outcomes Council (NHEOC): NHEOC includes leadership from the Native Hawaiian community and Native Hawaiian organizations that share a common goal of improving educational outcomes for Native Hawaiian students. Council members received copies of the draft application, a summary document, and an online survey for collecting feedback. On August 24, 2012, OSR staff attended a NHEOC meeting to answer questions about the content of the draft application and gather input.

Special Education Advisory Council (SEAC): SEAC is the State advisory panel as required in the Individuals with Disabilities Education Act. SEAC advises the state superintendent on effective instruction for all eligible children with disabilities. SEAC uses its strength as a broad-based constituency group to play an active and influential role in decisions affecting policies, programs and services that impact students with disabilities. Council members provided written feedback to HIDOE on the draft proposal.

The Learning Coalition (TLC): The Learning Coalition is a non-profit organization focused on increased excellence in Hawaii's public schools. Specifically, TLC works to foster and support a culture of collaboration between families, communities, and schools. HIDOE worked with TLC staff directly to share the direction of the ESEA Flex application, a subsequent draft, and the summary document. TLC members provided feedback via the public feedback survey.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Hawaii is the only State in the nation to make significant and meaningful [progress](#) in all five categories of the 2011 National Assessment of Educational Progress (NAEP): grade 4 and 8 mathematics, grade 4 and 8 reading, and grade 8 science. Compared to other states, Hawaii ranks 11th in growth on the NAEP over time³. While these accomplishments are notable, Hawaii remains committed to a cycle of continuous challenge and improvement to further improve teaching and student learning. The Hawaii State Board of Education and State Department of Education recently updated the State Strategic Plan, which charts a course towards 2018 and identifies how the State will fully develop the academic achievement, character, and socio-emotional well being of its students to ensure that all students reach their aspirations for college, career, and citizenship.

To achieve these results, Hawaii has focused its theory of action on: high expectations for student achievement and improvement; the use of multiple measures to more authentically

³ http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG12-03_CatchingUp.pdf

define student success; supports for effective teachers and principals, as the instructional leaders in their schools; and a focus on resources and supports to the lowest performing schools. As schools demonstrate their success at helping all students meet high expectations, the State believes that these schools should receive increased autonomy. In the 2011-2012 school year, student performance in Hawaii [improved](#) across every tested grade in both mathematics and reading on the Hawaii State Assessment (HSA). This milestone provides clear evidence that Hawaii's schools are focused on a core set of instructional priorities and expectations for students despite living and working across seven geographically and culturally distinct islands. Yet, the State's current NCLB era accountability system provides, at best, a narrow snapshot of the true state of student learning and growth.

In submitting this application, HIDOE is seeking approval of its plan to develop and implement a next generation accountability system that is built on multiple measures that more validly reflect school performance and improvements and provide for clearer direction and motivation for school improvement efforts. The accountability system contained within this application explicitly reinforces the college- and career-ready mission set forth within the Hawaii State Board of Education's Strategic Plan. In doing so, the proposal will align the federal accountability system with the goals and strategies in the BOE's updated Strategic Plan.

Building upon HIDOE's current Accountability Workbook, the proposed system also articulates a clear set of student success metrics that collectively reflect the State's expectations for school performance. The proposed approach sets new "stretch" performance goals for schools that are ambitious but realistic. Drawing upon these goals, the proposed accountability system effectively differentiates school performance in a valid, reliable and meaningful way, so that schools in need of improvement receive appropriate support and intervention, and the State's high performing schools receive the recognition and administrative flexibility that they richly deserve.

The proposed accountability system lays out the State's strategies to invest in the development of all educators through rigorous college- and career-ready academic standards and assessments, timely and actionable performance feedback, and mechanisms that build the capacity of the State's 15 complex areas to support school improvement and transformation efforts. The proposed system is also aligned with and supportive of the clear expectations for charter schools relative to their performance and improvement efforts to prepare students for success after high school. This coherent approach across the three ESEA Waiver Principles ensures that Hawaii's schools and educators work towards, and are held accountable for, the preparation of students for success in college and careers.

In setting clear expectations for increased student achievement and instructional excellence, the State is better able to target and reallocate limited federal and state resources towards the schools and educators in need of additional support. The menus of supports and interventions described within this proposal are based upon successful practice and lessons learned within Hawaii's schools that have demonstrated steady performance gains and exited Status.

Roles and responsibilities in the proposed system are clear. Principals as instructional leaders are primarily responsible for leading school improvement efforts. Hawaii's fifteen complex areas provide direct support to schools, especially towards those schools at risk of sliding into a lower performance category. The State provides clear expectations, the accountability framework, all necessary research and development, overall resources for the system, and targeted resources towards the schools in greatest need of improvement. Given the increased support that helps schools focus on college and career readiness, the State will not tolerate schools that fail to improve and will aggressively intervene when necessary.

Hawaii's dedication to accountability, support for educators, collaborative spirit, and determination to continuously improve led to the State's award of a Race to the Top grant and will continue to guide Hawaii in preparing students for success in college and careers. Our children deserve no less.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 5)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

Adoption of College- and Career-Ready Standards

Hawaii has a demonstrated commitment to, and track record for, developing and implementing high-quality, college- and career-ready standards and assessments. In 2006, Hawaii joined the American Diploma Project with the goal of aligning high school expectations with those of college and the workforce. As a result, both Achieve, Inc. and Education Next recognized Hawaii as a leading state for having nationally-competitive standards and assessments (*Attachments 6*).

Participation in the development of the Common Core State Standards (Common Core) was a natural next step in the implementation of a standards-based education system. In June, 2009, Hawaii officially joined a consortium of states, led by the Council of Chief State School Officers and the National Governors Association Center for Best Practices, to develop the Common Core. Educational specialists from HIDOE participated on K-12 standards development feedback groups for both English language arts and mathematics. On June 18, 2010, the BOE adopted the final Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics. As is described in the following subsections, HIDOE has developed a clear implementation strategy to ensure that all students, including English language learners, students with disabilities, and low-achieving students, have access to high quality content and instruction aligned to the Common Core.

Gap Analysis

Following formal adoption of the Common Core, HIDOE conducted a thorough analysis of the degree and depth of alignment between the Common Core and the Hawaii Content and Performance Standards (HCPS). The Office of Curriculum, Instruction, and Student Supports (OCISS) worked with teachers, curriculum coordinators, postsecondary instructors, and State English language arts and mathematics content panels to inform the analysis. On November 29, 2010, OCISS posted the final standards analysis (crosswalks) on its standards toolkits website (*Attachment 7*).⁴ The crosswalks are a starting point for teachers to build a deep understanding of the depth of content and skills that the Common Core demands. The crosswalks also show where there is not alignment between HCPS III and the Common Core. This information was particularly important for informing HIDOE's phased-in implementation strategy, as well as the development of curricular materials such as curriculum frameworks.

Adoption of College- and Career-Ready Diploma Requirements

Taking into account the rigor of the Common Core, the BOE worked with local businesses and higher education representatives to develop and adopt more rigorous graduation requirements for the graduating class of 2016. The result was an amendment of BOE Policy 4540 in September 2011 (*Attachment 8*). The amendment increases course requirements for

⁴ The Standards Toolkit website: http://wetserver.net/hcpsv3_staging/cc/common-core.jsp

mathematics and includes new options for students to earn credits by demonstrating subject mastery. In subsequent guidance to the field, the Office of Curriculum, Instruction, and Student Supports provided clear requirements for honors designations with the new policy.

As the State moves forward with implementation of the new diploma requirements, staff from OCISS, the Office of Strategic Reform (OSR), and the Systems Accountability Office (SAO) are participating on two national workgroups related to competency-based opportunities for earning academic credit. OCISS and SAO staff participate in the Smarter Balanced Proficiency-Based Learning Task Force. OSR staff represent on Hawaii on Competency-Based Education Workgroup that is facilitated by Achieve, Inc.

Beginning with the graduating class of 2016, students may qualify for three honors designations: Academic honors; Career and Technical Education (CTE) honors; and Science, Technology, Engineering, and Mathematics (STEM) honors. Each designation incorporates components of the Common Core. For example, the CTE Pathway Program of Study includes communications standards and benchmarks that are aligned to the Common Core State Standards for English language arts and technical subjects. Where applicable and appropriate, mathematical reasoning and calculation standards and benchmarks are also embedded within the CTE Pathway Program of Study.

Standards-Based Grading

As is described in this section, Hawaii has demonstrated a focus on developing a standards-based education system. The alignment of grading to standards is a natural next step in the implementation of academic content standards. Hawaii's schools have used standards-based report cards since 2005. In school year 2011-2012, grades K-2 implemented an updated report card that is aligned to the Common Core (*Attachment 9*).

Analysis of Linguistic Demands of the Common Core State Standards

The World-Class Instructional Design and Assessment (WIDA) standards have served as the State's English language proficiency (ELP) standards since 2009. In addition to alignment with HCPS III, Hawaii determined the degree and depth of alignment between the Common Core and the World-Class Instructional Design and Assessment (WIDA) standards for English language learners. In March 2011, HIDOE participated in an independent alignment study that evaluated the linkage between the WIDA standards and the Common Core. The results indicate a strong alignment between the two sets of standards. The 2012 edition of the WIDA standards includes representations of language development outside of core content areas as well as connections between content (Common Core) and language strands.

In the 2009-2010 school year, the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®) was administered locally

for the first time to meet ESEA Title I and Title III requirements to ensure students' progress as they strive to reach proficiency in their English language development.

In addition to an analysis of the linguistic demands of the Common Core for ELLs, HIDOE is also working the Native Hawaiian community to translate the expectations of Common Core to Native Hawaiian for the State's immersion schools. Additional details on related work on assessments in Native Hawaiian are found in the section on transitioning assessments.

Analysis of Learning and Accommodation Factors for Students with Disabilities⁵

To support students with disabilities' (SWDs) access to college- and career-ready standards, Hawaii has focused its efforts on serving SWDs in general education settings. Currently, HIDOE is in the final year of a four year cycle of general supervision reviews focused at the complex area level. Each year has included reviews of documented evidence in the individualized education plan (IEP) that supports placement decisions. Specifically, the reviews identified and analyzed evidence that the IEP team considered placement in general education. As a result of the review process, each complex area is required to submit a complex area improvement plan based on areas in need of improvement. For school year 2013-2014, all IEP teams are required to use a decision making tool to guide data driven decision making relative to placement. This tool will assist the team in considering the appropriateness and benefits of all placement options, beginning with the general education setting. The tool will also be used to identify meaningful supports, supplementary aids, and accommodations.

In addition, HIDOE has launched a statewide initiative to develop best practices through implementation and training sites. Details on the initiative, dubbed "Centers of Educational Excellence on Inclusive Practices and Access to Common Core" are in the subsection on professional development for teachers on the Common Core State Standards.

Dissemination of the Common Core State Standards to the General Public

HIDOE has launched a comprehensive communications strategy that includes clear message points, an online portal with information on all reforms (as opposed to separate websites), and communications resources. In November 2010, HIDOE created a website to specifically highlight the reform efforts of Hawaii's public education system. The site serves as a temporary community access portal to keep the public informed about the progress of Hawaii's RTTT initiatives through an e-newsletter subscription service and posting of articles, documents, and reports.

Video messages with news updates are distributed internally and externally through posting on

⁵ For the purposes of this application, the term "students with disabilities" is synonymous with "special education" or SPED students.

the HIDOE and RTTT websites, as well as on Hawaii Public Television. HIDOE has partnered with Hawaii Public Television to host Viewpoints, a series of 30-minute television segments. The program, targeted to parents, HIDOE staff, and the general public, features monthly discussions on school reform and Race to the Top efforts. During the 2010-2011 school year, multiple episodes of Viewpoints featured Common Core related topics, such as “Common Core Standards – Familiarity,” and “Common Core Standards Implementation.” The segments are posted at <http://www.video.k12.hi.us/viewpoints>. In addition, the State’s online Common Core Toolkit, which includes all documents related to the transition and implementation of Common Core, is accessible to parents and the public.

Brochures, created by Hawaii Educational Specialists, explain what parents with students entering kindergarteners can do to help prepare students for their first year in the Common Core State Standards. These documents, as well as bookmarks showing Hawaii’s timeline for transition, and posters showing the shifts in mathematics and English language arts, have been widely shared at venues such as Community Board Meetings, Parent Teacher Nights and Teacher Education Committee Sessions.

External communication advisors are working with HIDOE to supplement these efforts with a time sensitive communications plan that defines and clarifies reform efforts and “layers” on messages to specific audiences addressing current issues relating to the teacher contract, Common Core, extended learning time, and the updated 2011-2018 BOE Strategic Plan. HIDOE launched the new comprehensive communications strategy and campaign, internally, at the July 19, 2012 statewide Education Leadership Institute. The campaign will launch externally, alongside a new community portal, in 2013. Additional information on dissemination efforts for complex area and school staff is fully described in the section on professional development.

In addition to the ongoing communications efforts tied to Race to the Top, HIDOE is leveraging the Family-School Partnership Workgroup to better identify opportunities for school- community engagement, including a specific focus on developing and implementing robust systems of communication between families and all levels of the education system. The Hawaii State Board of Education’s Policy 2403 (Family Involvement), is based on the National PTA standards on school-family partnerships and frame future efforts to engage parents and communities.

HIDOE communications efforts are also supported by those of parent and community organizations across the islands. Over the next two years, The Learning Coalition (described in the consultation section), is planning to hold a series of opportunities for community members to build a deeper understanding of key reform topics such as the Common Core. Through these opportunities, TLC plans to build a cadre of community members who could coordinate with

HIDOE to strength communication to the public.

Professional Development for Teachers and Principals on the Common Core

Supporting educators in understanding the depth of content and skills in the Common Core and implications for instructional pedagogy is critical for successful implementation of the Common Core. Recognizing this, HIDOE has deployed a comprehensive plan to support all teachers in providing Common Core aligned instruction within every classroom by school year 2013-2014. To that end, all ELA teachers in grades 11-12 and all Algebra II teachers were required to implement the Common Core in school year 2011-2012. The same year, every K-12 ELA and mathematics teacher adjusted their instructional practice to include the major shifts in the Common Core.⁶

In 2010, Hawaii began implementation of a five phase professional development plan. The plan relies on a tri-level approach, whereby the State provides training to complex area staff, who are then responsible for providing training at the school level. This “tri-level” approach ensures that implementation efforts are aligned from the state to school levels and builds capacity to implement the Common Core at all levels of the education system.

Phase I: Familiarity (October 2010-December 2010)

Phase I helped educators identify the similarities and differences between the HCPS III and the Common Core State Standards. OCISS educational specialists worked closely with expert content panels and used an online analysis tool developed by Achieve, Inc. to create crosswalk documents (described previously in the subsection on gap analysis). The crosswalks supported statewide professional development efforts to help teachers understand the major shifts in the Common Core. In this initial phase, professional development efforts included face-to-face training sessions on the transition to the Common Core for all principals.

Phase II: Understanding (January 2011-March 2011)

Phase II helped educators understand the expectations in the Common Core in greater detail and how this information relates to the content and skills in HCPS III. Professional development efforts included teams of teachers and school leaders from schools across the State to promote shared learning across school staff and to build a cadre of Common Core “experts” for each school. Participants received all training materials, including PowerPoint presentations and videos, after their session. Major portions of the trainings were recorded so that participants would be able to share the recordings during their own training sessions at their schools. The professional development in Phase II reached 1,400 teachers and administrators.

⁶The major shifts in the ELA standards include the use of text dependent questions, exposure to increasingly complex texts, and a focus on the written argument. In math, teachers implemented the standards for mathematical practices.

During Phase II, OCISS staff worked with the University of Hawaii’s Curriculum, Research Development Group (CRDG) to develop an evaluation and feedback instrument. The instrument contains 12 items on a 4-point Likert scale and a comments section. Each participant completed the evaluation instrument immediately following the Introduction to the Common Core State Standards (CCSS) Initiative session.

Roughly half of the 1,300 respondents indicated they did not understand the key ideas of CCSS prior to the session. By the end of the session, though, 45% indicated general understanding and 20% “understood well enough to share what I know with others at my school.” Equal gains in understanding occurred across ELA and mathematics.

Phase III: Internalization (April 2011-July 2011)

Phase III was designed to impart teachers with a deep understanding of how current curricular materials align to the Common Core and to identify instances where supplemental materials may be necessary. As additional support, publishers provided teachers with crosswalks of their curricular materials with the Common Core, a process for deconstructing the standards, and suggestions for pacing across the school year. OCISS provided face-to-face training to all teachers in grades K-2, all ELA teachers in grades 11-12, and all Algebra II teachers. Elementary school teachers received two full days of training – one day for ELA and one day for mathematics, while secondary teachers received one full day of training.

Phase IV: Incorporation (August 2011-May 2012)

Phase IV focused explicitly on implementation of the Common Core in the classroom. To that end, HIDOE used training sessions, weekly webinars, and the standards toolkit website to deliver training through a train-the-trainer model. Set teams of teachers, content leaders, and administrators from each complex area received professional development sessions, and resources for running school level trainings.

During Phase IV, HIDOE redesigned the Hawaii standards toolkit website to provide a platform for delivering information and resources on the Common Core. The website has since become a robust clearinghouse of both general and Hawaii-specific Common Core resources. Weekly webinars, focused on formative instructional practices and shifts in the Common Core are also posted on the standards toolkit website. Examples of webinar topics include:

- Using Data to Improve Instruction Reports (formative assessment) to Inform Instruction;
- Data Teams Roles & Functions;
- Incorporating Scientific Inquiry through a STEM-based Curriculum; and
- The Written Argument.

To culminate phase IV, OCISS staff conducted a Common Core “road show” for complex area curriculum leads and K-12 school staff. Between late January and February 2012, eight

training sessions occurred across four islands.⁷ A similar evaluation and feedback instrument was submitted by each participant immediately following the sessions, containing three items on a 4-point Likert scale and a comments section. The evaluation tested key ideas on

- The major shifts in the Common Core State Standards;
- The K-2 Formative Reading Assessments; and
- The Common Core Resources connected to the Standards Implementation Process Model.

A total of 419 participants attended the trainings, 312 of whom completed surveys that show the following:

Teachers' Understanding of Common Core (percent reporting moderate or high understanding on a 4-point scale):

	I understand the Common Core instructional shifts	I understand K-2 formative reading assessment	I understand the resource set for the Common Core
Before Sessions	84 percent (1 or 2)	79 percent (1 or 2)	75 percent (1 or 2)
After Sessions	87 percent (3 or 4)	85 percent (3 or 4)	89 percent (3 or 4)

Phase V: Sustainability (August 2011-Ongoing)

Phase V will support all educators to realize full implementation of the Common Core by 2013-2014. During this phase, HIDOE is training principals to conduct job embedded professional development for all teachers, training sessions with partner organizations, and additional resources and support materials.

The hallmark of Phase V is an ambitious plan to provide job-embedded professional development for all teachers across the State via six elementary and five secondary school professional development protocols. In elementary schools, the protocols are designed for all teachers and focus on:

- Research-based strategies for effective, standards-based instruction that includes clear targets and descriptive feedback;
- Understanding the structure of the Common Core and implications for scaffolding instruction;
- Text complexity;
- Written opinion;
- Standards for mathematical practices; and

⁷ Sessions occurred on only four islands for logistical reasons. Complex area curriculum leads from all islands were invited.

-
- Mathematics learning progressions.

In secondary schools, all teachers will be trained on a protocol focused on research-based strategies for effective, standards-based instruction. The remaining protocols are broken into three strands:

- English language arts strand (for ELA teachers): structure of the Common Core for ELA, text complexity, and written argument I and II;
- Mathematics strand (for mathematics teachers): structure of the Common Core for mathematics, modeling in mathematics, and learning progressions; and
- Literacy across the content areas strand (for content area teachers): structure of the Common Core for literacy in history/social studies and technical subjects, text complexity, and written argument I and II.

OCISS trained all principals on the protocols during the summer of 2012. Principals will implement the protocols, based on a sequence recommend by OCISS, during the 2012-2013 school year. Each protocol includes evaluation questions and resources for implementation in the classroom. OCISS will monitor the evaluation data on an ongoing basis to inform any changes to the protocols and to identify areas where additional support is necessary. For subsequent years, OCISS plans to develop and disseminate additional professional development protocols that address access and learning needs specific to special populations. OCISS is working with the CSAO to hold a similar training session for public charter school principals.

Career technical education (CTE) teachers will receive additional training to link content and industry standards to classroom instruction. Using Stanford University’s Design Thinking process, teachers collect feedback from students and industry professionals on the Common Core and CTE career pathway course standards. This feedback will support the redesign of CTE classroom curriculum so that it addresses standards and better engages students.

External Partners

Working with the Common Core Institute, HIDOE is training 40 Common Core “experts.” This team provides support to schools to effectively implement the Common Core. The Common Core Institute also partners with HIDOE to run week-long summer institutes for school teams, including ELL and special education teachers. The “experts” take part in a yearlong professional development experience that includes face-to-face practica, bimonthly web-based lectures, and professional readings. Institutes began in July 2012.

To continue to build capacity at the complex areas and on the content panels, HIDOE is partnering with Student Achievement Partners (SAP), a nonprofit organization committed to supporting quality implementation of the Common Core. In December 2012, SAP sent a team

to work with Hawaii support staff and teachers on the content of the Common Core, strategies for aligning curricular materials and basal training. The training consisted of two days focused on mathematics and three days focused on ELA. Trainers will included writers of the Common Core standards.

Finally, as part of Phase V, OCISS has created a working group to coordinate professional development efforts across ELL, SPED, ELA, Mathematics, Science, and Social Studies. The working group is meeting to strengthen professional development, beginning with the offerings for the 2013-2014 school year.

Efforts related to Common Core professional development to bridge the gap between K-12 and higher education are at the end of this section.

Professional Development to Support English Language Learners (ELLs)

Hawaii is committed to supporting the success of all students, including ELLs by 2013-2014. Since the 2009-2010 school year, the State has realized significant gains in ELLs’ academic achievement, largely due to the ongoing systemic reforms listed above. After a period of relatively stable test scores for active ELL students, the percentage of ELLs that achieved and exceeded proficiency in reading and mathematics rose significantly for each of the past three school years.

Figure 1A: Reading Proficiency of Recently Exited ELL Students

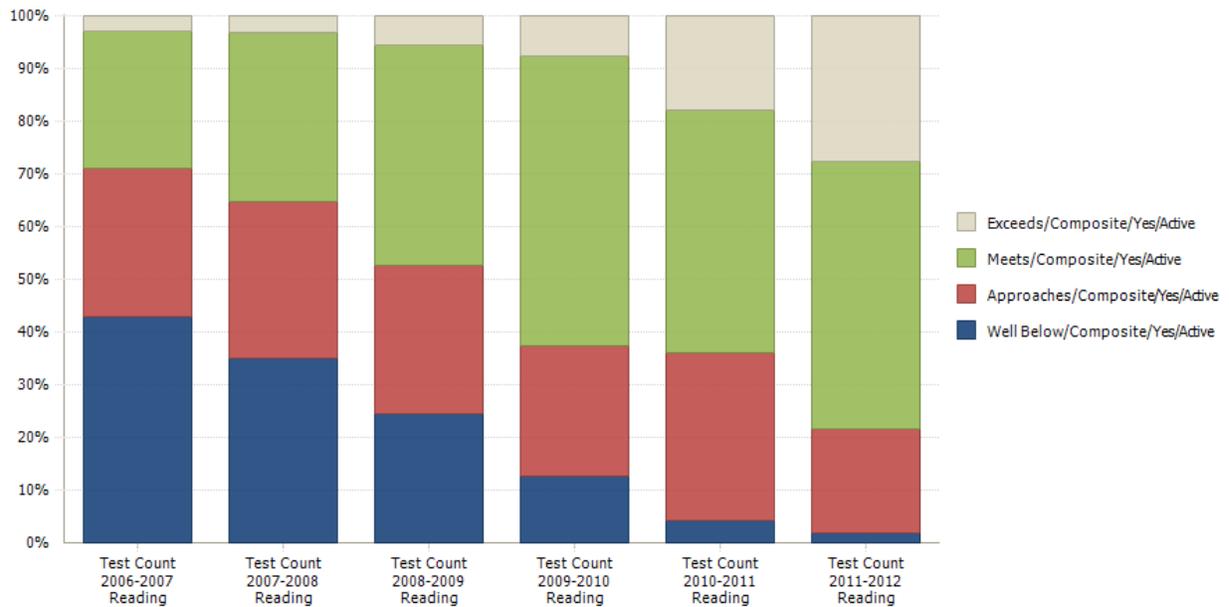


Figure 1B: Reading Proficiency of Active ELL Students

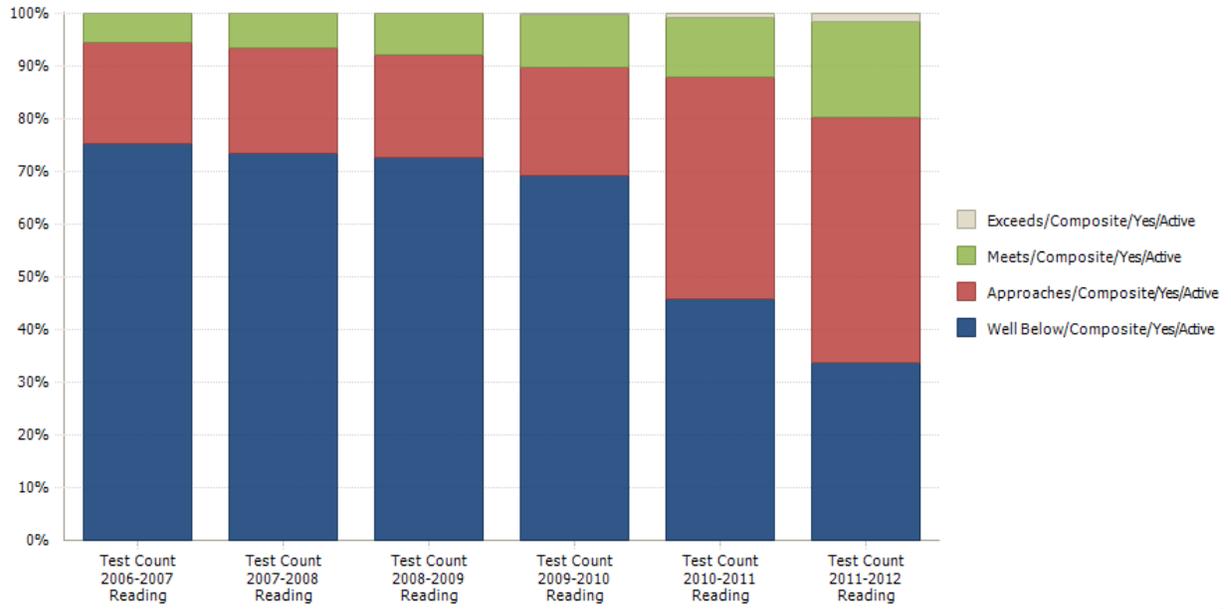


Figure 1C: Mathematics Proficiency of Recently Exited ELL Students

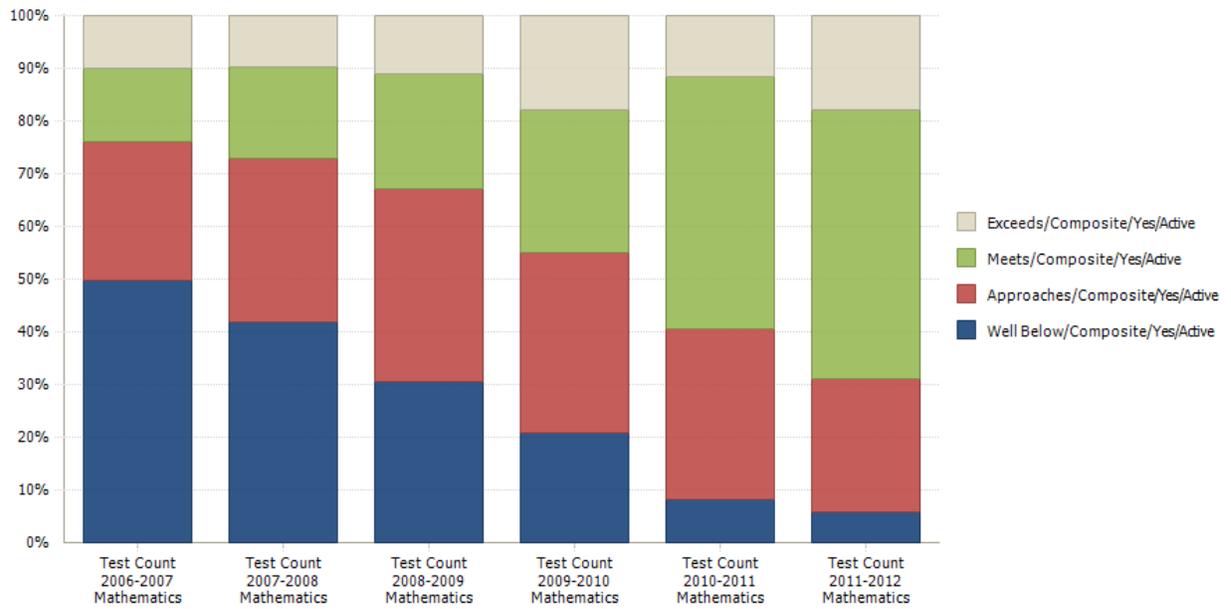
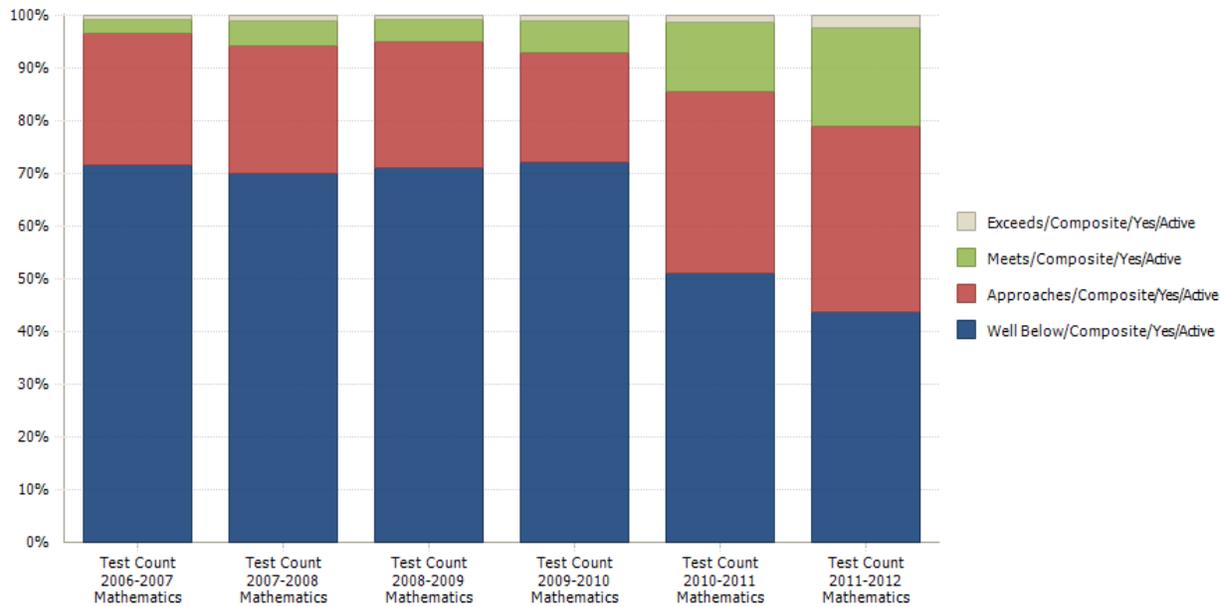


Figure 1D: Mathematics Proficiency of Active ELL Students



To integrate ELL instructional strategies into professional development offerings, OCISS restructured its internal planning groups to include cross-functional teams consisting of student support specialists and content area, ELL, and special education (SPED) teachers. ELL and SPED teachers will partner with content area teachers to provide coordinated training on the Common Core and the use of aligned WIDA training tools such as the 2012 Amplification of the English Language Development Standards. This approach to professional development ensures that all students receive high quality instruction and intervention strategies appropriate for their individual needs, to maximize learning, and to eliminate academic achievement gaps. Specifically, HIDOE is implementing four professional development models with the goal of improving instruction for ELLs:

Classroom Instruction that Works for English Language Learners

Since 2010, the Hawaii ELL program has held professional development sessions on the Classroom Instruction that Works for English Language Learners program. These sessions were held in partnership with Mid-continent Research for Education and Learning (McREL). The training series applies nine categories of widely used research-based instructional strategies to the five stages of language acquisition to successfully engage and raise the achievement of ELLs in general education settings.

Guided Language Acquisition Design (GLAD)

The GLAD trainings focus on supporting educators in providing research based instructional strategies for delivery academic content and language using an integrated blended literacy approach. The training has been offered statewide and targeted to schools that are struggling with supporting ELL students. Hawaii is developing a cadre of GLAD trainers to meet demands from the field for additional GLAD training and support.

Multilingual, Cross-cultural, and Academic Development Program (MCAD)

To provide all teacher candidates with the support and background necessary to provide instruction for English language learners, HIDOE worked with TECC to create the Multilingual, Cross-cultural, and Academic Development Program (MCAD).⁸ MCAD will support the preparation of all teachers to provide instruction aligned to the Common Core with the requisite knowledge and skills to work with ELLs. The courses are designed for in-service teachers. Course content is aligned with the InTASC Model Core Teaching standards designed by the Council of Chief State School Officers. Moving forward, OCISS is working with the schools of education to use the MCAD to establish criteria for other institutions to develop programs that will ensure in-service teachers are prepared to work with ELLs.

Sheltered Instruction Observation Protocol Model

The State ELL program has also provided teachers with professional development on sheltered instruction for ELL students since 2002. The Sheltered Instruction Observation Protocol Model is a research-based model designed to promote learning for all students, especially ELLs. The intent of the model is to embed critical features of high quality instruction for English Learners in content area teaching. The SIOP Model is a framework meant to bring together a school's instructional program with organizing methods and techniques, and ensure that effective practices are implemented.

An initial introduction to the amplified WIDA standards and their role in supporting implementation of the Common Core will be included in the OCISS Common Core professional development. In response to Title III findings, principals will deliver this integrated professional development to their staff as part of Phase V of Common Core implementation (described above).

The WIDA training will use ongoing online asynchronous supports and in-person professional development opportunities to support the delivery of Common Core training tools. State and complex area staff will provide school level training in accordance with the principals' Common Core training implementation plan.

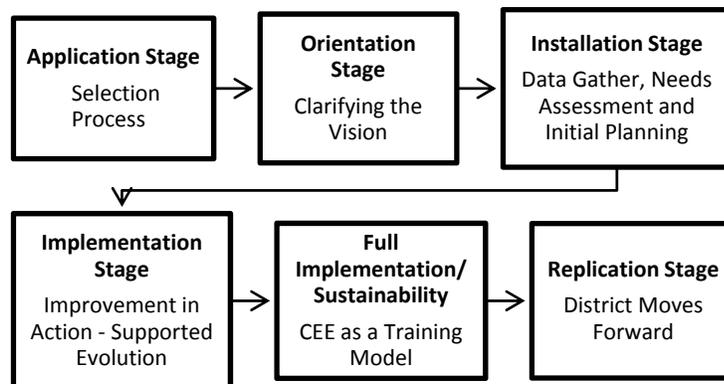
Moving forward, HIDOE will provide all teachers access to their students' English language proficiency (ELP) levels. Access to this information will provide the necessary baseline information for teachers to identify appropriate differentiation strategies and guide instruction. In preparation, the ELL and Title III team has created an online training module that supports teacher understanding of how to interpret ELP levels.

⁸ This partnership began in 2003.

Professional Development to Support Students with Disabilities

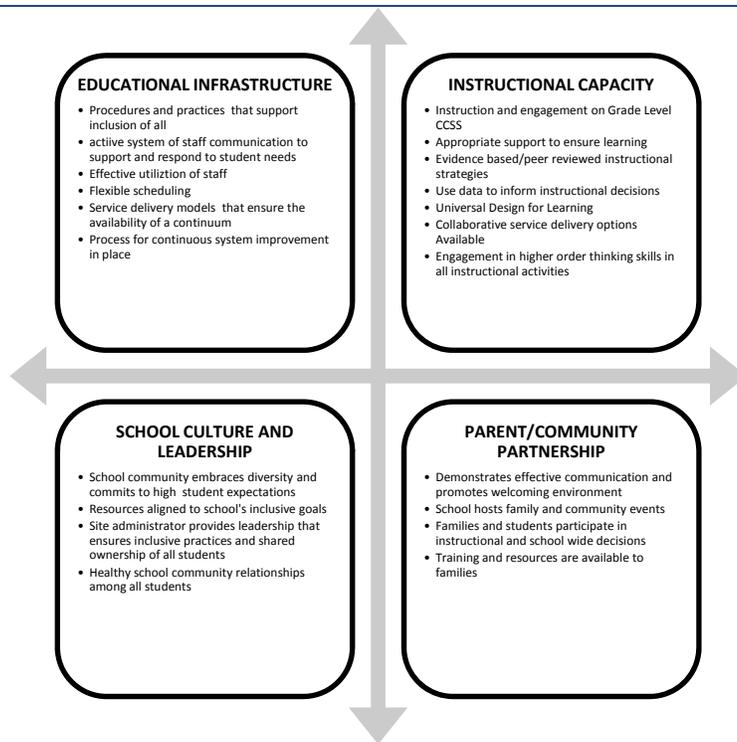
To support achievement of students with disabilities (SWDs), HIDOE has launched multiple professional development and training initiatives. First, during the 2011-2012 school year, all district personnel received professional development on assessment aligned to the Common Core and evaluation, and eligibility training relative to SWDs. In 2012-2013, all specialized services personnel will receive training on similar topics.⁹ The trainings emphasize the connection between curriculum, Common Core, and assessments that are used to identify SWDs and to develop subsequent education plans.

HIDOE is also implementing a statewide initiative to develop model implementation and training sites – Centers of Educational Excellence (CEEs) on Inclusive Practices and Access to Common Core. In the first year, three schools were selected as target transformation sites. Each site receives targeted technical assistance and coaching through a six-step implementation process.



To expand implementation statewide, OCISS is currently developing a standard of excellence framework, process tools to support continuous improvement, and targeted training resources. Ultimately, these schools will align with the school improvement/accreditation process. With support from state level site leads and complex area staff, schools will use the framework to identify and prioritize needs relative to SWDs and create action plans for addressing those needs. The standard of excellence framework is designed for schools to use as an implementation rubric, focusing on indicators in four quadrants: educational infrastructure; instructional capacity; school culture and leadership; and family and community partnerships.

⁹ “Specialized services personnel” refer to occupational therapists, physical therapists, speech-pathology therapists, school psychologists, clinical psychologists, and behavioral health specialists.



In addition to the framework, HIDOE is developing tools and resources for all schools and, ultimately, for the community. For example, as an extension of the Instructional Capacity quadrant, HIDOE has designed an action plan to begin development and rollout of implementation rubrics, support tools, and training modules for each of the instructional capacity indicators (listed in graphic above). The action plan is designed as a professional development opportunity for schools that are not targeted CEE transformation sites. The instructional capacity modules focus on the following indicators of success:

- Standards Focused IEPs – Students with IEPs receive instruction and IEPs that are aligned with rigorous grade-level standards such as the Common Core;
- Supplementary Aids/Supports and Accommodations - Students with disabilities have meaningful and effective supplementary aids and supports to enable access to the general education curriculum;
- Evidence Based Strategies - All teachers use evidence-based instructional strategies;
- Universal Design for Learning – All teachers design lessons ensuring accessibility for all students;
- Formative Instruction - All teachers use data to regularly review student progress and inform educational decisions;
- Consultation and Collaborative Teaching Strategies - Services for students with IEPs are provided through collaborative service delivery options; and
- Higher Level Thinking - Learning opportunities that require higher levels of cognitive demand are incorporated into instruction for all students.

To support implementation that results in change to instructional practices, OCISS employs a tri-level approach to professional development. In other words, the State, complex areas, and schools share a constancy of purpose and ownership. Training methodologies include information training with follow up demonstration and job embedded monitored practice. This “train-the-trainer” approach includes a hierarchy of mentoring where the State provides coaching to the complex areas and the complex areas provide coaching to schools. The modules will be implemented over two phases. Phase one will occur during 2012-2013 school year and cover modules 1-4. Phase two will occur during the 2013-2014 school year and cover modules 5-7.

The standard of excellence framework, process tools for continuous improvement, and targeted training resources that are developed through CEEs will be accessible and intended for use by all schools across the state. The results of the CEEs project will ultimately set the standard for best practices on educating SWDs in a general education setting to achieve the rigorous college- and career-ready goals of the Common Core.

Aligning Instructional Materials to the Common Core State Standards

Full implementation of the Common Core requires high quality instruction and assessments, as well as aligned curricular materials that engage students in meaningful learning. When coupled with high quality instruction, curricular materials are teachers’ tools for making the Common Core come alive in the classroom. HIDOE has implemented a multi-pronged approach to support the purchase and use of high quality curricular and instructional materials that are aligned to the Common Core.

First, using the data from the HCPS III and Common Core gap analysis, content area experts in OCISS developed curriculum frameworks for mathematics and ELA. The curriculum frameworks serve as statewide curriculum maps that further explicate the Common Core content and skills that should be taught and mastered, conceptual understandings, domain-specific pedagogy, and suggested interdisciplinary STEM-based curricular and instructional approaches. They include Hawaii’s revised General Learning Outcomes (GLOs) and criteria for assessing student proficiency.

In addition, HIDOE is vetting existing curricular materials to make recommendations to the field and, ultimately, purchase core curricular materials for all schools. Criteria and tools were developed for reviewing and selecting instructional materials. The ELA tools and criteria were created by the University of Hawaii’s Curriculum, Research, and Development Group¹⁰, in consultation with OCISS content specialists. Mathematics tools and criteria were developed by the Charles A. Dana Center at the University of Texas. HIDOE has contracted with a vendor to vet available curricular materials using, in part, the criteria. Stakeholders from across the State

¹⁰ CRDG is a research unit housed at the College of Education at the University of Hawaii.

will be involved in the vetting process, scheduled to conclude by Spring 2013. Upon conclusion of the vet, OCISS will begin implementation of a phased in purchase of core curricular and instructional materials for the State.

HIDOE has also posted additional instructional resources and tools on the standards toolkit website, including:

- Videos of classroom learning episodes that demonstrate teaching and learning aligned to the Common Core;
- A series of webinars addressing the major shifts and themes in the Common Core and supportive practices such as formative assessment and data teams;
- Sample curriculum units that are aligned to the Common Core;
- Sample formative assessments such as performance tasks;
- Mathematics grade band overviews and domain progressions; and
- Links to high quality materials from national organizations and other education agencies in other states.

OCISS will continue to post classroom video episodes, model lesson plans, webinars, and resources and tools from national organizations and other states.

To support ELL teachers, HIDOE is using a WIDA developed screening tool for reviewing materials alignment to the WIDA standards. The tool is designed to offer a process for publishers, independent correlators, and state education agencies to determine alignment of textbooks, ancillary materials, online resources, and other instructional materials.

Expanding Access to Higher Education Learning Opportunities

All of Hawaii's students have access to courses that prepare them for college and careers. Courses include Advanced Placement (AP), Early Admit, Running Start (RS), and Dual Credit Articulated Program of Study (DCAPS) to the University of Hawaii system. Students can access additional postsecondary courses through online options such as the State's e-school. HIDOE is also working to align CTE Career Pathways with programs of study at Hawaii community colleges; allowing CTE students to earn free community college credits as part of the DCAPS agreement.

In addition to courses, HIDOE works with Hawaii P-20 to use Federal discretionary grants to provide subsidies that increase access to higher education for low-income students. The College Opportunities Program, TRIO, Upward Bound, and GEAR UP programs support low achieving students opportunities for college. Both Running Start and Jump Start Programs allow students who have completed graduation requirements to enroll in the University of Hawaii system. From 2002 to 2012, the GEAR UP Program provided qualifying low-income students with \$663,857 to support 1753 tuition and book subsidies. In the Jump Start Program,

four partner schools provided \$28,530 to subsidize tuition for 13 students. The College Access Challenge Grant provided \$5,739 in book subsidies for each student and provided \$2,746 in additional support services.

HIDOE has leveraged its Federal Advanced Placement Incentive Program (APIP) grant to grow a robust AP program at 25 secondary schools, representing 56% of the State’s high schools. Through educator professional development, student preparation, business/community involvement and 21st Century learning opportunities, Hawaii will expand AP access and success further for nearly 14,000 low-income students (nearly 30,000 total students). This work will help ensure that low-income and underrepresented students have access to high quality AP courses and support systems that promote their educational success.

As part of the APIP grant, OCISS staff are working to provide the supports and resources necessary to build a core of “Master AP Teachers” who have developed AP curriculum for Saturday preparation sessions in various content areas. The core of master teachers will mentor AP STEM teachers and increase educator effectiveness as schools increase their STEM offerings. These highly qualified and experienced teachers will build a sustained, internal training capacity for all high-poverty campuses. Teachers with at least three years of experience teaching AP courses and with at least 65% of students achieving examination scores of 3 or higher will become “Master” AP teachers. Master AP teachers will provide guidance to supplement online/virtual training, assist with instructional resources, develop tools and course content, and provide AP teachers with targeted feedback. The emphasis will be upon science, mathematics, and engineering AP courses.

To date, the master teachers have developed three mediated courses – Calculus, Environmental Science, and Physics – for teachers to deepen their understanding of the content and pedagogy of each AP course. The mediated courses are available online for beginning AP teachers. By the conclusion of the project in August 2014, OCISS plans to have at least 35 Master AP Teachers¹¹

To create a more robust pipeline of college- and career-ready course offerings, HIDOE is piloting College Board’s Pre-AP curriculum (Spring Board®). Lessons learned from the pilot schools will be shared with and replicated in schools across the State in future years. Planned College and AP Awareness Nights help students and parents better understand the college application, financing, and financial aid processes, as well as the benefits of AP for students’ college planning and preparation. Expansion of Brain Camp and Saturday AP Prep Sessions provides direct students supports, motivates students to consider college, provides the skills and resources to improve their academic success, and creates intensive and focused opportunities to succeed in AP courses. Implementation of online learning experiences will

¹¹ There are currently 14, after the end of the first year.

create communities of practice mediated by trained and informed administrators to provide timely guidance and accurate information through online education.

The impact of these efforts is reported each year by Hawaii P-20 through the annual College and Career Ready Indicators Report. The reports contain data on high school outcomes such as AP course taking, SAT scores, college enrollment, and the percent of students that require remediation in college-level mathematics and English. Reports are produced for every high school, complex area, and the state as a whole.

Bridging the Divide Between K-12 and Higher Education

Hawaii has a strong history of efforts to align K-12 and higher education, facilitated by the State's active participation in the American Diploma Project and the Hawaii P-20 Council. Past efforts include a cross-sector data exchange and analysis via Cal-PASS; agreement on using high school Algebra II test results for placement at UH; a project to develop exemplars of high school exit/college entry level writing; the development of bridge English courses to prepare graduated for college level writing; collaboration with California State University's Early Assessment Program; and a series of summits with K-12 and higher education faculty on to address students' mathematics performance and transition issues.

Moving forward, HIDOE is supporting two Hawaii P-20 initiatives that focus on implementing the Common Core and bridging the gap between K-12 and higher education. The first such initiative is Hawaii P-20's effort to develop a statewide definition of college readiness, align K-12 and postsecondary institutions around key transitional courses based on the Common Core, and to build agreement among institutions of higher education to use the Smarter Balanced assessment results as determinants for student readiness for college-level coursework in ELA and mathematics. Hawaii is one of ten states to receive a Core to College grant from the Lumina, William and Flora Hewlett, and Bill & Melinda Gates Foundations, which will continue to support these efforts over the next several years.

Through the Core to College project, Hawaii P-20 has oriented the chief academic affairs officers and chief student affairs officers at the ten University of Hawaii campuses, held a writing summit for K-12 teachers and higher education faculty featuring a lead writer of the Common Core State Standards in English language arts, and hosted a meeting for TECC members to learn more about the Common Core and Smarter Balanced Assessment Consortium assessments. Hawaii P-20 has also worked with the Governor's Office to hold a joint convening of the University Board of Regents and the Board of Education on these topics. With support from HIDOE staff, Hawaii P-20 plans to host a series of summits and trainings beginning this Fall to develop a statewide definition of college readiness and strengthen the alignment between expectations and standards.

Second, Hawaii P-20 is using GEAR UP funds to award grants for projects that will drive

regional alignment between K-12 and higher education to ease the transition between high school and postsecondary education for all students. Projects will run from November 1, 2012 through September 1, 2013. Sample potential projects include partnerships between K-12 and higher education faculty to: create Common Core aligned modules for what students need to know and be able to do for success in English 100; create curricular units or lessons aligned to the Common Core; and develop fourth year mathematics courses or interventions to support students who are below grade level in the 11th grade. Although the project is led by Hawaii P-20, OCISS staff participated in early reviews of the Request for Proposals and information on the opportunity was disseminated through HIDOE communications pathways.

Strengthening Teacher and Principal Preparation Programs

Professional development for aspiring teachers and principals must prepare all educators to teach to the Common Core State Standards. HIDOE is working closely with TECC to bring together teacher education institutions from across the islands. Hawaii educational specialists have presented the State's Common Core transition plan on several occasions and will address the teacher education faculties of several universities during the Fall of school year 2012-2013.

As part of a collaborative professional development experience led by the California University Expository Reading and Writing Program, Hawaii post-secondary English faculty will team with trained K-12 English teachers to provide ongoing training and support to Hawaii's expository writing teachers. Ultimately, the training will help ensure students are successfully placed into credit bearing English courses after high school. Work will begin in Fall 2012 with three symposia across the State. Topics for the symposia include expository writing, community college articulation, and general implications for higher education.

On September 21, 2012 Hawaii P-20 and the University of Hawaii convened a summit with more than 140 representatives from the State's public and private postsecondary institutions to strengthen the alignment between K-12 and Higher Education around the Common Core State Standards. Participants identified cross-sector alignment work in between high schools and colleges around English and math that is already underway. In addition, state K-12 and higher education leaders affirmed the national charge by the Council for the Accreditation of Educator Preparation to increase content preparation specifically related to the Common Core. In response, teacher preparation programs in Hawaii have begun working to meet this challenge in advance of the next program approval cycle which will be a required element of program approval by the Hawaii Teacher Standards Board.

To provide all teacher candidates with the support and background necessary to provide instruction for English language learners, HIDOE has worked with TECC to create the Multilingual, Crosscultural, and Academic Development Program (MCAD).¹² MCAD will

¹² This partnership began in 2003.

support the preparation of all teachers to provide not only instruction aligned to the Common Core, but also the requisite knowledge and skills to work with ELLs. The courses are designed for in-service teachers. Course content is aligned with the InTASC Model Core Teaching standards designed by the Council of Chief State School Officers. Moving forward, OCISS is working with the schools of education to use the MCAD to establish criteria for other institutions to develop programs that will ensure in-service teachers are prepared to work with ELLs.

Hawaii's institutions of higher education, public and private, are pursuing strategies for embedding the Common Core in the teacher preparation programs.

- Chaminade University: the teacher preparation program at Chaminade has embedded the Common Core in the lesson planning process in all methods courses. The University also uses the Pathways to the Common Core Standards textbook as part of the language arts methods courses.
- Hawaii Pacific University (HPU): teacher candidates at HPU are incorporating the Common Core in their lesson plans, unit plans, and teacher work samples. In spring 2013, the HPU Assessment Committee will revise the lesson, unit, and teacher work sample templates to explicitly include the Common Core. Simultaneously, the Curriculum Committee will incorporate the Common Core into the methods and curriculum courses.
- Kahuawaiola: the indigenous teacher preparation program at Kahuawaiola is approaching the Common Core with multiple strategies. First, the school has two semester long courses, one focusing on the reading and math standards with core content pedagogy courses and one focusing on writing skills and the integration of literacy standards into social studies and science. The courses are designed for students to take in sequence. Kahuawaiola is also working to realign the teacher preparation program goals with the Common Core.
- University of Hawaii at Hilo (UH Hilo): UH Hilo, has embedded the Common Core in the elementary and secondary teacher preparation program and in the school's methods and planning courses. The school realigned the content of the English language arts and mathematics content courses for elementary teacher candidates to the Common Core. The English language arts course for secondary teacher candidates focuses on the instructional shifts in the Common Core. Secondary mathematics teacher candidates must also complete a new geometry course. All methods and planning courses are also aligned to the Common Core.

Principals

The Hawaii Department of Education oversees the State's principal preparation program directly. Specifically, the Department's Professional Development and Educational Research Institute (PDERI) is the division responsible for leadership development of school administrators. PDERI runs pipeline training programs for teacher leaders, aspiring

administrators, vice principals and new principals. Each program includes ongoing professional development opportunities which promote the capacity of instructional leaders to effectively manage the transition from Hawaii's current academic standards to the Common Core. For the vice principal certification program and New Principal's Academy in particular, there is an added curricular emphasis on motivating and preparing teachers for the Common Core State Standards. For example, all new principals participate in monthly, day-long seminars on topics such as Supporting Teachers' Growth, Promoting College and Career Readiness, and Transitioning to the Common Core. Here they explore strategies to move teachers from a basic to a distinguished level of teaching, and how to align Common Core implementation with effective delivery of a new teacher evaluation system.

PDERI training modules focus on instruction and promoting school improvement through shifts in school culture. Related modules on the use of data, professional learning communities, formative instruction, and Charlotte Danielson's Framework for Teaching all embed elements of the Common Core State Standards to deepen the understanding of instructional leaders on the new standards. Administrators build skills and practices to ensure high quality teaching and learning as they engage in professional conversations with colleagues, apply knowledge and theory from university coursework, and hone their skills through reflection and coaching by mentors.

PDERI also organizes an annual symposium to bring together teams of leaders to share their work, systems, and processes related to Common Core implementation. Research-based best practices shared at the symposium inform schools' Academic Financial Plans as they strive to address student success, staff success, and systems of support.

Evaluation of Current Assessments to Increase Rigor and Alignment

Hawaii has a variety of assessment types that will continue through the transition to Common Core. The State administers a high stakes summative test – the HSA in both English and Native Hawaiian (for grades 3 and 4); an English language proficiency assessment for English language learners; performance-based assessments tied to the CTE pathway of studies; and end of course exams. As such, the State has begun work to align assessment systems to the Common Core and, in some instances, bolster existing offerings to provide richer data on student performance.

Hawaii State Assessment

To transition to the Common Core and subsequent SMARTER Balanced assessment in a manner that is fair and reliable, HIDOE will administer a bridge assessment in the 2013-2014 school year. In Summer 2012, HIDOE identified grade levels where minor changes, such as the addition of more Common Core aligned items, are necessary. For grades where the HSA examination has little to no alignment with the Common Core, HIDOE will work its vendor,

American Institutes for Research, to develop test items aligned to the Common Core. Hawaii is also working to implement a suite of additional college- and career-ready aligned assessments to compliment its high stakes summative test. Details on this assessment are provided in Principle 2 of the application.

To support the State's Native Hawaiian immersion schools, HIDOE administers the HSA in Native Hawaiian for grades 3 and 4. Initially, assessment items were developed using direct translation. In 2012, HIDOE began working with Native Hawaiian speakers to develop original assessment items in Native Hawaiian. The goal of this effort is to create test items that are rigorous, accurate to Native Hawaiians, and aligned with the Common Core.

English Language Proficiency

For ELLs, annual ELP assessment results are used to establish whether a student has demonstrated English Language Proficiency. The ELP exit level was set based on a study that reviewed ELP levels and content assessment scores of ELLs. When HIDOE moves to the SBAC assessments, the State may further adjust or validate the proficiency targets through a subsequent study.

Career and Technical Education

All CTE courses will also have course-specific, standards-based, online exams that inform instruction and program improvement. In addition, students completing a CTE program of study can also participate in performance-based assessments. Both assessments are used to determine student achievement of proficiency for CTE career pathway standards and benchmarks, along with CTE certificate(s) of recognition. Students who qualify for State recognition can also compete to receive recognition on a national level through participation in Career and Technical Student Organizations (CTSO) such as SKILLSUSA, DECA, and an Association of Marketing Students.

End of Course Exams

HIDOE already administers an end of course exam in Algebra II and has adjusted the Hawaii State Assessment in Science for high school to serve as an EOC assessment for Biology. HIDOE is working with AIR to develop and deploy additional EOC assessments for Algebra I, Expository Writing, and U.S. History. The full suite of EOC exams will be field tested during the 2012-2013 school year with operational implementation during the 2013-2014 school year. EOC examinations will count as a portion of the students' course grades. To inform this policy decision, OCISS and SAO staff are coordinating feedback from content panel members and the High School Principals Forum. Following the feedback process, HIDOE leadership will make a final decision on the specific percentage.

Preparing Teachers of SWDs Whose Students May Take an AA-MAAS

Hawaii does not administer an alternate assessment based on modified academic achievement standards. Hawaii administers an alternate assessment based on alternate academic achievement standards. The terms modified academic achievement standards and alternate academic achievement standards are defined at 34 CFR 200.1 (State responsibilities for developing challenging academic standards).

Timeline for Transition to Common Core

Full implementation of the Common Core requires coordination across several key projects, the major milestones of which are below:

<i>Aligned Curricular Materials</i>	Vet existing curricula and identify approved materials (Spring 2013). Purchase a package of core curricular and instruction materials that is based on the results of the vet and provide training to the field (Beginning phased in approach in Spring-Summer 2013).
<i>Professional Development and Training</i>	Phase I: October 2010 – December 2010; Phase II: January 2011 – March 2011; Phase III: April 2011 – July 2011; Phase IV: August 2011 – May 2012; and Phase V: August 2011 – Ongoing.
<i>Implement College and Career Ready Assessments</i>	College- and career-readiness assessments: School year 2013-2014. Suite of EOC exams: School year 2013-2014. Bridge Assessment: School year 2013-2014. SBAC: School year 2014-2015.

Roles and Responsibilities

The Systems Accountability Office (SAO) is responsible for developing and administering the Common Core assessments in conjunction with other Smarter Balanced Assessment consortium States. In addition, SAO is working with AIR to develop and administer the HSA bridge assessment and the suite of EOC exams.

OCCSS is responsible for leading implementation and related professional development efforts tied to the Common Core, college- and career-ready diploma requirements, standards-based grading, and access to higher education opportunities.

Expectations for Charter Schools

Consistent with current State law, all charter schools will implement the State’s adopted academic standards (Common Core). Implementation efforts should result in curriculum and instruction shall be aligned to the Common Core. Charter schools that are not Priority Schools retain the autonomy to select a particular curricular and/or instructional approach so long as they are aligned to the Common Core. The authorizer, by way of a charter’s initial application and subsequent reauthorization process, approves such approaches. HDOE will provide charter schools with the same relevant resources and supports afforded to HDOE-operated public schools. However, the charter schools are not required to participate and may seek professional development independent of what HDOE provides, at their expense.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 10)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Hawaii has a robust history of implementing college- and career-ready standards and assessments, as evidenced by student performance on the HSA and the NAEP and by evaluations such as Achieve, Inc’s review of the Hawaii State Assessment (HSA). In the 2009-2010 and 2010-2011 school years, Hawaii made a strategic decision to improve the HSA by migrating to an online, computer-adaptive format. Online testing provides more flexibility to schools by

allowing students up to three opportunities to take the mathematics, reading, or science assessment during the seven month testing window. Scores are available immediately as students complete the test, providing immediate feedback and allowing teachers to better target their instruction.

HSA items are rigorous and aligned with college- and career-ready expectations. Recognizing this, Delaware and Oregon have formally partnered with Hawaii to share copyrighted materials that increase each State's pool of assessment item. HIDOE has also received permission from the Organization for Economic Cooperation and Development to embed Programme for International Student Assessment (PISA) items directly within the HSA.

Given Hawaii's commitment to online computer-adaptive testing, joining the Smarter Balanced Assessment Consortium (SBAC) was a natural next step for the State (*Attachment 10*). SBAC proposes to develop a comprehensive assessment system that includes summative, online computer-adaptive assessments for use as State, district, and school accountability instruments; optional interim assessments to determine student progress to mastery throughout the school year; and formative assessment tools and processes for teachers. As of June 28, 2012, 24 states participate in SBAC, including: California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Maine, Michigan, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

Hawaii is one of 21 governing States in SBAC, which represents the highest level of commitment and provides HIDOE with a vote on all policy decisions. State representatives direct the executive committee and participate in ten Smarter Balanced work groups. Each State appoints K-12 and higher education leads to coordinate with the Consortium. As a governing State and voting member in SBAC, Hawaii is responsible for providing representatives on two working groups, approving executive committee members, and participating in final decision-making. Hawaii has exceeded these minimum requirements by:

- Chairing the SBAC test design workgroup charged with leading work to develop test specification and blueprints; pilot and field test specifications which includes computer adaptive testing and simulations; and interim testing system specifications.
- Participating in the technology work group, the reporting work group, the IT architecture work group, and the sustainability taskforce.
- Nominating representatives to participate in the content review, bias/sensitivity review, and accessibility review committees.
- Dedicating a teacher involvement coordinator who disseminates information on SBAC to the field, shares opportunities for teacher involvement in test development; coordinates educator involvement; determines appropriate, qualified audiences for SBAC

communications; and coordinates feedback with SBAC consultants on the final selection and approval of educator participants.

- Establishing a state level team of technology assessment readiness coordinators to conduct a technology needs assessment of every school and provide regular communication with and training of complex area staff to support the transition to SBAC.
- Serving as one of 11 districts selected to participate in a cognitive lab research project run by SBAC and AIR. This project will examine how students approach and interact with different types of computer-administered assessment items and will inform the development of SBAC assessment items.

The SBAC summative assessment will replace Hawaii's current HSA high-stakes test in the 2014-2015 school year and be delivered during the last 12 weeks of the school year, for grades 3-8 and 11 in ELA and mathematics. Although still under development, the SBAC assessment will be a valid, reliable, and fair measure of student achievement. Scores will be based on student performance from both computer-adaptive items as well as select performance tasks.

HIDOE also plans to use SBAC developed interim assessments and formative tools and processes. Both types of assessments will support teachers with data on student progress to mastery of the Common Core. The interim assessments will be used to monitor student performance throughout the school year to redirect instruction and resources. The formative tools and processes are designed to be embedded in instruction and serve the dual purpose of reinforcing teaching and learning as well as providing for teacher professional development.

SBAC will provide Hawaii with the resources, expertise, and tools to build the next generation of assessment systems to fully measure the depth and breadth of the Common Core and accurately assess student performance against the standards. By collaborating with other States, Hawaii is able to leverage its resources to create a higher quality assessment than what would be available otherwise. The online, computer-adaptive nature of the assessment means that teachers will continue to receive timely information throughout the school year, to identify and respond to their students' academic needs.

In addition to the Smarter Balanced assessments, Hawaii will purchase and implement a suite of college- and career-readiness assessments that are recognized by institutions of higher education, nationwide. This suite of assessments will be administered during select grades in all secondary schools. The data will inform school performance as well as provide additional measures of student readiness for college and careers. The suite of college- and career-ready assessments is further described in Principle 2 of this application.

Timeline for Transition

In addition to the transition work identified in Principle 1.B, Hawaii plans to field test the Smarter Balanced assessment in school year 2013-2014. This will complement the State's plan to implement the Common Core fully in 2013-2014 with a high stakes assessment, instruction, and curricular materials that are aligned to the Common Core. The Smarter Balanced assessment will be fully operational in Hawaii for school year 2014-2015 as is consistent with the expectations for participating states.

Roles and Responsibilities

Representatives from the Systems Accountability Office (SAO) in HIDOE are the primary point of contact for SBAC. SAO staff coordinate with staff in other offices, as appropriate, to provide feedback on SBAC documents, materials, and policy decisions.

Expectations for Charter Schools

All charter schools will continue to administer the Hawaii State Assessment and, beginning in the 2014-2015 school year, the Smarter Balanced assessment. Assessment results, both attainment and growth, shall be a component of all public charter schools' performance contracts. Charter schools may elect to administer assessments in addition to the State's summative test, as approved by their authorizer. Additional, charter specific assessments, will not be factored into a public charter school's index score for the purposes of the State school accountability system (described in Principle 2 of this application). The authorizer may choose to hold charter schools accountable for performance on the charter specific assessments, as is outlined in Act 130, Session Laws of Hawaii 2012.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

To ensure that all students are college- and career-ready, the State proposes to enhance the Hawaii Framework for School Improvement to reflect a more focused partnership between the state, complex areas and school community around school recognition, improvement and transformation. The school improvement/accreditation process will include an ongoing cycle of assessment, planning, implementing, monitoring, and reassessment based on the Hawaii Academic Performance Index. The proposed system will hereafter be termed a “differentiated recognition, accountability and support system” or “proposed accountability and support system.”

Context

The State’s current accountability system provides differentiated accountability and support for all schools based on (1) student achievement in English/Language Arts and mathematics for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) high school graduation rates for all students and all subgroups; and (3) school performance and progress over time, including the performance and progress of disaggregated subgroups (*Attachment 11*).

HIDOE’s NCLB Accountability Workbook was originally approved in 2005; the most [recent version](#) of which was amended and approved on November 13, 2011. Subsequently, the Title I office developed a companion document, titled the Hawaii Framework for School Improvement (Framework). The Framework describes the state accountability assessment system, including the methodology to determine Adequate Yearly Progress (AYP) status of schools; Western Association of Schools and Colleges (WASC) Focus on Learning School Improvement Process; and the sanctions and supports for schools for the different stages of No Child Left Behind (NCLB) status. While this system helped usher in a new era of accountability for Hawaii schools, the one-dimensional criterion of proficiency status, resulting classification methods, and related supports fail to adequately capture the strengths and challenges of public schools in Hawaii.

Differentiated Recognition, Accountability, and Support System

Hawaii's proposed differentiated recognition, accountability, and support system has six key components:

- (1) The objectives and strategies in Goal One of the State Strategic Plan;
- (2) Accreditation from the Western Association of Schools and Colleges (WASC accreditation);
- (3) Multi-indicator classification index comprised of indicators that measure student achievement, student growth, student readiness for college and careers, and student achievement gaps;
- (4) Annual disaggregated reporting of proficiency and graduation rates across disaggregated subgroups;
- (5) Methodology and business rules for classifying schools into one of five classification levels; and
- (6) Tailored supports and interventions that improve the quality of instruction and preparation of students for success in college and the workplace.

All of Hawaii's public schools, not just those designated as federal Title I schools, will participate in the new accountability system. Since the development of the accountability workbook and subsequent Framework, Hawaii has applied AYP outcomes and resulting NCLB Status for both Title I and non-Title I schools. The State will continue this practice of including non-Title I schools, which will **supplement** the overall number of Title I schools to be identified.¹³

The State Strategic Plan provides the foundation for all of Hawaii's education reform efforts, including the proposed differentiated recognition, accountability, and support system. The Plan lays out the State's targets and strategies for student success (goal one); staff success (goal two); and successful systems of support (goal three).

¹³ Note that the State is increasing the eligibility threshold for Title I status from 35% to 47.2% beginning in the 2013-2014 school year.

WASC supports the Strategic Plan and the proposed accountability system through its focus on continuous school improvement through a self study process. HIDOE is working with WASC to update accreditation criteria that are specific to Hawaii.¹⁴ The existing criteria are focused on five categories: school organization;

Goal One Strategies

- A statewide K-12 curriculum, instruction, and assessments that are well-balanced and aligned with the Common Core State Standards.
- Instruction tailored to student needs.
- School-led programs that develop the character and values needed for ethical behavior, student safety, and positive learning environments.
- Data, feedback, and school data teams at every school to improve student achievement.
- Academic review teams to improve and align instruction and professional development
- Student support and interventions based on early warning data for all students.
- Proficiency-based advancement of students.
- Partnerships with community-based organizations, libraries, and businesses.
- Coordination of wraparound services to address non-school challenges.
- Personal transition plans for high school students.
- Strong Family-school partnerships based on shared accountability, goals/priorities, responsibilities, and contributions.

curriculum; instruction; assessment and accountability; and quality support for student personal and academic growth. Currently, all secondary schools in Hawaii are WASC accredited and, therefore, participate in the WASC process of ongoing school improvement. The State Board of Education's Strategic Plan sets a new direction – to implement this school improvement/accreditation process statewide in every public non-charter school (*Attachment 12*).¹⁵

Through collaboration with WASC, HIDOE will standardize the accreditation protocols and practices statewide and provide training for all schools on this new protocol. Pre-implementation activities and professional development will begin in 2012-2013, with the target of all schools receiving accreditation by 2018-2019.

The third component of the proposed differentiated recognition, accountability, and support system is the Hawaii Academic Performance Index (Hawaii API). Data on student *achievement*

¹⁴ These criteria will be updated to align with the content of Hawaii's ESEA Flexibility application, upon approval from the US Department of Education.

¹⁵ Public charter schools may participate in WASC accreditation, but their participation is not required.

in ELA, mathematics, and science; *growth* as measured by the Hawaii Growth Model in ELA and mathematics; *readiness* for success in college and careers; and *achievement gaps* examining both current-year gap and multi-year gap reduction rates will be employed to calculate a numerical performance index. The rules that govern the calculation of the Hawaii API, specifically the gap indicator, require schools to place high priority on lower performing subgroups. In so doing, the proposed differentiated recognition, accountability and support system creates incentives for schools to provide support that is expected to reduce achievement gaps, while ensuring all students are achieving across the performance spectrum of achievement, growth and readiness.

This proposed approach provides a multi-faceted understanding of how well each school is preparing students for success in college and the workplace. Each measure within the four API indicators was chosen to reflect priority student outcomes in the State's new Strategic Plan; likewise, the indicators are weighted to reflect specific points of emphasis for key Strategic Plan priorities at the elementary and secondary school level. Both the choice of measures and proposed weighting were reaffirmed by the extensive internal and external outreach conducted by HODOE in drafting the application.

The core purpose of the Hawaii API is to provide a valid and reliable indication of school performance. As a result, Hawaii believes it is paramount for schools to ensure all students are tested. With the large majority of the Hawaii API measures based on annual summative assessment results, the exclusion (deliberate or unintentional) of students tested is a threat to the validity of the Hawaii API and the intended use of its results. In order to ensure test results and subsequent Hawaii API measures are generated from a valid representation of each school's students, participation rates are monitored and non-participants in any disaggregated subgroup not meeting the participation rate AMO are counted as non-proficient.

The fourth component of the proposed differentiated accountability system involves the disaggregated reporting of student performance. The Hawaii API along with ESEA Flexibility criteria drive school classifications; however, in order to effectively empower schools to identify and track necessary supports and resources, performance data must be readily accessible. The proposed accountability system will continue to publicly report the performance of all major subgroups (e.g. African-American, White, Asian Pacific Islander, Hispanic, American Indian, economically disadvantaged, ELLs, SWDs) as well as an addition that more accurately reflects the State's demographics – separating Pacific Islander, Asian, and Native Hawaiian into discreet subgroups. The scope of data reported will include the Hawaii API indicators, other key school variables, and applicable normative as well as standardized performance targets.

The fifth component of the proposed accountability and support system draws primarily upon the Hawaii API to classify schools into one of five performance levels:

- Level 1: Rewards (termed hereafter as “Recognition”);
- Level 2: Continuous Improvement;
- Level 3: Focus;
- Level 4: Priority, with support from the newly created Office of School Transformation; and
- Level 5: Priority, with support and administrative oversight from the newly created Office of School Transformation.

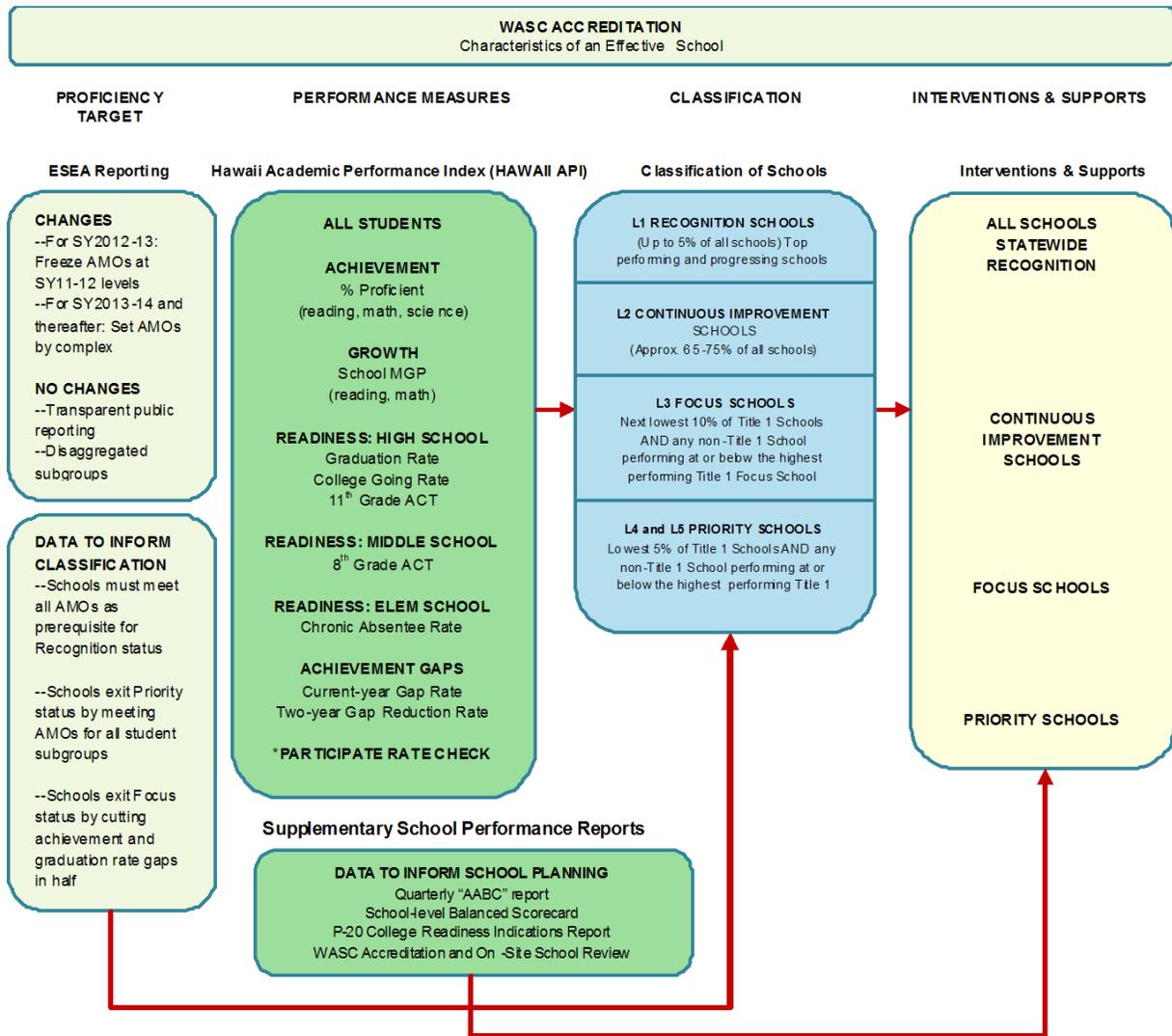
Recognition Schools, calculated to reflect the top 5% of schools statewide, will be publicly recognized for their accomplishments and earn greater administrative flexibility. *Continuous Improvement* Schools will be asked to draw from a menu of supports to target specific student subgroups and areas for improvement in the annual Academic Financial Plan (*Attachment 13*). Support and accountability for *Focus* and *Priority* schools are detailed below.

The sixth component in the system provides specific, differentiated supports and interventions to the bottom 5% and the next 10% of schools designated as Levels 3, 4, and 5 that collectively comprise the lowest performing schools in the state. By identifying schools as a Focus or Priority school, the State is able to provide targeted supports and interventions, based on the State Strategic Plan and the U.S. Department of Education’s (ED) seven turnaround principles. To target the appropriate supports and interventions, HIDOE’s Office of School Transformation (OST) will coordinate an external team to conduct an external school improvement review that draws upon the objectives, strategies, and targets in the State Strategic Plan and identifies specific areas of needed improvement. From there, Level 3 Focus schools must choose from among a menu of supports and provide a detailed improvement strategy within their Academic Financial Plan. Level 4 and 5 Priority Schools must implement interventions that address all of the turnaround principles contained within the menu of supports and reflect these efforts within the Academic Financial Plan.

Level 3 Focus and Level 4-5 Priority schools also face increased pressure for results. Both classifications trigger a school improvement review, more intensive academic and financial planning processes, and increased performance scrutiny through ongoing monitoring. For those schools that fail to make measurable improvements and exit status, the State will invoke increasingly directive correction actions. Examples include shifting administrative responsibility from the complex area to the state’s newly created OST or dramatic reorganization which may include, but is not limited to, school closure or restaffing. By invoking this authority, the State recognizes that certain schools simply lack the conditions for fundamental improvement and that the complex area is insufficiently staffed to meet the needs of an intensive, dedicated turnaround effort. In these situations, the OST will assume administrative responsibility, replacing staff as needed, rigorously implementing proven curricular interventions, and clustering the Level 5

schools to build their collective capacity. Additional information on the OST is contained within the section on Priority schools.

The diagram below identifies the overall system of differentiated accountability that HIDEOE believes will better inform targeted supports to improve schools, close achievement gaps, and intervene with special populations.



*Schools not meeting a 95% participation rate minimum are deducted points from their index score.

Roles and Responsibilities

Representatives of HIDEOE's Systems Accountability Office (SAO) are the main points of contact for overseeing the administration of a high quality assessment system statewide and the data calculation, validation, and reporting required in the proposed accountability system. The Office of Curriculum, Instruction, and Student Support (OCISS) will oversee the menu of supports and interventions, while the State's newly created Office of School Transformation will

oversee the support and interventions for Title I schools, School Improvement Grant schools, and Priority schools.

Timeline for Transition

Pending approval of the proposed Flexibility application, the current Accountability Framework as detailed in the state's approved Accountability Workbook will remain in place for the 2012-2013 school year. During this time, HIDOE requests that Annual Measurable Objectives based upon proficiency targets be held constant from the prior school year (2011-2012). This allows for an orderly transition to the proposed system of differentiated recognition, accountability, and support, which will then be implemented for 2013-2014 and contain annual performance targets until 2017-2018. Details of this proposal are contained within Principle 2B.

Expectations for Public Charter Schools

Public charter schools will continue to participate in the state accountability system as well as additional accountability provisions set forth by the charter schools' authorizer via a performance contract. Charter schools are not required to seek WASC accreditation, but may elect to become accredited. The measures set forth in the Hawaii API are aligned with the general components of all charter performance contracts, as set forth in Act 130 Session Laws of Hawaii 2012.

Identification of a charter school as a Focus school will trigger automatic notification of status and recommendation for a performance review from HIDOE to the school's authorizer. Identification of a charter school as a Priority school will trigger automatic notification of status from HIDOE to the school's authorizer. In January 2013, the Public Charter Commission adopted language in the newly created performance frameworks stating that, "schools that do not meet standards on the state accountability system or other framework measures may be eligible for increased monitoring, intervention, and even revocation or non-renewal."

Focus and Priority charter schools are required to develop a 3-year school improvement plan consistent with the expectations of HIDOE-Operated public schools as defined in the principles and Key Characteristics of Effective Schools in the menus of supports and interventions found in the subsections on Focus and Priority Schools. Charter schools may access the supports and resources provided to HIDOE-operated schools by the Department or elect to contract with an independent third party, other than the authorizer, at their own expense. The Office of School Transformation shall review any improvement plans for Focus and Priority charter schools that are developed in consultation with third party providers. This review will ensure that the plans satisfy the requirements set forth in this application. The charter authorizer shall only review school improvement plans for the sole purpose of identifying any conflicts with the pre-existing performance contract. HIDOE will provide charter schools with relevant resources and supports afforded to HIDOE-Operated public schools. However, charter schools are not required to access these supports and resources and may seek professional development independent of what HIDOE provides.

The identification of a charter school as a Focus or Priority school under the provisions of this application, and the subsequent improvement planning and implementation of any improvement plan by such a school shall not be used as evidence to delay or avoid closure if the school is failing to meet the terms of its performance contract.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none">a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; andb. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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The State’s application incorporates Option B in the Flexibility Guidance to include student achievement measures in English language arts, mathematics, and science. Specifically, Hawaii proposes to measure and classify school performance more broadly, using the Hawaii Academic Performance Index (Hawaii API). The Hawaii API is comprised of four types of student indicators: achievement, growth, readiness, and achievement gaps. Procedures for the collection, analyses and reporting of these data are well defined. The indicators and corresponding measures are rigorous in their comparability across schools statewide.

Moreover, all Hawaii API measures that were not previously part of the state’s Accountability Workbook have undergone careful review and evaluation to ensure comparability and standardization across schools in the metrics and scaling employed, administration of measures, collection and reporting of results, and consistency of results across years. All measures are currently ready for incorporation into the Hawaii API, beginning in the 2012-2013 school year. Though weighting of the four indicators varies across elementary, middle, and high schools, the

specific weights and expectations within each school type does not vary across schools or complex areas.

The purpose of the Hawaii API is to serve as the primary mechanism by which Hawaii’s schools are ranked and sorted for identification as Recognition, Focus, or Priority, all while comprehensively monitoring student performance and preparation to succeed in college and careers. The Hawaii API sets clear expectations for students and schools, which includes concrete expectations for elementary, middle, and high schools.

The Hawaii API is applied to all public schools in the State, Title I and non-Title I alike. Index rankings are used in conjunction with, not in lieu of, required ESEA Flexibility criteria which serve as a “check” upon the index calculation. For example, Hawaii’s business rules will require that any high school with less than a 70% cohort graduation rate (a deliberately more stringent standard) be automatically classified as Level 3 Focus or Level 4 or 5 Priority school, regardless of overall performance on the Index measures. The information within the Index is intended to be the primary quantitative data source for school improvement initiatives such as academic and financial planning, accreditation, program evaluation, strategic planning, and data driven decision making.

The following table illustrates the specific indicators and corresponding measures of school performance within the Index:

TABLE 2.1. *Hawaii API indicators and corresponding measures*

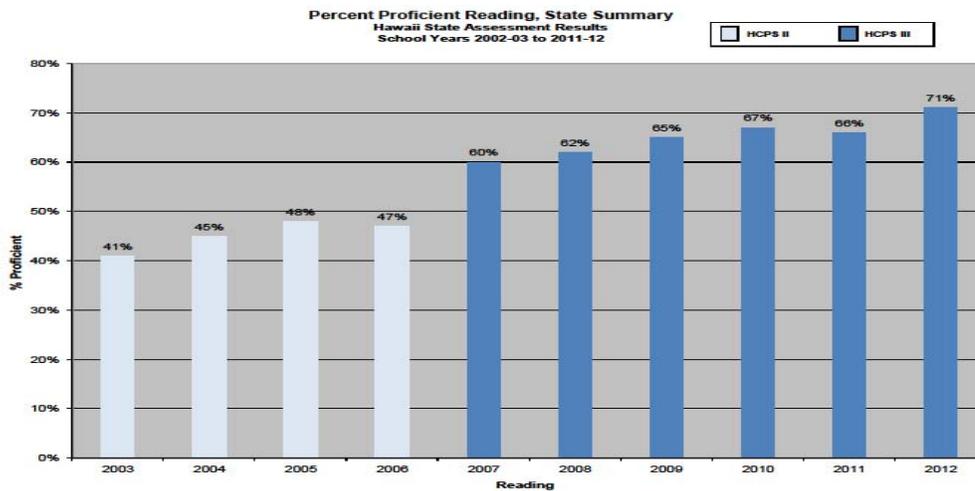
INDICATOR	Reading	Mathematics	Science
ACHIEVEMENT (All Schools)	Proficiency	Proficiency	Proficiency
GROWTH (All Schools)	School MGP*	School MGP	N/A
READINESS (High Schools)		% On-time graduates College going rates College/Career Readiness (11 th grade ACT)	
(Mid/Int Schools)		College/Career Readiness (8 th grade ACT)	
(Elem Schools)		Chronic absentee rate	
ACH. GAPS (All Schools)		Current-Year Gap Rate Two-Year Gap Reduction Rate	

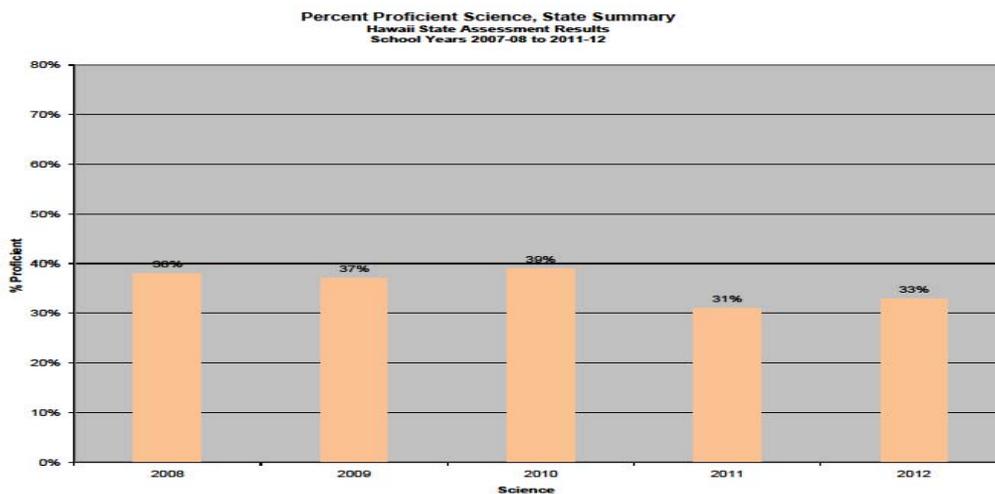
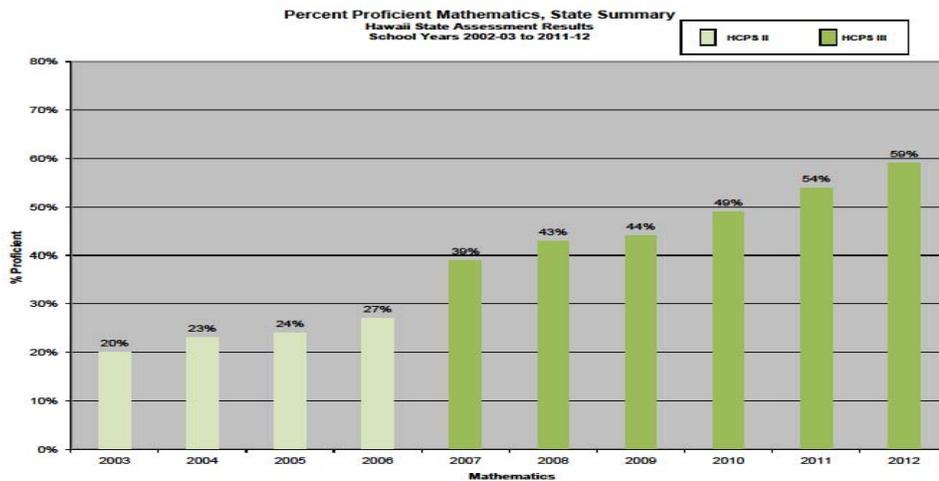
* Median Growth Percentile

Indicator One: Student Achievement

The student achievement indicator is based on the annual Hawaii State Assessment Program proficiency results for reading, mathematics, and science. All students are required to take one of the Program’s three assessments: the Hawaii State Assessment (HSA), the Hawaii State Alternate Assessment, or the Hawaii State Assessment in Hawaiian. A substantial majority of students take the HSA, though all three assessments factor towards a school’s reading, mathematics, and science proficiency rates. In other words, students with disabilities are fully included in the state’s student achievement metrics. Assessments in mathematics and reading are offered in grades 3-8 and 10 while science exams occur in grades 4, 8, and a high school end of course Biology exam. With Hawaii’s implementation of the Common Core State Standards and a corresponding “bridge” assessment in 2013-2014, Hawaii will phase-in the assessment items provided by SBAC for full implementation statewide in 2014-2015 (the bridge assessment is further described in Principle 1 of this application).

The following graphs illustrate the consistent and substantive gains demonstrated by students participating in the Hawaii State Assessment Program in ELA and mathematics over the past decade. Based on the pattern of student achievement, Hawaii believes increased student performance can most effectively be driven through high proficiency standards and expectations for all students, while monitoring and supporting its lowest achievers.





Hawaii acknowledges the challenges associated with science achievement, but believes, as with reading and mathematics, that incorporating science proficiency in the proposed accountability and support system will appropriately raise expectations and result in more consistent gains in student performance.

Indicator Two: Student Growth

The second indicator in the Hawaii API is based on the school median growth percentile in ELA and mathematics,¹⁶ the calculation of which is derived from the Hawaii Growth Model. Growth

¹⁶ Since 2008, Hawaii has researched and generated school and subgroup growth results via Project SIGMA (School Improvement via Growth Model Analysis) using Colorado's Student Growth Percentile Model. Hawaii expects to further study promising work in the area of adequate school growth toward a criterion standard, as well as to conduct research into the establishment of growth percentile baselines, in lieu of annual re-norming of the model. The adequate yearly growth concept will first be used to inform school improvement efforts before possible incorporation into a future version of the school accountability model.

percentiles are not available for science given the time span between 4th and 8th grade. The small subset of students with the most severe cognitive disabilities that take the Hawaii State Alternate Assessment are not included in the growth model calculation, as the score scales are not comparable.

The vast majority (92%) of complex area superintendents and principals across the State believe that incorporating student growth data into the proposed accountability system will result in a more balanced model. For them, comparing student performance relative to their academic peers reflects an important philosophical shift towards growth and attainment.

Hawaii has calculated student growth percentiles annually since 2007-2008. To date, this information has not been used for formal school accountability purposes. Based on consistently positive feedback from educators, the State has included growth percentiles as a significant component in its proposed accountability and support system.

In June 2012, Hawaii joined the multi-state consortium led by the Colorado Department of Education and the SchoolView Foundation which now offers HIDOE access to the algorithm code, training materials, and growth data visualization layers. Participation in this consortium will ensure that HIDOE remains at the cutting edge in the use and reporting of growth percentile data.

Under the current AYP system, multi-year pooling to address reliability concerns associated with small n-sizes is employed in proficiency (achievement) calculations. These same concerns hold for Student Growth results. Therefore, the proposed index will include schools' median growth percentile over three years.

In addition to including the school's median growth percentile within the proposed accountability system, Hawaii will also calculate and publish additional metrics that demonstrate a school's growth to standard. At the current time, however, these metrics are intended to be used for formative purposes only. Hawaii addresses criterion referenced standards via its percent proficient AMOs and through the achievement indicator of its index. The move to translate the percent proficient into a growth metric, i.e., adequate growth percentiles, is an option Hawaii may consider for summative usage in the future as developments in this area move beyond a "work-in-progress" status. At this time, however, schools and stakeholders are well versed and accustomed with proficiency rate targets, and the interventions necessary to progress towards those targets.

Professional evaluation systems for school principals and complex area superintendents similarly include the school-level three year median growth percentile as a key outcome measure. By

doing so, the State’s proposal aligns accountability for schools with accountability for educational administrators and teachers (additional information is available in Principle 3).

Indicator Three: Student Readiness for College and the Workplace

The third indicator for elementary and secondary schools is Readiness and contains several measures from within the BOE’s new Strategic Plan. For elementary schools, the Readiness indicator is measured by the number of students who are absent for 15 or more instructional days each year (defined as “chronic absentee”).¹⁷ For middle schools, the Readiness indicator is instead measured by student performance on the 8th grade ACT assessment of college- and career-readiness. For high schools, the Readiness indicator is measured by student performance on the 11th grade ACT college- and career-readiness “anchor” assessment, the school’s four-year adjusted cohort high school graduation rate, and the number of graduates that enroll in 2- and 4-year postsecondary institutions. Students with disabilities are fully included in the Readiness Indicator.

Graduation rate is a critical metric in the Readiness Indicator. Specifically, the adjusted cohort high school graduation rate comprises 25% of a high school’s Index score, a higher percentage than states with an approved waiver such as Colorado. Moreover, high schools that do not have a 70 percent or higher graduation rate are automatically designated as Priority schools. This threshold is set 10 percentage points higher than the federal requirement based on the prominence of the graduation rate metric in Hawaii’s Strategic Plan. Finally, high schools with a graduation gap equal to or greater than 20% between their High Needs and non High Needs subgroups are automatically designated as Focus schools. Taken together, these factors underscore the State’s commitment to graduation rate performance—in the absolute, as well as for ESEA subgroups and the two combined subgroups—to drive the way in which interventions and supports are provided to struggling high schools.

For elementary schools, the State includes chronic absenteeism at the elementary school level as a foundational Readiness Indicator because research shows this metric to be a powerful early warning signal of future underperformance. Achievement, especially in mathematics, is very sensitive to attendance. Attendance also strongly affects standardized test scores and graduation and dropout rates.¹⁸ Simply put, elementary schools with large numbers of chronically absent students struggle to deliver consistent instruction.

All the summative assessments contained within the Hawaii API are administered statewide, with appropriate accommodations provided for ELLs and SWDs. Similarly, HIDOE collects statewide information on all necessary student performance data such as chronic absences and

¹⁷ Absences for medical emergencies, only, are not included in this count.

¹⁸ Balfanz, R. and Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools

college enrollment.

HIDOE has selected ACT to provide a statewide suite of college- and career- ready assessments to be implemented across grades 8-11 beginning in 2012-2013. The ACT offers a suite of assessments (EXPLORE, PLAN and ACT) designed to measure student progress over time.

All Hawaii public schools, except for public charter schools, are required to administer the following assessments for School Year 2012-13:

1. EXPLORE for all grade 8 and 9 students;
2. PLAN for all students in grade 10; and
3. ACT Plus Writing for all students in grade 11.

Once Hawaii's ESEA Flexibility proposal is approved by the United States Department of Education, all public charter schools will also be required to administer the suite of assessments provided by ACT beginning in School Year 2013-14.

The intent of Hawaii's adoption of the ACT College and Career Readiness System is to provide all secondary schools with a longitudinal metric aligned to the Common Core State Standards and College Readiness Standards to monitor and measure student progress toward and readiness for post-secondary plans. The associated technical reports show that the suite of assessments meets sufficient technical standards of fairness, reliability and validity.¹⁹

HIDOE proposes to further explore, during 2012-2013, the use of additional “bonus points” that could be awarded to schools within the Hawaii API based upon the percent of students that exceed college- and career-ready expectations by receiving Advanced Placement or International Baccalaureate credit, earn Running Start dual credit, attain an Honors diploma, or complete a high quality CTE program of study.

Likewise, the State proposes to explore how to include the status of a school's WASC Accreditation as an additional factor within the Readiness indicator. During 2012-2013, the State will align the WASC Accreditation process to the BOE's Strategic Plan. Following this action, the State will determine whether the aligned accreditation process ought to be included within the Hawaii API to more fully capture the school quality environment that is a necessary pre-condition for student learning.

Indicator Four: Achievement Gaps

The fourth indicator is achievement gaps between a schools' Non-High-Needs (NHN) and High-Needs (HN) Students. The State proposes to calculate a single, unduplicated group of HN Students comprised of economically disadvantaged, SWDs, and ELLs to fairly and systematically evaluate school achievement gaps. By incorporating achievement gaps as a forth

¹⁹ <http://act.org/research-policy/research-reports/#technical-manuals>

indicator, Hawaii places equity front and center along with achievement, growth and readiness, as a central component of its Index.

The indicator is driven via two school measures: (1) A current-year gap rate, and (2) a two-year gap reduction rate that spans across three school years. The current year gap rate is a comparison between NHN and HN proficiency rates. This measure identifies the extent achievement disparities exist. The second measure is based on a two-year gap reduction rate, e.g., a school’s 2012 versus 2010 gap rate. While current year gap rates provide a snapshot of existing disparities, it is also important to consider the extent schools have made progress. Examining achievement gaps uni-dimensionally provides only part of the story. Hawaii believes current-year gap coupled with a gap reduction measure offers a more complete picture.

Hawaii is proposing a minimum n-size for its gap indicator only.²⁰ Small n-sizes are exacerbated by the formation of subgroups. In addition, multi-year pooling to reduce volatility can create substantial complexity in gap calculations and more important, such pooling reduces the validity of the proposed current and multi-year gap measures by compromising the intended construct of each measure. Given these concerns, Hawaii is proposing a minimum n-size of less than 20 students in either subgroup. The following are counts and percents of schools excluded from the gap indicator due to minimum n-size thresholds.

TABLE 2.2. *Schools not meeting subgroup minimum n-sizes by subject*

N-Size	Reading (#/%)	Mathematics (#/%)	Science (#/%)
N < 10	10 / 3.6%	10 / 3.6%	56 / 20.1%
N < 15	15 / 5.4%	15 / 5.4%	81 / 29.1%
N < 20	27 / 9.6%	27 / 9.6%	111 / 39.9%
N < 25	36 / 12.9%	36 / 12.9%	133 / 47.8%

Hawaii proposes to base its gap indicator on proficiency rates for reading and mathematics only. Science is excluded as part of the proficiency rate for gaps due to the substantial number of schools with very small science n-sizes, largely due to science being tested at only one grade level for elementary, middle, and high schools.

Safeguard for High Performing Schools

Before the gap indicator is applied in the Index, proficiency rates for HN Students will be compared against the statewide AMOs for reading and mathematics. Hawaii believes schools

²⁰ With the exception of gaps, Hawaii is proposing to eliminate a minimum n-size for all of its Index calculations. Further details provided in the following section, *Balancing Transparency and Reliability: Minimum N-Size and Multiyear Pooling*.

with HN Students meeting or exceeding these AMOs demonstrate a level of achievement whereby conventional concerns associated with gaps are mitigated. More importantly, resources and support for high gap schools may be better spent at schools where similar or even slightly lower gaps exist yet overall achievement is low. Schools with HN Students meeting or exceeding AMOs may still have the gap indicator applied to their Hawaii API if these schools' gap performance is similar or higher, relative to performance on its other indicators (achievement, growth and readiness). Applying these decision rules results in the following.

Schools eligible for exemption from the gap indicator: 39 schools (15.4 percent)

Schools applying the exemption: 13 schools (5.1 percent)

That is, 39 schools had a HN subgroup meeting or exceeding the statewide AMOs for reading and mathematics. Of the 39 schools, 26 had the gap indicator applied to their Index score because their performance on gap was higher relative to their performance on the combined, other Hawaii API indicators. However, gap exemptions were applied to 13 of these high-achieving HN schools because the gap indicator relative to other Index indicators would have negatively impacted their score and potentially diverted supports from similar gap schools with substantially lower levels of achievement.

Balancing Transparency and Reliability: Minimum N-Size and Multiyear Pooling

Hawaii API rankings and subsequent classification results must be transparent and consistent over time to ensure the credibility of these outcomes. Yet, the State also understands the need to establish accountability outcomes that are based on a valid representation of each school's students. Balancing the validity and reliability of results is not a new issue for the State. Hawaii believes its minimum n-size of 40, that is standard practice with current AYP calculations disaggregated across 8 subgroups, is no longer necessary given its proposed All Students approach and its use of index rankings.

Hawaii therefore proposes two major policy rules to address exclusion problems.

1. Move from the current definition of Full Academic Year (FAY) to a Full School Year (FSY) upon which students are deemed eligible to be counted towards a school's proficiency rate. The current FAY definition stretches from May of one school year to the following May, and thus FAY bridges two school years. The FSY window encompasses enrollments from the beginning of the school year on the official enrollment count date (August) through the end of the school year (May). Hawaii anticipates this change will dramatically increase the number of students counted towards schools' proficiency rates as well as other growth and readiness measures comprising the Hawaii API.

Using enrollment counts from the 2011-12 school year, a change from FAY to FSY increased students counted towards schools' proficiency by 18,206 students, an increase of 25.8 percent of tested students.

These increases are largely due to the inclusion of fifth and sixth grade elementary school students transitioning to middle and intermediate schools. Students transferring into the system at the beginning of a school year will also benefit from this move from FAY to FSY.

2. Remove the minimum n-size requirement for all Hawaii API calculations with the exception of the gap indicator as described above. Hawaii is at a unique juncture to propose a differentiated accountability system that literally accounts for every full school year student.
3. Under Hawaii's current ESEA accountability system, the following students were not counted due to minimum n-size requirements:

Figure 2.2: 2012 AYP statewide subgroup and student exclusion counts

Subgroup/Student Not Counted	ELL	SPED	Free and Reduced Price Lunch	African American	Asian/Pacific Islander	Hispanic	American Indian	White	FSY Tested Students: State Total
# of schools with subgroups n < 40	260	228	41	281	24	275	285	204	285
# of students n<40	2463	4531	996	1218	578	2689	373	3095	70,494

To address issues of volatility as well as the potential for very large margins of error, Hawaii proposes the use of multi-year pooling for up to three years limited to those instances when the number of tested students is too small to meet accepted standards of practice. To determine how many years to pool, an n-size of 30 will be applied. In these situations, the State will seek to pool data for two years though a third year may be necessary for the State's smallest schools. If, after three years of data (current and prior two years), an n-size of 30 cannot be reached, the results will then be reported and used within the Hawaii API calculation.²¹ Hawaii believes this bold approach literally accounts for every full school year student across the state.

²¹ This proposed n-size of 30 is not an exclusion threshold for reliability purposes, but rather a rule to determine how many years of data to pool.

Calculating The Hawaii Academic Performance Index

Index Indicators, Measures, and Weights

The Hawaii API provides a composite score for all Hawaii schools. These results are used in conjunction with key ESEA Flexibility criteria to drive subsequent school classification and interventions. Understanding the measures, indicators, and associated weights of the Index ensures transparency and credibility, as well as the capability to utilize the multiple data components comprising the Index for targeted analysis and interventions.

Measures are the data sources for the Index. Measures are comprised of (1) Hawaii State Assessment proficiency results for reading, mathematics and science; (2) median growth percentiles for reading and mathematics; (3) graduation rates, college going rates, and college/career assessment results for high and middle schools, and chronic absentee rates; and (4) current-year gap rates and two-year gap reduction rates. The measures make up one of four Index indicators: student achievement, growth, readiness, or achievement gaps.

All indicators for all school types are equally scored with 100 points per indicator. If the importance or the weight of each of the three indicators was equal across high, middle, and elementary schools, an index score could be generated at this point by sum totaling points across the indicators. However, Hawaii deliberately differentiates the importance of its indicators depending on school type, hence weights are applied (see the section “Weighting the Index Indicators” and Table 2.6, where an example calculation is provided). The reason behind this decision is to increasingly emphasize the importance of college- and career- readiness, from elementary schools where ensuring a solid academic foundation is most critical to high schools where added priority must be paid in preparing students to graduate, ready to enter college or the workplace without the need for remediation or retraining.

Scores on the Hawaii API range from 0 to 400 points with each of the four indicators ranging from 0 – 100 points. Due to the inclusion of the gap indicator, the Index scale range initially changed from 0 – 360 to 0 – 480. However, Hawaii is proposing to change the 0 – 480 scale to an intuitively simpler scale of 0 – 400 or 0 – 100 per indicator. The following figure provides an overview of how the API is scored.

HAWAII API scale and point assignment by

School

- **Indicator**
 - Measure

HAWAII API scale range at a school (0 – 400 pts)

- **Achievement Indicator (0 – 100 pts)**
 - Reading (0 – 40 pts)
 - Mathematics (0 – 40 pts)
 - Science (0 – 20 pts)
- **Growth Indicator (0 – 100 pts)**
 - Reading (0 – 50 pts)
 - Mathematics (0 – 50 pts)
- **Readiness Indicator (0 – 100 pts)**
 - Graduation rate (High Schools, 0 – 50 pts)
 - College going rate (High Schools, 0 – 5 pts)
 - 11th grade ACT (High Schools, 0 – 45 pts)

 - 8th grade ACT (Mid/Inter, 0 – 100 pts)

 - Chronic absentee rate (Elem, 0 – 100 pts)
- **Achievement Gap Indicator (0 – 100 pts)**
 - Current-Year gap rate (0 – 50 pts)
 - Multi-Year gap reduction rate (0 – 50 pts)
-

All points assigned to each of the measures were adjusted in equal proportions from the initial proposal except for high school readiness measures to address recent concern from Reviewers regarding the graduation rate. As a result, the previously proposed point assignments and weights which resulted in the graduation rate counting for 16.7% of high schools’ Hawaii API score has been increased to 25% of high schools’ scores.

The graduation rate in the previously submitted proposal accounted for 16.7% of the Index.

$$\begin{aligned} & ((\text{Possible graduation rate pts} / \text{Total readiness pts}) * \text{readiness weight}) \\ & ((40 \text{ pts} / 120 \text{ pts}) * 50\%) = (.3333 * .50) = 16.7\% \end{aligned}$$

The graduation rate in this current revision proposes to account for 25% of the Index.

$$\begin{aligned} & ((\text{Possible graduation rate pts} / \text{Total readiness pts}) * \text{readiness weight}) \\ & ((50 \text{ pts} / 100 \text{ pts}) * 50\%) = (.50 * .50) = 25.0\%. \end{aligned}$$

Subsequent sections describe how the State proposes to calculate each of the four indicators within the Index: achievement, growth, readiness, and gaps. In addition, subgroups not meeting adequate participation rates face non-proficient outcomes based on the extent of non-participation. Each section concludes by providing a school example that illustrates the proposed calculation.

Ensuring Validity of the Index: Non-Participants

The participation of all students at a school is a necessary prerequisite to ensure the validity of test results, the Index measures generated from these results, and the credibility of the Hawaii API scores and resulting school supports and interventions. While ensuring high participation rates is not a specific indicator within the Hawaii, the state does address this concern via the Achievement Indicator. Hawaii proposes to maintain the 95% All Students and disaggregated subgroups participation rate AMO for reading, mathematics and science. A non-proficient outcome will be applied to any non-participant in a subgroup not meeting the 95% AMO.

Calculating the Hawaii Academic Performance Index: Achievement

Hawaii proposes to base its achievement measures on the percent of students that meet or exceed proficiency. The percent proficient is an absolute measure of achievement that is consistent with Hawaii's achievement history and focus on raising proficiency rates.

However, calculation of the achievement indicator on the index is not simply based on a dichotomous criterion attainment of meeting or not meeting a proficiency target. Rather, the indicator reflects the percent of students that meet or exceed proficiency. This definition of achievement is expected to encourage schools to help all students attain proficiency, alleviating incentives for focusing on "bubble students," intentional or otherwise. This approach to proficiency attainment, in conjunction with the growth, readiness, and gap indicators comprising the Hawaii API, is a dramatic shift from the "all or nothing" concerns brought about by the status model frequently associated with the current Accountability Workbook.

The Achievement indicator is calculated using the reading and mathematics proficiency rates multiplied by a factor of 40 while science proficiency rates are multiplied by a factor of 20. The differential factor is a result of far fewer grades that are tested in science. Reading, mathematics, and science scores are then aggregated to collectively reflect a school's overall achievement indicator value.

The following is the first example calculation for hypothetical high school, School A. :

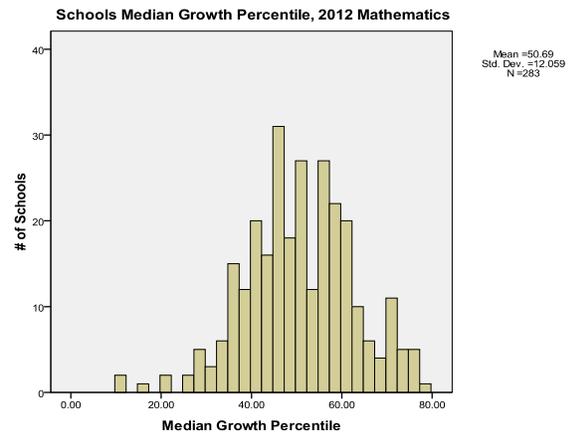
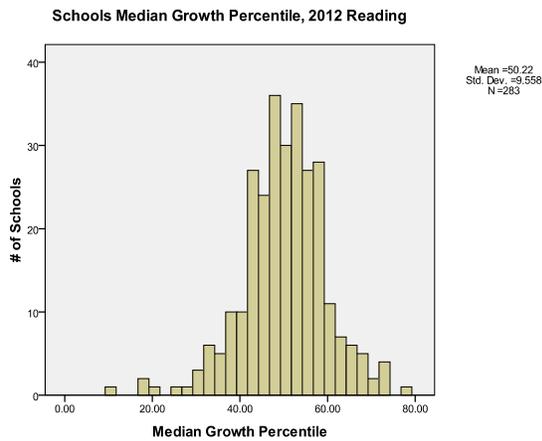
School A's Achievement Indicator	
<i>Reading proficiency = 75% or 0.75</i>	
<i>Math proficiency = 65% or 0.65</i>	
<i>Science proficiency = 55% or 0.55</i>	
<i>Reading and math achievement factor = 40</i>	
<i>Science achievement factor = 20</i>	
<i>Reading achievement indicator = 0.75 x 40 = 30.00</i>	
<i>Math achievement indicator = 0.65 x 40 = 26.00</i>	
<i>Science achievement indicator = 0.55 x 20 = 11.00</i>	
<i>Achievement Indicator for this subgroup</i>	
<i>30.00 + 26.00 + 11.00 = 67.00 points</i>	

Calculating the Hawaii Academic Performance Index: Growth

Like other indicators, the growth indicator retains a scale of 0 – 100 points. Growth is derived from reading and mathematics school median growth percentiles (MGPs). The State therefore proposes to award set points based upon five categories of the school’s performance on the median growth percentile. Each category was derived by aggregating 2011-12 median growth percentiles into quintile performance bands, essentially providing maximum (50 points) and minimum (zero points) to the top and bottom quintiles respectively and awarding between 15 – 35 points across the intra-quintile range. Table 2.3 provides the MGP cut points for scoring followed by reading and mathematics MGP distributions across schools.

TABLE 2.3. *Growth indicator scoring rubric*

CATEGORY	READING		MATHEMATICS	
	MGP	Points	MGP	Points
VERY HIGH GROWTH	> 57	50	> 61	50
HIGH GROWTH	54 – 57	35	55 – 61	35
AVERAGE GROWTH	50 – 53	25	48 – 54	25
LOW GROWTH	45 – 49	15	41 – 47	15
VERY LOW GROWTH	< 45	0	< 41	0



The following is an example for calculating the growth indicator for School A.

School A's Growth Indicator

Reading growth MGP = 51
Rubric score for reading MGP of 51 = 25

Mathematics growth MGP = 53
Rubric score for mathematics MGP of 53 = 25

Growth Indicator score for School A
25 + 25 = 50.00 points

The following is in response to Reviewers' request to provide supporting data for the proposed Hawaii API growth cut-points. The median growth percentile rubric cuts are based on quintile bands with growth cut-points appropriately differentiating across the spectrum of school performance. The following tables illustrate the difference between schools' 2012 MGPs and their adequate growth percentiles (AGPs). Schools with an MGP equal to or greater than its AGP indicate that students are meeting, exceeding, or on track within three years to meeting the proficiency AMO.

<i>2012 Reading (MGP - AGP) difference at cut-points</i>					
N = 283	Very Low Growth	Low Growth	Average Growth	High Growth	Very High Growth
Mean	12.8731	23.4250	29.2745	33.3269	40.1415

<i>2012 Mathematics (MGP - AGP) difference at cut-points</i>					
N = 283	Very Low Growth	Low Growth	Average Growth	High Growth	Very High Growth
Mean	-13.6316	4.8362	11.5727	20.2131	24.8942

For both reading and mathematics, the mean difference between MGPs and AGPs are larger when progressing from very low to very high growth cuts. This increase indicates that higher growth schools are surpassing their AGPs by larger margins compared to lower growth schools. The magnitude of the difference between MGPs and AGPs can be a revealing indication of school performance. These differences clearly show that, on average, schools with higher growth do a better job at maintaining or surpassing proficiency expectations.

Calculating the Hawaii Academic Performance Index: Readiness

Readiness is calculated differently for high, middle/intermediate, and elementary schools. High school readiness is calculated by multiplying a school’s adjusted cohort graduation rate and the percent of students meeting the readiness benchmarks on the 11th grade ACT college- and career-ready anchor assessment by a factor of 50 and 45, respectively. The third measure, college going rates, is multiplied by a factor of 5. These scores are summed to form the readiness indicator. For middle/intermediate schools, the readiness indicator is a result of performance on the 8th grade ACT college- and career-ready assessment multiplied by a factor of 100.

For elementary schools, chronic absenteeism is defined as the percentage of students that are absent for 15 or more school days a year, excluding those absences that are attributed to a medical emergency. For this metric, the following rubric is used to calculate the readiness indicator. Each category was derived by aggregating elementary school students that were chronically absent in 2011-2012 into quintile performance bands. For the 2013-14 school year, Hawaii will offer public school students 180 instructional days. Rates of “High” and “Very High” absenteeism are set to reflect those schools where at least one-fifth or 20% of students are absent 15 or more instructional days.

TABLE 2.4. *Rates of chronic absenteeism*

CATEGORY	Chronic Absenteeism	
	% of Students Chronically Absent*	Points
VERY LOW ABSENTEEISM	< 10	100
LOW ABSENTEEISM	10 – 14	60
AVERAGE ABSENTEEISM	15 – 19	30
HIGH ABSENTEEISM	20 – 24	15
VERY HIGH ABSENTEEISM	> 24	0

* Defined as absent 15 or more instructional days in a school year.

The following example demonstrates the readiness calculation for School A.

School A’s Readiness Indicator

Graduation rate = 90% or 0.90
College going rate = 79% or 0.79
11th grade ACT anchor assessment = 72% or 0.72

Graduation rate factor = 50
College going rate factor = 5
ACT assessment factor = 45

Readiness Indicator score for this subgroup
(0.90x50) + (0.79x5) + (0.72x45) = 81.35 points

Calculating the Hawaii Academic Performance Index: Achievement Gap

The achievement gap indicator is based on a current-year gap rate and a two-year gap reduction rate. Both measures are equally scored at 50 points each. The current-year gap rate is derived by dividing the difference between the NHN and HN proficiency rates by the NHN proficiency rate ((NHN – HN)/NHN) (steps 1- 4). The current-year gap rate is then converted to Hawaii API points by multiplying the gap rate by the total possible points (50 points) and subtracting from the total possible points (50 - (gap rate*50)). Schools with a negative gap (HN outperforming NHN Students) are awarded the full 50 points for this measure.

The two-year gap reduction rate is derived by dividing the difference between the base year gap and the current year gap by the base year gap ((2010 gap – 2012 gap)/2010 gap) (steps 1 – 4). The two-year gap reduction rate is converted to points based on the rubric point assignments.

Current-Year Gap Rate	Two-Year Gap Reduction Rate
Current-Year gap rate: (NHN – HN)/NHN	Two-Yr gap reduc. rate: (2010 gap – 2012 gap)/2010 gap
<ol style="list-style-type: none"> 1. School example 2. NHN proficiency rate = .70 or 70% 3. HN proficiency rate = .45 or 45% 4. Gap rate = (.70-.45)/.70 = .357 5. HI API pts = 50 pts – (.357 * 50) = 32.15 pts 	<ol style="list-style-type: none"> 1. School example 2. 2010 gap rate = .50 or 50% 3. 2012 gap rate = .30 or 30% 4. Gap reduction rate = (.50 -.30)/.50 = .400 or 40% 5. Apply rubric score (41% - 20% gap = 35 pts)
<p><i>Achievement Gap Indicator for School A = 32.15 + 35.00 = 67.15 points</i></p>	

TABLE 2.5. Two-Year gap reduction scoring rubric

CATEGORIES	%Reduction	Points
VERY HIGH REDUCTION	> 42%	50
HIGH REDUCTION	41% - 20%	35
MODERATE REDUCTION	19% - 1%	25
MODERATE INCREASE	0% – -27%	15
HIGH INCREASE	< -27%	0

The two-year gap reduction point assignments are based on the distribution of reduction rates across schools with cuts established for each quintile. Points range from 0 - 50 with proportionally more (or less) points assigned to the top and bottom quintiles. It is necessary to assign points to schools even with gap increases. Schools with gap increases that fall into the 0% to -27% range are assigned points to further differentiate between schools with moderate versus high gap increases. As with all rubrics developed for the Hawaii API, cut points will be re-established each year based on the distribution of rates.

Weighting the Index Indicators

Hawaii proposes to weight elementary and middle school indicators more heavily towards achievement and growth, as the primary purpose of these school divisions is to prepare students to meet content-based grade span expectations.²² High schools, on the other hand, have increased responsibility for specifically preparing students to enter and succeed in college and the workforce. For high schools, the State proposes to weight readiness more heavily than achievement and growth in the Index calculation. Given that the Hawaii API indicators are scale range equivalent and comparable within school types, Hawaii proposes the following weighting scheme.

²² There is a moderate/strong correlation between achievement and gap performance, in that; schools which perform well on achievement also do better on gap.

TABLE 2.6. *Proposed Hawaii API indicator weight percentages*

SCHOOL TYPE	WEIGHT BY INDICATOR			
	Achievement	Growth	Readiness	Gap
ELEMENTARY	25%	50%	5%	20%
MIDDLE/INTERMEDIATE	25%	45%	15%	15%
HIGH SCHOOL OR OTHER CONFIGURATION W/GRADE 12	25%	15%	50%	10%

Calculating the Hawaii Academic Performance Index: Overall

Once weights are applied to each indicator, the points are aggregated into a composite index score. The following high school example shows how the individual indicators are aggregated into point totals with the weighting factors applied to determine a school’s overall index score.

Hawaii API Score for School A
<i>Achievement Indicator = 67 of 100 points</i>
<i>Growth Indicator = 50 of 100 points</i>
<i>Readiness Indicator = 81.35 of 100 points</i>
<i>Gap Indicator = 67.15 of 100 points</i>
<i>Achievement Weight = 25%</i>
<i>Growth Weight = 15%</i>
<i>Readiness Weight = 50%</i>
<i>Gap Weight = 10%</i>
<i>Achievement Indicator (weighted)</i>
$67 * (.25/.25) = 67.00 \text{ points}$
<i>Growth Indicator (weighted)</i>
$50 * (.15/.25) = 30.00 \text{ points}$
<i>Readiness Indicator (weighted)</i>
$81.35 * (.50/.25) = 162.70 \text{ points}$
<i>Gap Indicator (weighted)</i>
$67.15 * (.10/.25) = 26.86 \text{ points}$
Total Hawaii API points for School A
$67.00 + 30.00 + 162.70 + 26.86 = 286.56 \text{ points}$

Alignment Between the Complete Hawaii API Suite of Measures Versus Assessment and Graduation Only Measures

The following is presented in response to USDE concerns regarding the use of the Hawaii API in the classification of schools. While the majority of measures comprising the Index are based on assessment and graduation results, there are two measures with the Readiness Indicator that are not derived from achievement or graduation rates. These measures are high schools’ college-going rates and elementary schools’ chronic absentee rates.

Analyses were conducted to examine the difference between the initially proposed index (Full Index), and a new, second index (Reduced Index) without the college-going and absentee measures. The index scores were nearly perfectly correlated ($r = 0.997$) and classification outcomes, except for one school, are identical between the two indices (see Attachment Rev. 1: Comparison of Full and Reduced Index Outcomes). The following table summarizes 2012 classification outcomes between the two indices.

TABLE 2.7. *Comparison of full and reduced index outcomes*

Outcome	Full Index (# of schools)	Reduced Index* (# of schools)
Schools classified	60	60
-- Reward	15	15
-- Focus	27	27
--Priority	18	18

* Without College-Going and Chronic Absentee measures applied.

The comparison results indicate identical numbers of total schools classified as well as identical counts within the classifications of reward, focus and priority schools. In addition, the same schools are identified within each classification except for one reward school that was replaced by a different school. Upon careful review of this comparison, Hawaii intends to maintain the full scope of measures initially proposed that would include both college-going and absentee measures. The classification outcomes between the two indices are very stable and scores are highly correlated.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs (<i>Attachment 14</i>)</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (<i>Attachment 8</i>)</p>
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Hawaii proposes to set Annual Measureable Objectives (AMOs) in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years, making 2017-2018 the target year. However, for school year 2012-2013, Hawaii proposes to set AMOs at the same level as the 2011-2012 school year, to allow for orderly transition. For the subsequent years beginning with

the 2013-2014 school year, Hawaii proposes to set AMOs at the level equivalent to the first of five years using the methodology proposed above. This approach would continue through the 2017-2018 school year.

One of the most effective aspects of NCLB has been the identification of underperformance by specific subgroups. Although Hawaii proposes to classify school performance primarily based on a composite index, the State intends to continue setting AMOs on an annual basis, holding schools accountable for meeting participation and proficiency targets, and publicly reporting this information by overall performance and by the traditional AYP disaggregated subgroups along with tracking for Asians, and Native Hawaiians, and Pacific Islanders. This approach ensures that data for traditionally lower performing subgroups such as SWDs, and ELLs are readily available to the public and for schools to use towards targeted planning and intervention efforts.

All schools will continue to receive annual outcomes reports that compare subgroup performance to the benchmark targets set by 2011-2012 AMOs. The comparison will be based on the business rules outlined in Hawaii's current ESEA Accountability Workbook (November 14, 2011) and subsequent amendments.

Student Achievement Proficiency Targets

The State intends to set proficiency AMOs by school complex (a high school and its feeder middle and elementary schools) rather than a single statewide target, with every school and subgroup within the complex expected to meet or exceed the complex-wide AMO. This approach reinforces the importance of vertically articulating curriculum, instruction, and assessments across the K-12 continuum, with the ultimate goal of preparing all students for college, careers, and citizenship. The approach also applies greater rates of expected annual progress towards schools in lower performing complexes, which is appropriate as these schools have farther to travel on the road to college and career readiness for all of their students.

For the purposes of setting AMOs as benchmark performance targets, Hawaii's charter schools will each be responsible for meeting annual AMO performance targets for the complex in which the school is geographically located. As the new charter school authorizer increases capacity and begins implementation of charter school performance contracts, HIDOE will investigate the feasibility of aligned AMOs for charter schools with those in the performance contracts.

The following illustrates the proposed approach using actual 2011-2012 HSA performance data:

- In 2011-2012, 60 percent of students in the Farrington complex met or exceeded proficiency targets on the Reading HSA assessment, while 85 percent of students in the Kalani complex met or exceeded proficiency targets on the Reading HSA assessment. Based on these 2011-2012 proficiency rates, targets are established over six years to

reduce by one-half, the students that are not proficient within the complex by 2017-2018. Under this approach, Farrington complex must increase proficiency by an average of 4 percentage points a year, while Kalani complex must realize gains of approximately 1.5 percentage points.

Complex	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Farrington	60%	Current AMO (72%)	64%	68%	72%	76%	80%
Kalani	85%	Current AMO (72%)	86%	88%	89%	91%	92%

Graduation Rate Performance Target

Hawaii’s graduation rate AMO under its current ESEA Accountability Workbook is set at 90 percent in 2013-2014. As with proficiency AMOs, the State proposes to extend the terminal AMO rate of 90 percent as an end point target for 2017-2018, consistent with the Option A AMO setting method adopted for its proficiency rate. In addition, Hawaii is proposing annual AMOs between 2014 and 2018 which slightly exceed the rigor of those that would be generated using the Option A method. This is done so as to align graduation rate AMOs to the graduation rate targets set by the 2012 Hawaii Strategic Plan Update.

In addition, the State will continue to apply the current, approved AMOs for participation ($\geq 95\%$) and retention rates ($\leq 2\%$ for elementary schools and $\leq 5\%$ for middle/intermediate schools). The complete list of complex AMOs can be found in *Attachment 14*. The following is meant as supplementary information to detail the statewide AMOs.

		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
State of Hawaii	Reading	71%	Current AMO	74%	77%	80%	83%	86%
State of Hawaii	Mathematics	60%	Current AMO	64%	68%	72%	76%	80%
State of Hawaii	Science	33%	N/A	40%	47%	53%	60%	67%
State of Hawaii	Graduation Rate	81%	Current AMO	84%	85%	87%	88%	90%

Reporting on Participation, Proficiency and 3rd Indicator (Graduation Rates) for Disaggregated Subgroups

Annual Measurable Objectives are applied to all students as well as disaggregated subgroups for each school in the State. However, Hawaii will adjust the definition of these subgroups to more accurately reflect the State’s demographic composition. The State proposes to continue to set annual AMO targets and publicly report performance data on African-American, White, Hispanic, American Indian, and Asian/Pacific Islander students, while adding three new distinct reporting categories specifically for students of Asian, Native Hawaiian and Pacific Islander

ancestry. To make even finer distinctions among ethnic subgroups, educators and the State will publicly report aggregated student performance data that are based on additional ethnicities beyond these seven.

In addition to publicly reporting on schools' performance against these benchmark targets, Hawaii proposes to use the data to inform the classification of schools. No school can be named a Level 1 Recognition school, for example, if it fails to meet AMO targets for any of its student subgroups. All schools with achievement gaps between different student subgroups are expected to use these data in targeting supports and interventions towards the underperforming subgroups.

The State intends to maintain the current NCLB-era requirement that at least 95% of every subgroup must participate in the HSA program. For those schools that have one or more subgroups whose participation in the testing program falls beneath this threshold, the State proposes to automatically code these students as non proficient. This means, for example, that a school whose African American and Pacific Islander students miss the participation AMO will automatically receive 0 points for all non-participating students within these subgroups during the index calculation.

In taking this approach to setting annual performance targets that represent specific “stretch” goals for schools in each complex, Hawaii’s application for ESEA flexibility aligns to and effectively reinforces the strategic direction set by the Hawaii State Board of Education. The BOE’s updated Strategic Plan contains stretch goals for student performance that are differentiated based upon prior performance. Creating an integrated cycle of school planning with results-based school accountability is a potent tool in Hawaii’s arsenal to improve systemic performance.

Supplementary School Performance Reports

The Hawaii API and public reports on disaggregated subgroup performance are supplemented by three School Performance Reports that serve as core data sources for the decision-making and strategic planning process required of each school. HIDOE has required that each school form an Academic Review Team (ART). The ART is a group of administrators and teacher leaders, within the school, that collectively sets direction via the Academic Financial (AcFin) Plan, reviews data, and makes mid-course corrections when necessary. The Academic Review Team is expected to review the following:

- The quarterly Attendance, Achievement, Behavior, and Course Marks or “AABC” report which identifies four leading indicators - trends in academic achievement, student attendance, behavior and course marks. These data, updated quarterly, are used by schools to formatively gauge performance and make mid-course corrections.
- A report provided to each school and complex area that contains the relevant school-level lagging indicators derived from the BOE’s Strategic Plan, such as teacher qualifications and 9th grade retention.

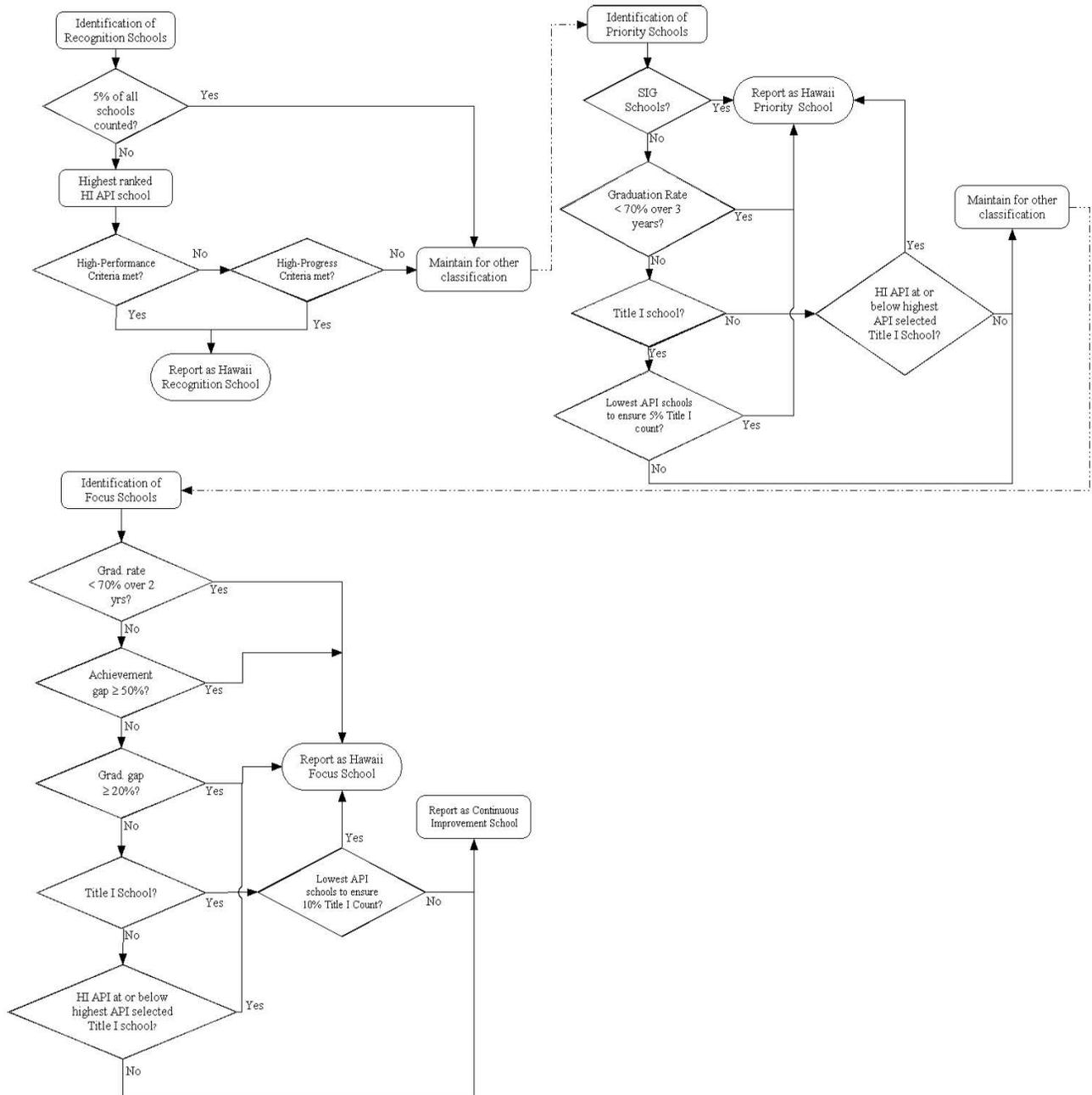
- An annual P-20 college readiness indicators report for secondary schools that contains data on students' readiness for college, postsecondary enrollment and success.

Guidance from the State requires each school's ART to use these three reports to identify and track specific needs and supports above and beyond the school rankings generated by the Hawaii API. For schools in Hawaii, all priority strategies and interventions must be set within an annual Academic Financial Plan, which is informed by the aforementioned quantitative data as well as diagnostic information from the school improvement review.

Classifying School Performance using Hawaii's Academic Performance Index

Under this proposal, Hawaii's schools will no longer be classified according to prior NCLB sanctioned status levels (e.g., Planning for Restructuring, Restructuring, etc). Instead, the Hawaii API will classify schools into Recognition, Continuous Improvement, Focus and Priority Schools. The classifications will drive the application of recognition, supports and interventions. Additional data on how each of the student subgroups perform will supplement the differentiated classification of schools and also result in specific interventions and supports defined within the Academic Financial Plan. The figure below illustrates the process for identification of Recognition, Continuous Improvement, Focus, and Priority schools.

Figure 2.1. Identification of Recognition, Continuous Improvement, Focus, and Priority Schools



2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Hawaii’s theory of action behind the designation of Recognition schools is as follows: by incentivizing high performance and progress among all schools statewide, the proposed accountability system will help high performing schools aspire to exceed the current AYP standard. Moreover, by highlighting best practices that are shared with all schools, particularly Priority and Focus Schools, the entire system will benefit from the lessons learned within the Recognition schools.

Schools will be identified as a Recognition school based upon status as a *High- Performing* School or *High-Progress* School. Recognition schools demonstrate outright levels of high achievement by meeting all the criteria for either category. Beginning with the highest ranked Hawaii API school, all public schools are evaluated against criteria for high-performing schools, listed below:

1. Consistent, high rates of participation, proficiency, and retention or graduation rates, defined as meeting or exceeding AMOs across all applicable subgroups;
2. High graduation rates, defined as the highest 10% of all high schools;
3. Narrow achievement gaps are based on the current-year gap rate between a school’s High-Needs (HN) group that is comprised of an unduplicated count of disadvantaged, SWDs, and/or ELL students, compared against the non-High-Needs (NHN) group (all other students). Schools with gap rates of 30% or larger cannot qualify to be High-Performance Reward School.

High-Performing gap example:

2012 NHN Proficiency Rate = 70%

2012 HN Proficiency Rate = 64%

2012 Gap Rate = $(.70 - .64) / .70 = .086$ or 8.6%

Top rated schools on the Hawaii API that meet all three of these criteria are eligible for Recognition school status as a *high-performance* School. If a school does not meet all of these criteria, the school is then evaluated against the *high-progress* schools criteria, beginning with the highest ranked Hawaii API schools not selected under *high-performance* criteria:

1. Substantial achievement growth, defined as schools demonstrating increases of 15% or higher for All Students proficiency over three years (current year versus two years prior);
2. Highest increases in graduation rates, defined as the top 10% of high schools that demonstrate a 10% increases over three years (current versus two years prior); and
3. Narrowing of achievement gaps, based on the two-year gap reduction rate for reading and mathematics between a school's High-Needs (HN) group that is comprised of an unduplicated count of disadvantaged, SWDs, and/or ELL students, compared against the non-High-Needs (NHN) group (all other students). Adequate narrowing of the gap is based on a 10% or greater reduction between the groups (current versus two-years prior). Note that the State will apply an additional business rule to the calculation so that schools cannot be classified for Recognition status if the 10% gap reduction occurs by lowering the performance of the non-High-Needs subgroup.

High-Progress gap example:

2012 NHN Proficiency Rate = 70%

2012 HN Proficiency Rate = 49%

2012 Gap Rate = $(.70 - .49) / .70 = .30$ or 30%

2010 NHN Proficiency Rate = 65%

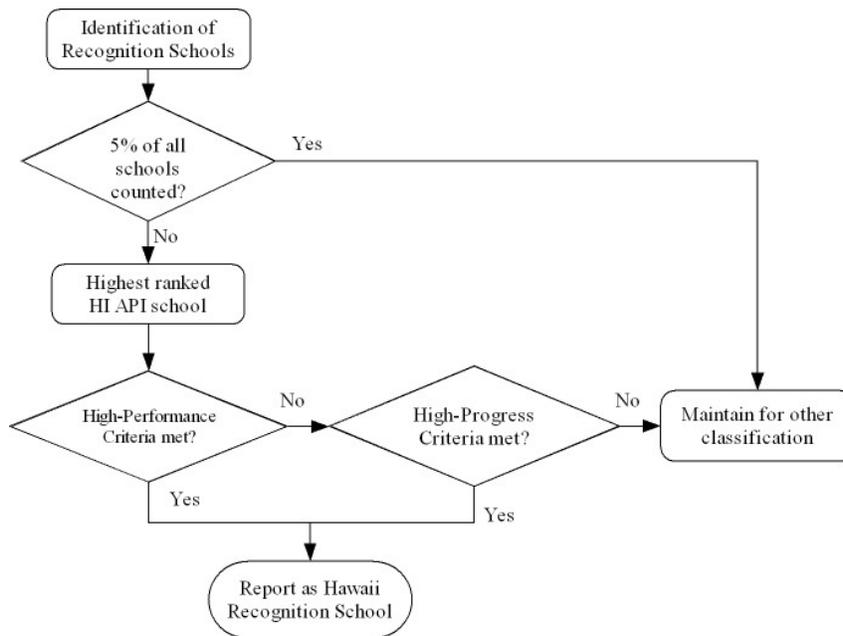
2010 HN Proficiency Rate = 39%

2010 Gap Rate = $(.65 - .39) / .65 = .40$ or 40%

Two-Year Gap Reduction Rate = $(.40 - .30) / .40 = .25$ or 25%

Top rated schools that meet all three of these criteria are eligible for Recognition school status as a *high-progress* School. This process is repeated until a total of no more than 5% of all Hawaii schools (Title I and non-Title I) are identified, or until all schools have been evaluated for Recognition School status.

Figure 2.2. *Recognition school identification flowchart*



The State’s list of Recognition Schools can be found in Table 2.

Rewards for Level One Recognition Schools

The State will reorient all existing academic achievement awards such as Blue Ribbon Schools and Strive HI Awards and the associated financial incentives to the Recognition school classification. Doing so will convey a consistent message of expectations to the field and the public at large. HIDOE will offer six additional benefits to those schools classified as a Recognition school:

- Annual recognition by the Governor, Hawaii State Legislature, and State Board of Education;
- The State will provide a strong recommendation to the WASC accreditation committee for the full 6-year school accreditation;
- Exemption from certain kinds of administrative monitoring and operational requirements via consultation with the CAS and state;
- Autonomy to develop a three-year Academic Financial Plan;
- Additional flexibility to consolidate funds to the extent allowable under Federal law and regulatory guidelines (though Recognition schools will continue to be monitored to ensure all fiduciary responsibilities are met);
- Priority to be profiled in the annual Educational Leadership Institute (ELI), which provides a statewide forum for high performing schools to showcase their organizational development and student success models.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Hawaii views Priority schools as those with the deepest performance challenges that merit the full suite of interventions and support by federal and state resources and directive to improve. Specifically, Priority schools are identified from the bottom 5% of Title I schools on the Hawaii API. In 2012, 219 of 286 schools (77 percent) were Title I schools. Non-Title I schools are also identified as Priority schools if their Hawaii API rank is equal to or below the highest ranked Title I Priority school. Schools identified as Priority schools demonstrate any one of the following: (1) Persistently low achievement; (2) persistently low high school graduation rates; or (3) designation as a Tier I or Tier III School under the School Improvement Grant (SIG) program that is implementing a school intervention model. Due to multiple criteria and minimum identification requirement of 5 percent of all Title I schools, the following selection procedures will be employed:

1. Select any Tier I or Tier III SIG school that is implementing a school intervention model.
2. Select any high school (Title I or non-Title I) with a high school graduation rate of less than 70% over three consecutive years using the Adjusted Cohort Graduation Rate (ACGR) methodology.²³
3. Select the lowest Hawaii API ranking Title I schools* until a school count equal to 5% of all Title I schools is reached, inclusive of Title I schools identified in Steps 1 and 2.
4. Identify all non-Title I schools scoring at or below the highest scoring Title I school selected in Step 3.²⁴

All schools identified in steps 1-4 are classified as either Level 4 or Level 5 Priority schools.

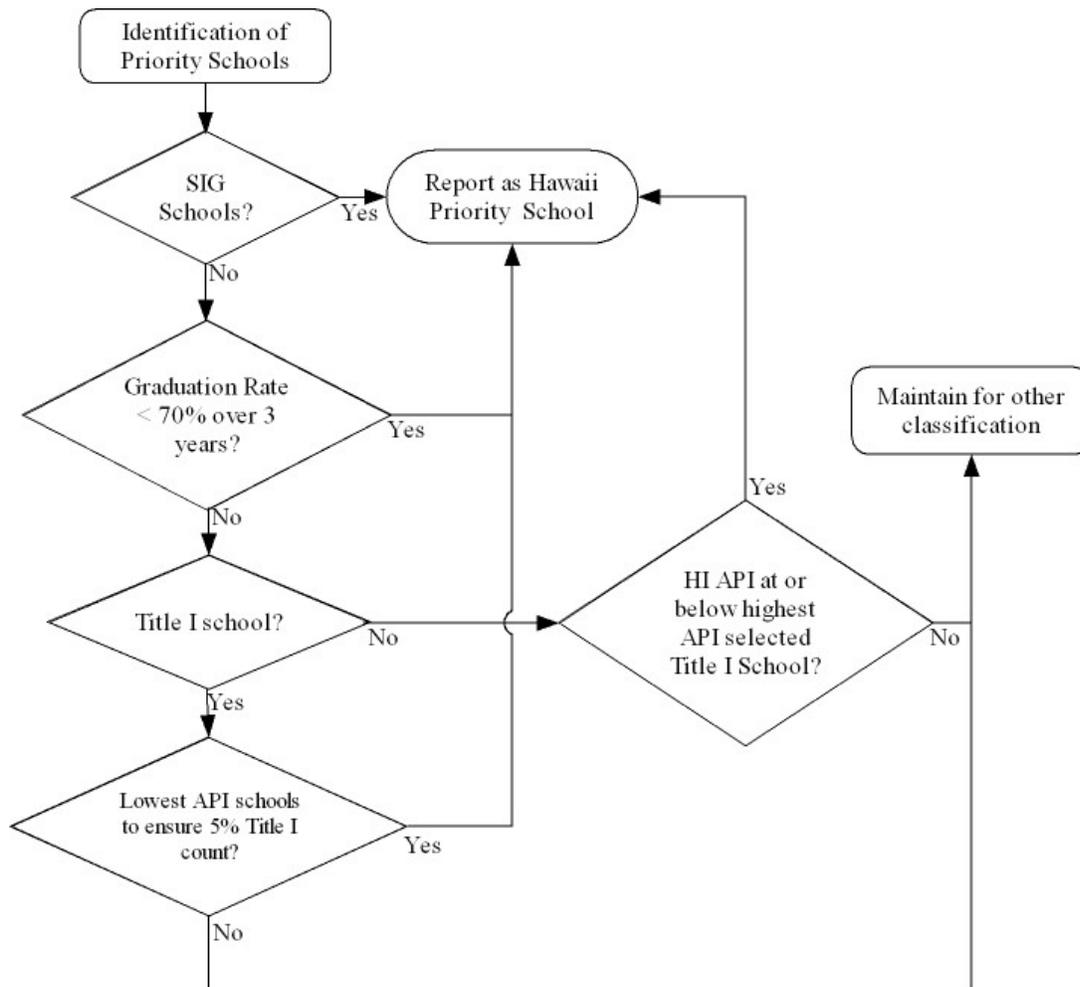
²³ As mandated by the October 2008 Title I federal regulations, states are required to compute Adequate Yearly Progress (AYP) as the third academic indicator for high schools, at both the “All Students” and “subgroup” levels. This will result in expanding the 37-cell model to a total of 45 potential cells for high schools. The ACGR differs from Hawaii’s traditional cohort tracked graduation rate in that incoming students to a school are counted in the ACGR from grade 9 through 12.

²⁴ To meet the goal of identifying *persistently low performing schools*, the State proposes building in 3 years of Hawaii API data for index related criteria.

Level 4 Priority schools will remain under the administrative control of the complex area superintendent; Level 5 Priority schools will be overseen by the Department’s newly created Office of School Transformation with direct line authority to the Deputy Superintendent, the Department’s Chief Academic Officer. All schools within the Priority schools category will first be classified as Level 4 Priority. Those schools that fail to make meaningful gains within 1-2 years of being identified will be moved to Level 5 Priority status based upon the Deputy Superintendent’s determination that more intensive oversight and accountability is necessary.

The following figure describes the identification process in more detail:

Figure 2.3. *Priority school identification flowchart*



The State’s list of Priority schools can be found in Table 2.

Supports and Interventions for Level Four and Level Five Priority Schools

Designation as a Priority school means that the school receives all the supports and interventions that meet the U.S. Department of Education’s “turnaround principles” and are specific to the challenging task of school transformation. The Office of School Transformation (OST), as an

arm of the Deputy Superintendent, will conduct the timely school improvement review process directly. Based on student performance data and diagnostic findings from the review, Priority schools will be led through a facilitative process by the OST and the complex area superintendent to identify systemic interventions that improve the academic achievement of all students within that school.

The result will be a one-year Priority Academic and Financial Plan that clearly identifies how the school will implement rigorous interventions that address all of the “turnaround principles” described below:

- Strong school leadership;
- Effective teachers;
- Redesigned school day, week, or year;
- Strong instructional program;
- Use of data to inform continuous improvement;
- School environment that improves safety and discipline; and
- Engagement of families and communities.

The Priority Academic and Financial Plans will address all of the turnaround principles, with emphasis placed on the identified deficiencies as well as alignment to the needs to student subgroups. The plan must also specifically discuss how the school will tightly manage instruction across all core academic courses and identify priority activities which will be the focus of school resources, time, and funds. In addition, the school plans must address, specifically, how the interventions will improve student achievement and graduation rates for student subgroups that are low performing.²⁵ For example, a Priority school whose Native Hawaiian population is low-performing will need to describe how their Priority Academic and Financial Plan will improve Native Hawaiian performance. Similar to the schools within the RTTT Zones of School Innovation, the Priority Academic Financial Plan must first be approved by the complex area superintendent and then the Deputy Superintendent.

Priority schools must participate in the interventions and supports for each of ED’s “turnaround principles,” with particular emphasis on the individual school needs identified in the school improvement review. For example, Priority schools will be asked to improve their teacher effectiveness by receiving additional flexibility to recruit staff (including a two week “head start” during the teacher transfer and assignment period and priority access to the entire pool of vice principal candidates within the Superintendent’s leadership training program, when vacancies arise). In addition, the principal of the Priority school, together with the complex area superintendent, may receive intensive coaching and mentorship provided directly by the Office

²⁵ This includes low subgroup performance for any of the subgroups that the State is federally required to report and on any of the indicators in the Hawaiian Academic Performance Index as well as large subgroup gaps as measured in the Annual Measureable objectives.

of School Transformation (OST). Based on the needs of the school, OST could also provide targeted leadership development for administrators, professional development for teachers, and reduce administrative reporting requirements for the school.

All school-level Academic Review Teams within Priority schools are expected to participate in a professional learning network, to be facilitated by the OST. Priority schools may be provided with academic mentors in reading, mathematics, and science that work with teachers to develop standards based lesson plans, provide feedback on observed lessons, and use student work to help faculty adjust their pedagogy. Finally, all schools must implement rigorous changes to the use of time during the school day and year aligned to the results of the school improvement review, pending available funds.

To support the development of the Priority Academic Financial Plan, HIDOE has created the Menu of Support and Interventions. The options identified in the menu below are drawn from local and national research and best practices, the interventions found most effective in improving the State's low performing schools, and the new reforms catalyzed by the Race to the Top grant. Taken together, the following interventions are likely to increase the overall quality of instruction, improve the effectiveness of the school's teachers and leaders, and improve student achievement for all identified student subgroups

All support and interventions, aligned with all seven principles, will begin following the school's identification as a Level 4 or 5 Priority School, following the end of the 2013-2014 school year and be provided for three years. Note, though, that not all supports and interventions are required to be implemented for the full three year cycle and may be sequenced to meet school specific needs. For example, a Priority Academic Plan may include replacing the principal as part of the initial turnaround process, but do so on a one time basis as opposed to annually. Schools may also augment the interventions listed with school specific supports as determined in their Priority Academic Financial Plan.

HIDOE Menu of Interventions and Supports

Principle	State Strategic Plan Goal Areas and Objectives	Interventions
<p>Providing strong leadership</p>	<p>Goal Two: Staff Success</p> <ul style="list-style-type: none"> -Effective recruitment, retention, and recognition of high-performing employees. -Training and professional development for all DOE employees that supports student learning and school improvement. 	<p>All Priority Academic and Financial Plans will have:</p> <ul style="list-style-type: none"> • Additional hiring flexibility from the state; including priority access to the entire pool of vice principal candidates to provide struggling schools with access to a larger talent pool. • A performance review of the current principal and intensive, targeted professional development on how to turnaround a low performing schools. <p>Priority Academic Financial Plans must also include at least one of the bullets below, based on the results of the school improvement review:</p> <ul style="list-style-type: none"> • A principal mentor. • Replacement of the principal.
<p>Ensuring teachers are effective and able to provide improve instruction</p>	<p>Goal Two: Staff Success</p> <ul style="list-style-type: none"> -Effective recruitment, retention, and recognition of high-performing employees. -Training and professional development for all DOE employees that supports student learning and school improvement. 	<p>All Priority Academic and Financial Plans will have:</p> <ul style="list-style-type: none"> • Hiring flexibility from the state to prevent teachers rated as Marginal or below from transferring to the school during the transfer period and a priority “two week” head start to interview and make offers to new staff. • Data coaches to work with school level teams on analysis of performance trends and curricular interventions. • Job-embedded, ongoing professional development that reflects the needs identified by the educator effectiveness system.
<p>Redesign the school day, week, or year</p>	<p>Goal One: Student Success</p> <ul style="list-style-type: none"> -All students are engaged and ready to learn. -All students gain the 	<p>All Priority Academic and Financial Plans will have:</p> <ul style="list-style-type: none"> • Analysis of how school time is currently used based on total minutes, minutes allocated for class time, and actual minutes dedicated to instructional time. • A strategy, grounded in research and best

	<p>academic skills they need to succeed on the K-12 pathway and throughout their lives.</p> <p>Goal Two: Staff Success -Training and professional development for all DOE employees that supports student learning and school improvement.</p>	<p>practices, to maximize time dedicated to educator collaboration, data teams, professional development, and class time dedicated to innovative methods of delivering instruction.</p> <p>If appropriate, based on the school improvement review, Priority Academic Financial Plans may also extend the school day or year in a manner that results an increase time for innovative methods of delivering instruction.</p>
Strengthen the school's instructional program	<p>Goal One: Student Success</p> <p>-All students are engaged and ready to learn.</p> <p>-All students gain the academic skills they need to succeed on the K-12 pathway and throughout their lives.</p> <p>Goal Two: Staff Success -Training and professional development for all DOE employees that supports student learning and school improvement.</p>	<p>All Priority Academic and Financial Plans will have:</p> <ul style="list-style-type: none"> • Analysis of implementation of the state approved curricular materials for ELA and mathematics. • Strategy for implementation of a rigorous, research-based curriculum, for content areas outside of ELA and mathematics that is aligned to the Common Core, where applicable. • Review of instructional practices for alignment to the state standards and relevant curricular materials. • Targeted professional development on leveraging technology to support strong instructional practices, state standards, and implementation of high quality curricular materials.
Using data to inform continuous improvement	<p>Goal One: Student Success</p> <p>-All students are engaged and ready to learn.</p> <p>-All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives.</p>	<p>All Priority Academic and Financial Plans will have:</p> <ul style="list-style-type: none"> • An analysis of existing data teams structure to inform work with state and/or complex area staff to establish a more effective school level structure for data analysis. • Analysis of alignment between the complex area and school level Academic Review Teams processes and plans. • Intense, targeted professional development on formative assessment and targeted student

		interventions.
Establish a school environment that improves safety and discipline	<p>Goal One: Student Success</p> <p>-Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.</p>	<p>All Priority Academic and Financial Plans will have:</p> <ul style="list-style-type: none"> • Analysis of the implementation of school-wide Response to Intervention with the goal of measuring the effectiveness of positive behavioral supports and interventions.²⁶ • Analysis of anti-bullying policies and processes and wraparound services to address non-school challenges. • Analysis of disciplinary data and strategies to address school specific trends.
Engage families and communities	<p>Goal One: Student Success</p> <p>-Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.</p>	<p>All Priority Academic and Financial Plans will have:</p> <ul style="list-style-type: none"> • Strategies to identify and work with community partners and review existing communication processes to develop a comprehensive plan that focuses on engaging families and communities, includes multiple languages (based on student body demographics), includes multiple delivery methods (hard copy and electronic), and includes strategies for follow up. • Curriculum planning that incorporates student interests and family and cultural backgrounds as part of curriculum planning with the goal of increased student achievement and engaging community partnerships.

Priority schools face pressure for results and more stringent accountability expectations. Level 4 Priority schools will continue to be administratively led by the complex area superintendent for up to two years, with oversight and performance monitoring by the Office of School Transformation. For Priority schools that fail to make significant progress and exit status, after the requisite structure, supports, interventions, and oversight have been provided, the State will invoke the full range of consequences. If significant progress is not made, the school will either be closed, or moved to Level 5 Priority status. This means that the Office of School

²⁶ The audit should include a review of how the school is using early warning data and the effectiveness of student interventions.

Transformation will take over administrative leadership of the school directly, unless the Deputy Superintendent acting as the system's chief academic officer decides that extenuating circumstances are present.

Roles and Responsibility: the Office of School Transformation

The newly created Office of School Transformation is a critical component of the State's ambitious plan to redesign its accountability and support system (*Attachment 15*). This high-profile office is patterned after the Recovery School District in Louisiana and the Achievement School District in Tennessee. The theory of action underlying this effort is that the geographically-based complex area structure is insufficient to manage the intensive transformation effort of certain, persistently underperforming schools. By creating a separate administrative unit with state-wide oversight, the State can tightly focus program support on its lowest performing schools. This new office, with statewide oversight over relatively specific program issues, will complement the current complex area management structure by creating a complex area of priority schools, under the administrative oversight of the OST.

The head of the OST will have equivalent authority to a complex area superintendent and reports directly to the deputy superintendent. The purpose of this office is to provide intensive transformation support to the persistently low performing schools identified as Level 4 or 5 Priority schools. Responsibility for overseeing School Improvement Grants and other similar Federal and State efforts falls within the office. The office will be staffed by at least four high-level educational officers, who may identify and coordinate supplementary support from external consultants and vendors.

The head of school transformation will develop and execute the State's strategy for overseeing and dramatically improving the performance of the State's lowest performing schools. The primary functions of the office fall within three categories: oversight, facilitation, and support. The office will conduct the school improvement review for all Priority schools, select interventions in collaboration with the school's ART, negotiate all vendor contracts, identify and place teacher and leader candidates to serve in Priority schools, coordinate a school transformation professional learning community comprised of ARTs from all Priority schools, and provide instructional support and professional development as required.

The Office of Strategic Reform will incubate the Office of School Transformation, as OSR has itself progressed through a recent two-year growth process as a newly created office within the State's bureaucratic structure. The OST is intended to be established and operated pursuant to current management and executive authority, fully leveraging the Superintendent's authority to reconstitute struggling schools (Act 148, 2011 Session Laws of Hawaii). By forging a tight connection to the Office of Strategic Reform, the State ensures that the work of the Office of School Transformation reflects the priorities and promising practices contained within the State Strategic Plan and HIDOE's Race to the Top application.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Timeline Milestones for Priority Schools

Schools identified as a Priority school will receive all the supports and interventions necessary to fulfill the turnaround principles for a minimum of three years regardless if the school exits Priority school status within those three years. Schools exiting Priority school status that are re-identified within two years of the initial identification will either be closed or placed within the Level 5 Priority status. This approach distributes implementation of the supports and interventions in a balanced way so that school improvement efforts are not all concentrated in the later years of the timeline.

<p>July 2012 – December 2013</p>	<ul style="list-style-type: none"> • Develop school improvement review framework and process.. • Redesign the Priority Academic and Financial Plan. • Create the Office of School Transformation; hire and train necessary staff. • Identify Priority schools.
<p>January 2014 April 2014</p>	<ul style="list-style-type: none"> • Conduct school improvement review of Priority Schools and report findings. • Facilitate schools through process to prioritize needs and to revise the Priority Academic and Financial Plans. • Revise current Academic and Financial Plans to meet all Priority requirements and submit for re-approval by the Deputy Superintendent.
<p>May 2014 – August 2014</p>	<ul style="list-style-type: none"> • Allocate funds to Priority Schools. • Provide required supports and resources. • Begin implementation of the Priority Academic and Financial Plans. • Begin to monitor fidelity of implementation.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Criteria for Schools to Exit Status

The State will update the list of schools designated as Priority schools every two years based on the selection criteria described in the prior section. The reporting of schools’ disaggregated subgroups and Hawaii API scores will occur on an annual basis along with continued supports

and interventions; however, school classifications are planned for every two years to improve stability given schools with small n-sizes and potential cohort effects. All schools that receive intensive supports and interventions will be included in the list submitted to ED each year and count towards the 5% minimum. However, Priority schools will be eligible to change classification when their annual performance meets two specific exit criteria.

In order to exit Priority status, schools will have to meet both of the following criteria for two consecutive years:

1. The school can no longer fall within the bottom 5% of schools on the Hawaii API.
2. The school must successfully meet the annual AMO for all student subgroups.

Once a school is identified as a Priority school, HIDOE is committed to provide a minimum of three years of supports and interventions regardless of whether a school exits status within the three-year period. A two-year exit window provides an important signal of potential stability, while also allowing schools to receive a final year of supports following the reclassification. For Priority schools that exit status, and are subsequently reclassified as a Priority school the following year, the timeline on the three year window of supports and interventions will re-start. This approach ensures that the schools that are able to successfully exit Priority status have made significant progress in improving and sustaining academic achievement.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Designation as a Level 3 Focus school means that the school’s overall performance on the Hawaii Academic Performance Index (Hawaii API) is low, with a sizeable academic achievement gap between the High Needs and Non-High Needs student subgroups. For these schools, some or all of the interventions being provided to Priority schools will be made available.

Focus schools are identified, in large part, based on the lowest overall performance on the Hawaii API of schools not already identified as a Priority school. Specifically, Level 3 Focus schools are drawn from the 10% of Title I schools above the Level 4 and 5 Priority schools on the Hawaii API in conjunction with the criteria below. Non-Title I schools are also identified as Focus schools if their Hawaii API rank is equal to or below the highest ranked Title I Focus school.

Schools identified as Focus schools may also demonstrate any one of the following: (1) A less than 70% graduation rate; (2) large within-school achievement gaps, based on the Hawaii API Gap Indicator; (3) large within-school graduation rate gaps; or (4) schools with a subgroup or subgroups with persistently low achievement or graduation rates reflected by multiple years of low Hawaii API ranks.

The specific criteria are as follows:

1. All schools with the largest within school academic achievement gaps as determined by mathematics and ELA performance on the State's HSA test; specifically, a 50% or larger current year gap between a school's Non-High-Needs and High-Needs Groups constitutes this criterion.

Achievement gap example that results in Focus designation:

2012 NHN Proficiency Rate = 70%

2012 HN Proficiency Rate = 45%

Academic Achievement Gap Rate = $(.70 - .45) / .70 = .357$ or 35.7%

2. All high schools with a graduation rate of less than 70% over two consecutive years;
3. All high schools with the largest within school gaps in high school graduation rate; specifically, a 20% gap or larger gap between a school's Non-High-Needs and High-Needs Groups constitutes this criterion.

Graduation rate gap example that results in Focus designation:

Non-High-Needs Group High School Graduation Rate = 88%

High-Needs Group High School Graduation Rate = 67%

Graduation Rate Gap = $(.88 - .67) / .88 = \underline{23.86\%}$

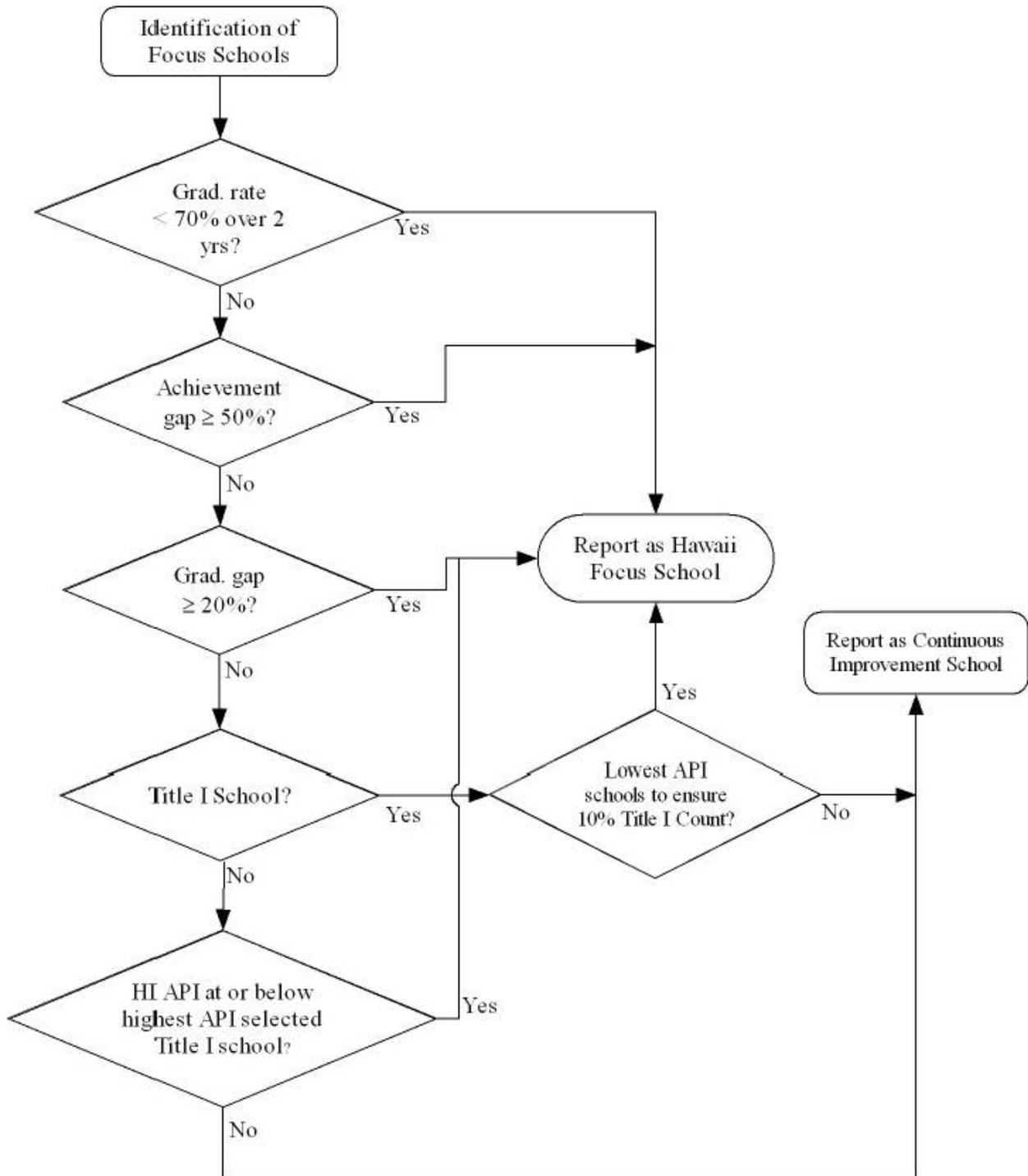
4. The lowest Hawaii API ranking Title I schools (after Priority schools selection) necessary to meet the 10% requirement (inclusive of schools identified in Steps 1-3).
5. Non-Title I schools scoring at or below the highest scoring Title I school identified in Step 4.

Selection Process

The following selection procedures will be employed to identify at least 10% of all Title I schools into the Focus Schools category.

1. Select any high school (Title I or non-Title I) with a high school graduation rate of less than 70% over two years.
2. Select any school (Title I or non-Title I) that has an academic achievement gap of 50% or larger between the High Needs and Non-High Needs subgroups.
3. Select any high school (Title I or non-Title I) that has a graduation gap of 20% or larger between the High Needs and Non-High Needs subgroups.
4. Select the lowest Hawaii API ranking Title I schools (after Priority schools selection) until a school count equal to 10% of all Title I schools is reached, inclusive of Title I schools identified in Steps 1-3.
5. Select all non-Title I schools scoring at or below the highest scoring Title I school selected in Step 4.

Figure 2.4. Focus school identification flowchart



The State’s list of Focus schools can be found in Table 2.

Supports and Interventions for Level 3 Focus Schools

Hawaii's proposed accountability and support system for Focus schools incorporates multiple prongs: a school improvement review process, similar to the process for Priority schools; the development and implementation of a Focus Academic and Financial Plan, similar to the Priority Academic and Financial Plan; and Teams for School Improvement (TSIs) to conduct and facilitate different pieces of the improvement process.

Under the proposed accountability system, each Focus school will have a Team for School Improvement (TSI), comprised of state and complex area staff. The TSI will provide triaged support in improving the performance of Focus schools to prevent them from entering Priority school status. Support will begin in the 2013-2014 school year. The TSIs will be comprised of personnel from the state office, complex areas, and external providers with demonstrated expertise in school improvement, curriculum, instruction, assessment, parent/community involvement, ELLs, SWDs, and student support. The TSIs are designed to serve as third parties to conduct the Focus schools' school improvement review and provide support throughout the improvement planning and implementation process. TSIs support the school improvement review; help the school identify the necessary interventions in its Focus Academic and Financial plan; and support school and complex area staff with implementation of the school improvement strategies.

Similar to Priority schools, identification as a Focus school will trigger a school improvement review, conducted by the school's designated TSI team, to diagnose the root causes for underperformance. The review process will identify trends in student performance data, with priority upon persistently low performing student subgroups. The review will result in a diagnostic analysis that clearly determines the areas of need. When necessary, TSIs may also provide direct assistance to schools and complex areas that lack the capacity to analyze and synthesize data, and rank order needs.

The TSI team will use the review findings to facilitate the school's Academic Review Team through a guided school improvement process to determine the appropriate supports, interventions, and corrective actions the Focus school will incorporate into the Focus Academic and Financial Plan.

All Focus schools are required to develop a comprehensive, one-year plan Focus Academic and Financial Plan that incorporates interventions tied to at least one of the US Department of Education's turnaround principles. Included in the Focus Academic and Financial Plan are the intensive supports and actions necessary to implement immediate and effective school strategies for the identified area(s) of need. In addition, the school plans must address, how the selected interventions will improve student achievement and graduation rates for low

performing student subgroups.²⁷ For example, a Focus school whose Native Hawaiian population is low-performing will need to describe how their Focus Academic and Financial Plan will improve Native Hawaiian achievement. Focus Academic and Financial Plans will be approved by the complex area superintendent.

Each school's Academic Review Team is responsible for monitoring implementation of the plan and making mid-course corrections as necessary. The TSI team will observe the school's ART on a quarterly basis and provide targeted feedback and support to help the team improve their use of data and overall effectiveness as a leadership team.

Interventions and Supports for Level 3 Focus Schools

The goal for the State's 15 complex areas is for Focus schools to build the internal capacity to institutionalize leadership and instructional management systems and best practices that will enable them to exit status and sustain improvements in student achievement. HIDOE's proposed system of school level interventions is aligned to the following characteristics of effective schools:

- Providing strong leadership;
- Ensuring that teachers are effective and able to improve instruction;
- Redesigning the school day, week, or year;
- Strengthening the school's instructional program;
- Using data to inform instruction and for continuous improvement;
- Establishing a school environment that improves safety and discipline; and
- Providing ongoing mechanisms for family and community engagement.

Ongoing support will be provided by TSI members. The team will be configured and deployed based on the specific needs of the school and strategically assigned based on which team member's expertise are similar to the characteristics of the identified school, administrators and teachers to help facilitate and expedite systemic changes. The duration of supports and interventions will be included in the CAS approved Focus Academic and Financial Plan.

HIDOE-operated schools are expected to choose from the following menu of supports and intervention options, informed by their student performance data and school improvement review.²⁸

²⁷ This includes low subgroup performance for any of the subgroups that the State is federally required to report and on any of the indicators in the Hawaiian Academic Performance Index as well as large subgroup gaps as measured in the Annual Measureable objectives.

²⁸ Charter schools are required to align their plans to the principles and sub-principles outlined above, but are not required to implement the specific interventions listed. However, they may choose to do so.

HIDOE Menu of Supports and Interventions

Principle	State Strategic Plan Goal Areas and Objectives	Interventions
Providing strong leadership	<p>Goal Two: Staff Success</p> <ul style="list-style-type: none"> -Effective recruitment, retention, and recognition of high-performing employees. -Training and professional development for all DOE employees that supports student learning and school improvement. 	<ul style="list-style-type: none"> • Additional hiring flexibility from the state; including priority access to the entire pool of vice principal candidates to provide struggling schools with access to a larger talent pool. • A performance review of the current principal and intensive, targeted professional development on how to turnaround a low performing schools. • A principal mentor. • Replacement of the principal.
Ensuring teachers are effective and able to provide instruction	<p>Goal Two: Staff Success</p> <ul style="list-style-type: none"> -Effective recruitment, retention, and recognition of high-performing employees. -Training and professional development for all DOE employees that supports student learning and school improvement. 	<ul style="list-style-type: none"> • Hiring flexibility from the state to prevent teachers rated as Marginal or below from transferring to the school during the transfer period and a priority “two week” head start to interview and make offers to new staff. • Data coaches to work with school level teams on analysis of performance trends and curricular interventions. • Job-embedded, ongoing professional development that reflects the needs identified by the educator effectiveness system.
Redesign the school day, week, or year	<p>Goal One: Student Success</p> <ul style="list-style-type: none"> -All students are engaged and ready to learn. -All students gain the academic skills they need 	<ul style="list-style-type: none"> • Analysis of how school time is currently used based on total minutes, minutes allocated for class time, and actual minutes dedicated to instructional time. • A strategy, grounded in research and best practices, to maximize time dedicated to educator collaboration, data teams, professional development, and class time

	<p>to succeed on the K-12 pathway and throughout their lives.</p> <p>Goal Two: Staff Success -Training and professional development for all DOE employees that supports student learning and school improvement.</p>	<p>dedicated to innovative methods of delivering instruction.</p> <ul style="list-style-type: none"> • If appropriate, based on the school improvement review, Focus Academic Financial Plans may also extend the school day or year in a manner that results an increase time for innovative methods of delivering instruction.
Strengthen the school's instructional program	<p>Goal One: Student Success</p> <p>-All students are engaged and ready to learn.</p> <p>-All students gain the academic skills they need to succeed on the K-12 pathway and throughout their lives.</p> <p>Goal Two: Staff Success -Training and professional development for all DOE employees that supports student learning and school improvement.</p>	<ul style="list-style-type: none"> • Analysis of implementation of the state approved curricular materials for ELA and mathematics. • Strategy for implementation of a rigorous, research-based curriculum, for content areas outside of ELA and mathematics that is aligned to the Common Core, where applicable. • Review of instructional practices for alignment to the state standards and relevant curricular materials. • Targeted professional development on leveraging technology to support strong instructional practices, state standards, and implementation of high quality curricular materials.
Using data to inform continuous improvement	<p>Goal One: Student Success</p> <p>-All students are engaged and ready to learn.</p> <p>-All students are gaining the academic skills they need to succeed on the K-12 pathway and</p>	<ul style="list-style-type: none"> • An analysis of existing data teams structure to inform work with state and/or complex area staff to establish a more effective school level structure for data analysis. • Analysis of alignment between the complex area and school level Academic Review Teams processes and plans. • Intense, targeted professional development on formative assessment

	throughout their lives.	and targeted student interventions.
Establish a school environment that improves safety and discipline	<p>Goal One: Student Success</p> <p>-Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.</p>	<ul style="list-style-type: none"> • Analysis of the implementation of school-wide Response to Intervention with the goal of measuring the effectiveness of positive behavioral supports and interventions.²⁹ • Analysis of anti-bullying policies and processes and wraparound services to address non-school challenges. • Analysis of disciplinary data and strategies to address school specific trends.
Engage families and communities	<p>Goal One: Student Success</p> <p>-Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.</p>	<ul style="list-style-type: none"> • Strategies to identify and work with community partners and review existing communication processes to develop a comprehensive plan that focuses on engaging families and communities, includes multiple languages (based on student body demographics), includes multiple delivery methods (hard copy and electronic), and includes strategies for follow up. • Curriculum planning that incorporates student interests and family and cultural backgrounds as part of curriculum planning with the goal of increased student achievement and engaging community partnerships.

Focus schools face more stringent accountability expectations than Recognition and Continuous Improvement schools. School leadership will join with the TSI team to evaluate the effectiveness of their interventions and strategic actions through the annual school improvement review. In addition, the percent of Focus schools that exit status will be included as a key criterion in each complex area superintendent’s annual performance evaluation. Focus schools that fail to measurably improve their performance—despite receiving intensive supports and interventions—are subsequently subject to classification as a Priority School.

Implementation of the Focus Academic Financial Plans

²⁹ The audit should include a review of how the school is using early warning data and the effectiveness of student interventions.

Each school's TSI team will have a school improvement lead (state or complex area staff) to help the school support teachers and administrators. Specifically, the designated team lead will coordinate internal supports from the State and complex area as well as trainings on topics such as Common Core State Standards and assessment literacy. The school improvement lead will also coordinate targeted assistance from special education, comprehensive student support system, or English language learner specialists drawn from the State and/or complex area. Finally, the school improvement lead will draw upon the State's and complex area's array of service provider contracts to provide external supports, when necessary.

Participation in certain trainings will be mandatory when schools are identified as Focus schools due to persistent underperformance of specific subgroups. For example, Focus schools with persistent SWD gaps will be required to participate in targeted training. When these deficiencies are identified through the school improvement review, the Focus Academic and Financial Plan must illustrate how the school will take responsibility to address the needs of these low achieving students and identify clearly the roles and responsibilities of school staff in meeting those needs.

The state office will regularly convene TSI team members as a professional learning community to network, share effective practices and school results, receive on-going professional development and training, and serve as a feedback loop for state reform efforts. Other state and complex area members will observe and partner with the TSIs to gain the knowledge, skills and experiences necessary to replicate and sustain the model and process over time.

Accountability, Monitoring and Reporting

Each school's Focus AcFin Plan will be approved by the complex area superintendent. The TSI team will then enter into a collaborative agreement with the school's ART on how to monitor the progress of the goals and objectives of the Plan. Progress will be reported by the school administrator to the complex area superintendent on a quarterly basis.

The school's administrator will be evaluated annually by the complex area superintendent. Pursuant to HRS 302-1004, principals that receive multiple ratings lower than "Effective" will either be transferred or terminated from the position.

Beginning in 2013-2014 all classroom educators will be evaluated annually; those that receive a rating of "Marginal" will be provided with an additional year of job-embedded professional development guided by an Individual Learning Plan. No teacher rated "Marginal" will be allowed to transfer to a Priority or Focus school.

Expectations for Charter Schools

Charter schools may elect to contract with a third-party vendor to conduct the self-study and develop the required improvement plan, at their own expense. However, the Office of School Transformation will review the final improvement plan to ensure that it satisfies the requirements outlined in this waiver. Additionally, the charter school authorizer will review the plans for contradictions with the pre-existing performance contract.

Timeline Milestones

Based on the identification of Focus schools, State and complex area specialists will implement the school improvement process beginning 2013-2014:

<p>July 2012 – July 2013</p>	<ul style="list-style-type: none"> • Identify Focus schools • Develop the school improvement review framework and process. • Redesign Focus Academic and Financial Plan. • Identify potential state level and complex area TSI members. • Train TSI members <ul style="list-style-type: none"> ○ Coaching Strategies and Techniques ○ School Improvement Process ○ Linking Schools to Resources
<p>August 2013 – December 2013</p>	<ul style="list-style-type: none"> • Conduct school improvement review of Focus schools. • Report findings from the school improvement review. <ul style="list-style-type: none"> ○ . • Revise Academic Financial Plan to meet Focus Academic and Financial Plan criteria. • Begin implementation of interventions outlined in the Focus Academic and Financial Plan.
<p>January 2014 – August 2014</p>	<ul style="list-style-type: none"> • Initiate subgroup specific trainings for complex area and state team members • Allocate funds to Focus schools Continue implementation of Focus Academic and Financial Plans • Monitor fidelity of implementation of Focus Academic and Financial Plans • Quarterly progress meetings .

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

The Process to Exit Status

The State will update the list of schools designated as Focus schools every two years based on the selection criteria described in the prior section. The reporting of schools' disaggregated subgroups and Hawaii API scores will occur on an annual basis along with continued supports and interventions; however, school classifications are planned for every two years to improve stability given schools with small n-sizes and potential cohort effects. All schools that receive intensive supports and interventions will be applied to the 10% minimum identification count.

In order to exit status, Focus schools must meet two criteria for two consecutive years:

1. The school can no longer be ranked within the bottom 15% on the Hawaii API.
2. For schools identified as Focus school status based primarily on a sizeable achievement gap, the school must also cut the achievement gap indicator in half. This means that a school where the gap in proficiency between High Needs and Non-High Needs students is 50% must halve the gap to no more than 25% in the subsequent year to exit status.

High schools face two additional exit criteria: the school's overall high school graduation rate must equal or exceed 70%, and the school must halve the gap in high school graduation rates between High Needs and Non-High Needs students. In other words, the school's performance must satisfactorily address all the criteria by which the school was first identified as a Focus school.

This approach ensures that the schools that are able to successfully exit Focus status have made significant progress in improving academic achievement. In demonstrating this progress, the State is satisfied that the school is likely to sustain improvement efforts once the cycle of intensive supports and interventions is complete.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

The list below was generated using available data sets. In some instances, proxy data were used where 2011-12 data were currently unavailable (specifically, the college and career readiness assessment). The final classification of schools as Recognition, Focus or Priority may change once the full 2012-13 run of data is complete

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
State of Hawaii	Hauula El	150003000002		E	
State of Hawaii	Kaneohe El	150003000013	A (Non-Title I)		
State of Hawaii	Maunawili El	150003000019	A		
State of Hawaii	Parker El	150003000021	A, B		
State of Hawaii	Hilo High	150003000029			F
State of Hawaii	Hilo Inter	150003000030		E	
State of Hawaii	Hookena El	150003000035			J1
State of Hawaii	Kau High & Pahala El	150003000038		E	
State of Hawaii	Kohala High	150003000043	A		
State of Hawaii	Laupahoehoe H&E	150003000046			F
State of Hawaii	Naalehu El	150003000048		E	
State of Hawaii	Waiakea High	150003000052			F
State of Hawaii	Baldwin High	150003000056			F
State of Hawaii	Iao Inter	150003000059			J1
State of Hawaii	Lahainaluna High	150003000069			F (Non-Title I)
State of Hawaii	Lanai High & El	150003000070			F
State of Hawaii	Molokai High	150003000075			F
State of Hawaii	Kapaa El	150003000084			J1
State of Hawaii	Kauai High	150003000086			F (Non-Title I)
State of Hawaii	Kekaha El	150003000088			J1
State of Hawaii	Niihau	150003000091			J2 (Non-Title I)
State of Hawaii	HI School for the Deaf & Blind	150003000096		D1, E	
State of Hawaii	Olomana	150003000098		D1	
State of Hawaii	Castle High	150003000100			F
State of Hawaii	Waianae High	150003000110		D1	
State of Hawaii	Pearl City Highlands El	150003000113	A (Non-Title I)		
State of Hawaii	Palisades El	150003000116	A		
State of Hawaii	Nanakuli H&I	150003000117		D1	
State of Hawaii	Nanaikapono El	150003000119			F

State of Hawaii	Momilani El	150003000120	A (Non-Title I)		
State of Hawaii	Shafter El	150003000146	A, B (Non-Title I)		
State of Hawaii	Waipahu El	150003000159			F
State of Hawaii	Waipahu High	150003000161			F
State of Hawaii	Haleiwa El	150003000172	A, B		
State of Hawaii	Waikiki El	150003000182	A		
State of Hawaii	Royal El	150003000185	A		
State of Hawaii	Lunalilo El	150003000195	A		
State of Hawaii	Lanakila El	150003000202	A		
State of Hawaii	Kaimuki High	150003000212		D1	
State of Hawaii	Jefferson El	150003000213	A, B		
State of Hawaii	Hokulani El	150003000214	A, B (Non-Title I)		
State of Hawaii	Kamaile Academy PCS	150003000240		E	
State of Hawaii	Kaumualii El	150003000242			F
State of Hawaii	Keonepoko El	150003000244		E	
State of Hawaii	Honokaa El	150003000249			J1
State of Hawaii	Kamalii El	150003000253			J2 (Non-Title I)
State of Hawaii	Kapolei Mid	150003000259			J1
State of Hawaii	Waters of Life	150003000264			J1
State of Hawaii	Thompson Academy	150003000274			F (Non-Title I)
State of Hawaii	Hakipuu	150003000275		D1	
State of Hawaii	Kamakau	150003000276		D1	
State of Hawaii	Kihei Charter School	150003000279		D1 (Non-Title I)	
State of Hawaii	Niihau o Kekaha	150003000280			J1
State of Hawaii	Hawaii Academy	150003000282		D1	
State of Hawaii	Ka Umeke Kaeo	150003000283			J1
State of Hawaii	Nawahiokalaniopuu Iki	150003000284			J1
State of Hawaii	Ehunuikaimalino	150003000287		D1	
State of Hawaii	Kua o ka La	150003000288			F
State of Hawaii	Kawaikini	150003000294		D1	
State of Hawaii	Hawaii Technology Academy	150003000295		D1 (Non-Title I)	
TOTAL # of Schools: 60					

* Priority and Focus school graduation rate thresholds are set at less than 70% for Hawaii schools.

Total # of Title I schools in the State: 219

Total # of Title I-participating high schools in the State with graduation rates less than 70%: 10 (plus 2 Non-Title I Schools)

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest Title I schools in the State based on the proficiency and lack of progress of the “all students” group, as evidenced by performance on the Hawaii API D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) (F1 schools) or, at the high school level, has the largest within-school gaps in the graduation rate (F2 schools) G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school J. Among the API’s lowest (after priority schools) Title I schools (J1), or equally or lower performing non-Title I schools (J2)

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The Hawaii Department of Education (HIDOE) oversees a statewide accountability system for all Hawaii public schools. Thus, certain State and complex area resources are made available to all schools, regardless of status as a Title I school.

Schools that are not classified as Recognition, Focus, or Priority schools are termed “Continuous Improvement Schools,” a category that will contain approximately 65-75% of the schools in the State. Beginning in school year 2013-14, the State Superintendent has required that all schools implement six reform strategies: 1) teacher-led data teams that drive formative instruction, 2) Common Core State Standards, 3) schoolwide tiered supports and interventions for students that are grounded in data, 4) an induction and mentoring program for all probationary teachers, 5) an outcomes based teacher and principal evaluation system, and 6) a school leadership “Academic Review Team” that meets periodically to set the Academic and Financial Plan, consider leading indicator data, and make mid-course corrections when needed.

Making the instructional shifts demanded by the Common Core and improving student achievement inevitably require new ways of providing support to educators to change instructional practices, above and beyond professional development. To proactively address underperforming subgroups, all schools are expected to implement a Response to Intervention (RtI) approach to identify students at risk of failure and the instructional strategies needed to improve these students’ achievement.

Traditionally, RtI is used as a screening method for SWDs only. However, as part of the State’s approved scope of work for the Race to the Top grant, the State is implementing this system for all students statewide. This is an explicit strategy for targeting student subgroup challenges – SWDs, ELLs, and others.³⁰ RtI uses real time student data to flag students at risk of falling off track and includes tiers of targeted interventions. This system of ongoing, targeted data analysis is critical for supporting teachers in how to match instruction to student need. To that end, HIDOE is implementing the Comprehensive Student Support System (CSSS) as the next phase of ongoing RtI work. CSSS is an enhanced RtI model that combines an early warning data system with three tiers of interventions and supports based on student data and complemented

³⁰ For more information on supports for SWDs and ELLs, please refer to Principle 1 and the State’s Race to the Top Year 2 review, available at www.ed.gov.

with a warehouse of formative assessment tools.

When fully implemented, schools will have access to early warning data on student attendance, behavior, and course grades. Based on that data, teachers and principals can work together to assign students to a “tier” with corresponding interventions and supports. Ongoing monitoring of student data will serve to not only track student progress, but will also provide valuable information on the effectiveness of the interventions.

The school’s Academic Review Team is expected to consider four sources of data in crafting the school’s annual Academic and Financial Plan. First, every school in this category will be required to maintain WASC school accreditation. A key component of the accreditation process is the school’s completed self-assessment against the State Strategic Plan targets that are embedded within the Academic and Financial Plan template and process. Title I schools not identified as Priority or Focus schools will use the existing Academic and Financial Plan template with pre-populated data aligned to the State Strategic Plan.

Second, the performance of the combined subgroup on the Hawaii Academic Performance Index (Hawaii API) will provide important information on how well the school is generally serving its high needs population. The Hawaii API in conjunction with the classification requirements of the proposed accountability system is designed to identify schools with significant pockets of underperformance in student achievement, growth, and readiness for college and the workplace. The Index approach recognizes and accounts for disparities between different student populations, but in and of itself, lacks the precision to disentangle the effects of individual subgroups on school performance. By using disaggregated participation and proficiency targets, however, the accountability system identifies specific achievement gaps.

Thus, the third source of data is the participation, proficiency and graduation rates of ESEA subgroups against AMO targets will pinpoint any concerns with under-participating and under-performing subgroups. Finally, early warning data from the RtI process will provide critical information about specific students that are at risk of failure.

HIDOE expects that schools will target their limited resources to specific needs identified by the aforementioned data. Academic Review Teams propose strategies and interventions informed by these data given available state and federal funds. Given the uniqueness of Hawaii’s Student Weighted Formula, schools that serve larger numbers of high risk populations receive greater funds. The resulting Academic Financial Plan reflects specific strategies and interventions that are expected to address 1) those characteristics found lacking in the self-assessment, and 2) any underperforming students and student subgroups. Each school’s complex area superintendent must approve the plan. Based on the contents of the Academic and Financial Plans, complex area leadership targets financial and staff resources to schools with shared needs. For example, a

complex area may invest in a K-12 literacy strategy targeting struggling readers to be implemented in schools across the entire complex area. In Hawaii, therefore, complex areas and schools are ultimately responsible for developing and implementing a menu of research-based interventions. However, the State’s Office of Curriculum, Instruction and Student Support does provide supplementary supports that schools can draw upon as detailed in the following section.

Targeted Support

Continuous Improvement schools with subgroup performance on the annual measurable objectives and/or the indicators identified in the Hawaii Academic Performance Index that is below the mean State performance, will be required to implement interventions, aligned with the turn-around principles, to improve subgroup performance. These schools will work with their complex area staff and state educational specialists to conduct a school improvement review focused on the identified subgroup concerns. Specific interventions and supports will be based on data and evidence from the review. All Continuous Improvement schools may access the same supports as those provided to all identified Priority and Focus schools, if determined necessary by the school improvement review and pending available funds. Complex area superintendents (CASs) or principals may request support based on school needs as a preventive action. Doing so allows schools that are not identified as Priority or Focus schools to receive additional State and complex area assistance to take the necessary and immediate corrective actions to improve the school’s performance.

Grounded in the self-assessment, schools are able to receive assistance to make the critical and essential changes to school leadership and management systems. Under the supervision of the CAS, these supports are embedded at the school to provide direct and timely services to all members of the administration, faculty and staff until the school is able to sustain the desired results.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Roles and Responsibility: the Office of Curriculum, Instruction and Student Support

For HIDOE’s persistently low-performing Title I schools to dramatically improve, the Department’s Office of Curriculum, Instruction and Student Support (OCISS) must build the capacity of complex areas and schools to implement a change process. HIDOE is addressing these challenges through two strategies – providing complex areas with additional capacity in the form of staff dedicated to the six core strategies and restructuring the Office of Curriculum, Instruction, and Student Support (OCISS). As tasked by the Superintendent of Education, with full support from the Board of Education, OCISS is required to apply the six core strategies to ensure: (1) effective capacity building at the complex area level; and (2) consistent and accurate data collection to drive decisions for reallocating and prioritizing State resources and supports.

HIDOE’s leadership team has begun to conduct a full review of OCISS’ focus and functions, how each section operates, and how services are delivered in support of helping to complex areas and schools to meet the student outcome targets contained within the State Strategic Plan. Specifically, leadership within OCISS is working to restructure the Office’s functions to improve coordination, communication, and the quality of resources and supports.³¹

For example, the State Board of Education has charged OCISS with setting a process to meet each of the major milestones contained within Goal One of the State Strategic Plan. During the 2012-2013 school year, OCISS will develop implementation plans to support achieving each of the major student outcomes contained within the Strategic Plan: reading and mathematics

³¹ The new OCISS organization chart will be released in early December 2012.

proficiency, graduating high school ready for college and the workplace; equity in achievement; and postsecondary enrollment. Through this process, OCISS will fine-tune the high-leverage reform strategies associated with each goal, identify the associated delivery chain and key feedback loops, and estimate the impact of each strategy upon the goal. Much of this work will require collaborative development of a framework of systemic and embedded supports to orchestrate the necessary change at the school level.

Teams for School Improvement

A key strategy contained within the implementation plans is the creation of Teams for School Improvement (TSI) to provide direct services to complex areas and their schools. Teams will be comprised of state and complex area staff with emphasis on expertise in school improvement, standards-based education, data use, and formative assessment and instruction. Other personnel from state office and complex areas will be deployed as needed, with the TSIs, to Focus schools based upon the identified needs from the school improvement review. HIDOE has experience creating and deploying cadres of support personnel to complex areas and schools. As part of the Race to the Top, HIDOE deploys a group of STEM resource teachers to partner with schools with the goal of increasing access to and improving the quality of STEM education. In addition, HIDOE uses a cadre of data coaches to identify and replication best practices in data-driven decision making and formative assessment practices.

In the short term, these schools will benefit from additional personnel resources. The TSIs will coordinate and provide professional development on the change process and develop the protocol so state and complex area services/initiatives are integrated and coordinated across all three levels (state, complex area, and school).

Under the soon to be released re-org, OCISS will continue to develop and implement the targeted strategies contained within the State Strategic Plan by re-orienting the current scope of services. Doing so will advance the State’s strategic direction and help develop key systems and leadership capacity within schools and complex areas to orchestrate the change process themselves. Examples of these strategies include:

- Implement college- and career-ready standards linked to a coherent and coordinated curriculum with instructional and assessment practices supportive of a conducive learning environment;
- Establish Academic Review Teams and grade and content-specific data teams to improve student achievement;
- Provide student support and differentiated interventions based on “early warning data” for all students;
- Work with agencies to coordinate wraparound services that address non-school factors that impede student success; and

- Offer professional development that builds educator’s effectiveness and meets specific needs identified by strand-level student data and the educator effectiveness system.

While OCISS already conducts these activities, the new organizational structure will support a more streamlined and efficient approach by deploying state level resource teachers to schools and complex areas to build capacity at the points closest to implementation.

Coaching and training will be provided to the identified schools through partnerships between state office, WASC, complex area personnel, and external professional services providers. For Focus schools, the TSIs will support a school improvement process by building the capacity of the complex area, school leadership, and school staff to facilitate the turnaround process. Based upon identified needs, the TSIs will provide training and coaching for school personnel on the different stages of implementing the change process.

OCISS will provide additional services in support of complex area efforts to help every school create an effective ART, form Data Teams across grade spans and content areas, use formative assessment to guide instruction, and use early warning data to guide targeted strategies and interventions.

Roles and Responsibilities: the Complex Areas

Complex area leaders understand they must prepare their schools to fully implement six key strategies by the beginning of the 2013-14 school year. These strategies include: 1) teacher-led data teams that drive formative instruction, 2) Common Core State Standards, 3) schoolwide tiered supports and interventions for students that are grounded in data, 4) an induction and mentoring program for all probationary teachers, 5) an outcomes based teacher and principal evaluation system, and 6) a school leadership “Academic Review Team” that meets periodically to set the Academic and Financial Plan, consider leading indicator data, and make mid-course corrections when needed.

The quarterly evaluation of complex area superintendents focuses on whether key implementation milestones and data outcomes related to the aforementioned strategies have been met.

Just as schools are expected to form Academic Review Teams, so too are Complex Areas. In fact, these new Complex Area Academic Review Teams (Complex Area ART) form the primary means by which the State will ensure sufficient capacity to fully implement the reforms envisioned in this waiver request.

As part of the Professional Learning Community Framework, the Complex Area Academic Review Teams employ the Plan-Do-Check-Act (PDCA) process of continuous improvement. A Complex Area Academic Review Team is charged with planning, doing, checking

(monitoring), and taking action (next steps) for strategic projects and initiatives. Complex Area Superintendents must have regular routines in place that facilitate dialogue and action around student outcomes aligned with the strategic plan. These routines are focused on achieving measurable success. The Complex Area ART must analyze whether strategies and enabling activities are having the desired effect on outcomes.

At the Complex Area level, the ART is charged with answering the following questions:

- Are the strategies and activities underway at each school and across the Complex Area having the expected impact on student achievement?
- If not, what are we going to do about it?

As a result, complex areas also draft Academic and Financial Plans that detail how complex wide resources will be targeted towards areas of shared need. Data from the Hawaii API and subgroup AMOs will provide Complex Area ARTs with critical information in how best to provide limited resources to Priority and Focus schools as well as Continuous Improvement schools that show underperformance of certain subgroups.

Many Complex Area leaders already engage in some or all of the practices that are critical to making ARTs successful. In September 2012, the State’s Office of Strategic Reform issued a user friendly guidebook that lays out a series of standardized expectations for ARTs that are based on current best practice within Complex Areas and schools in Hawaii. Subsequently, OSR contracted with the U.S. Education Delivery Institute to conduct a series of in-depth trainings in the Fall 2012 to help all complex areas to establish high quality ARTs.

Use of Funds

The Department is formally requesting a waiver from Section 1116(b) (5)(A) and (B) and (6) (F) that require schools to offer Supplemental Educational Services and School-Choice to certain students. For the current fiscal year, this translates to just over \$9,000,000 in Title I funds. These funds will be specifically repurposed towards the Priority and Focus school supports and interventions envisioned in this waiver application, including supporting the TSI, extending the school day and implementing data-driven instruction. In addition, the Department also requests a waiver of ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program. Together, this additional flexibility will enable the Department to use 21st CCLC funds to support activities during the school day, and repurpose funds previously dedicated towards Supplemental Education Services and Public School Choice to expand the menu of supports to all Title I Focus and Priority schools.

Hawaii will use also allocate section 1003(a) funds to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

To sustain the approach, funds will also be utilized to build HIDOE’s capacity to support these schools by developing the TSI teams that partner with external professional services providers or complex area superintendent to train and coach the school leadership teams in how to drive the turnaround reforms.

HIDOE’s leadership team recently concluded a review of how all federal funds are currently used. The next step, as part of better aligning federal funds, is to identify areas of overlapping in reporting requirements, strategies to alleviate or streamline the reporting burden, and strategies for better targeting funds and holding state offices, complex areas, and schools accountable for spending.

Quality of Professional Services Providers

External providers will initially be contracted to expedite the school improvement process while TSI teams are being created. During this period, TSI teams will shadow the external consultants and be coached on the improvement and transformation processes and strategies.

The RFP process applies rigorous criteria to review specific evidence of a service provider’s record of success in working with schools that have documented significant improvement over time. RFPs are solicited annually, affording a means by which the State can monitor the quality of service providers who are available to work with schools. In addition, all comprehensive service providers are required to meet quarterly with the office HIDOE and submit quarterly progress reports on each school that they partner with. There are ongoing meetings and school visits with service providers and complex area superintendents to monitor school progress.

HIDOE has a proven track record of effectively working with external professional services providers over the past seven years. The significant improvement of SIG schools cited above is an example of partnerships with professional services providers that are carefully selected to address the specific needs of those schools. Schools that once reported proficiency levels in single digit percentages have shown significant gains toward proficiency in reading and mathematics on the State’s assessment in a majority of the schools that have established partnerships for a period of two to five years.

Evaluation of Impact

Complex area superintendents will be required to present a bi-annual progress report for each Priority and Focus school under their administrative oversight to a state performance panel led by the Deputy Superintendent. The Office of School Transformation will be required to participate in the same routine for Level 5 Priority schools under its administrative purview.

The presentation will include data on:

- findings from the On-Site School Review and resulting strategies identified in the

Academic and Financial Plan;

- academic performance of students on the Hawaii Academic Performance Index for each Priority and Focus school;
- status of implementation of the Academic and Financial Plan; including challenges, accomplishments, and next steps; and the development of systems); and
- descriptive evidence of intensive and embedded services provided to the school.

By establishing this performance management routine, the State will clearly set and manage the expectations for school improvement contained within the proposed accountability and support system. Timely and comprehensive monitoring of complex area and school implementation of the interventions contained within the Academic and Financial Plans, with a specific examination of leading and lagging indicators, is likely to result in improved student learning in all schools, especially those with large academic achievement gaps among student subgroups.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
<input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (<i>Attachment 16</i>) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (<i>Attachment 17</i>); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

As of April 17, 2012, the State Board of Education formally adopted all of the guidelines for local teacher and principal evaluation and support systems consistent with Principle Three. These guidelines are consistent with those set forth under 3.A.ii in the *Review Guidance* (pp. 18-19). Evidence of adoption of these guidelines is included with the State’s waiver request (*Attachments 16 and 17*).

The guidelines build on the current PEP-T evaluation for teachers and PEP-SL evaluation for administrators. HRS 302A-638 calls for the State to conduct annual evaluations of teachers and educational officers. In addition, complex area superintendents and HIDOE’s State Superintendent, Deputy Superintendent and assistant superintendents all receive annual evaluation ratings as well. Of note, evaluations for the State’s leadership team were the first to give considerable weight to meeting student outcomes.

BOE guidelines seek to do the same for teachers and principals. The teacher and principal evaluation guidelines were developed as part of a broader framework aimed at increasing the quality of instruction and improving student achievement. Specifically, the guidelines underpin Hawaii’s Teacher Quality Standards (*Attachment 18*) and the Profile of an Effective School Leader which are adapted from the 2011 Interstate Teacher Assessment and Support Consortium (INTASC) Standards and 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards.

The guidelines, based upon lessons learned in the first year of the teacher evaluation pilot (2011-2012 school year), set the stage for the 2012-2013 school year when the teacher evaluation pilot increases from the 18 schools in the Zones of School Innovation (ZSI) to 81 schools. This second year of the educator effectiveness system (EES) pilot represents a wide range of student demographics. Participating schools joined as a school complex, meaning that a high school and its feeder schools will simultaneously pilot the EES. The 2012-2013 school year also marks the launch of a new statewide principal evaluation system. By the 2013-2014 school year, both the teacher and principal evaluation models will be implemented statewide with personnel consequences to begin in 2014-2015. This implementation timeline is consistent with Hawaii’s Race to the Top Scope of Work and the guidance for this application.

Improving Instructional Quality and Increasing Student Achievement

Hawaii’s theory of action for this work reflects a deeply held belief that teachers and principals are the State’s most valuable resource for increasing student achievement. If these professionals are provided with consistent performance feedback and targeted professional development, then they are better able to continuously improve their instructional practice and leadership. What follows is a discussion of how this theory of action is being operationalized across the Islands.

First and foremost, the teacher and principal evaluation guidelines are intended to foster and institutionalize the development of new, dynamic evaluation and support systems. At the heart of this new evaluation and support system is the belief that high quality instruction must occur in order for all students to graduate college- and career-ready and strong leadership needed for schools to become centers of learning and inquiry. With the adoption of policy by the BOE, the guidelines lay out an aligned system of professional expectations that build on annual evaluations of the state superintendent, assistant superintendents, and complex area superintendents already based on student performance outcomes.

Hawaii does not view its educator effectiveness system in isolation; rather, the system also serves to drive a broader set of performance management strategies. Providing clear, timely, and useful performance feedback to teachers and principals is the lynchpin of the HIDOE’s complete reorganization of all human resource functions to create the context, culture, and

conditions for a singular focus on student learning gains. For Hawaii, strategically managing the talent across the islands means using the feedback and evaluation data generated by the new system to change the way in which teachers and leaders are recruited, retained, granted tenure, mentored and professionally developed, compensated and rewarded.

The teacher and principal guidelines shift Hawaii's evaluation models towards an equal focus on professional *practice* and student *learning and growth*. By 2013-2014, both evaluation models must include student growth percentile data. For teachers, the growth calculation will also include student learning objectives that represent high priority goals for teams of teachers set collaboratively with the principal. For principals, the growth calculation will also include at least one outcome measure connected to the school's performance expectations that is collaboratively set with the complex area superintendent. We believe that this emphasis on student learning will result in significant improvements to instructional quality.

The teacher evaluation model being piloted in 2011-2012 and 2012-2013 includes five selected elements from Charlotte Danielson's classroom observation protocol. Each element reflects the State's Teacher Quality Standards and was selected, in large part, based upon their alignment to behaviors that increase instructional quality and student achievement. The evaluation pilot also includes the Tripod Student Survey which research has shown to have a strong correlation to increased student achievement. The survey was first conducted in 2011-2012 within the 18 schools in the ZSI.

Involvement of Teachers and Principals

For a new performance management system to have the desired effect, teachers, principals, and other stakeholders must broadly define and agree upon what they are expected to know, be able to do, and ultimately, be judged against. To date, HIDOE has consulted widely with key stakeholder groups (described earlier), made a number of implementation changes as a result and formalized a Memorandum of Understanding with the HGEA that guides the process and framework for both parties to collaboratively redesign the existing principal evaluation system.

Three of the four components within the teacher evaluation model were selected based upon recommendations from teachers and their representatives. More than 80 educators formed the first Great Teachers Great Leaders (GTGL) workgroup, comprised of teachers, principals, union leaders, community foundation and higher education representatives, and Department employees. The group met weekly over a period of months spanning 2009 and 2010 to draft the evaluation design included the State's Race to the Top proposal that the Hawaii State Teachers Association (HSTA) and HGEA formally supported. The group specifically instructed HIDOE to include the student voice in the evaluation process, which resulted in HIDOE choosing the Tripod student survey instrument.

In July 2011, HIDOE invited national experts at the request of HSTA to specifically discuss the treatment of non-tested grades and subjects. Based upon feedback from HSTA and other educators, HIDOE has included student learning objectives within the teacher evaluation model.

In the lead up to launch the pilot evaluation system in 2011-2012, HIDOE staff held focus groups with teacher leaders from the eighteen schools mentioned above. Two classroom observation models were presented –Charlotte Danielson’s Framework for Teaching and Robert Marzano’s Teacher Evaluation Model. Following extensive discussion, educators unanimously voted to use Danielson’s protocol for classroom observations.

The framework for the revised principal evaluation design was based upon input from a number of principals who identified the student learning metrics that were of highest priority. Based upon this input, the overall framework and collaborative design process was negotiated with the HGEA in April, 2012. Public input and review were provided during the state Board of Education’s consideration of the new teacher and principal evaluation policy.

However, stakeholder input has not ended with the passage of the Board policy. HIDOE has invested considerable time and effort to improve internal communications around the EES and to make mid-course implementation corrections based upon key feedback from educators. To increase educators’ awareness of the system design and implementation expectations, for example, HIDOE leadership visited every school within the 18 ZSI last school year to present information and answer participant questions about the teacher evaluation design. Late last school year, HIDOE leadership were joined by leaders from HGEA on a road show to present the principal evaluation design to principals within the seven participating complex areas.

Three key stakeholder groups continue to provide regular feedback on the evaluation model and implementation efforts:

Complex Area Superintendent Roundtable

The Complex Area Superintendent Roundtable is comprised of the seven complex area superintendents for the 81 pilot schools in 2012-2013. This group provides input into the development and implementation of the educator effectiveness system and engages teachers and leaders at the schools sites in the process; and makes design recommendations regarding the broader system of supports that must be mobilized behind this effort. The Roundtable meets monthly. Specific decisions made include having complex area support staff join principals during classroom observation trainings; how to conduct teacher-level roster verification that is needed for an accurate student-teacher data link; and, the protocols used for helping principals and teacher leaders understand their student growth percentile data. The Roundtable also set teacher and principal expectations for the second year pilot, made specific

adjustments to the training plan, and identified which complexes would develop Student Learning Objectives.

The Teacher Leader Workgroup

The Teacher Leader Workgroup is comprised of decorated teachers and leaders (e.g. National Board Certified, Milken award winners), members of both unions, a complex area superintendent, the Deputy Superintendent, teacher preparation program representative and a State level administrator from the Office of Human Resources. This group provides critical input into the design of the overall model; offers perspective from the field, suggests ways to avoid potential pitfalls in implementation; and supports the continuous improvement of the educator effectiveness model through a periodic evaluation of its efficacy. The Workgroup set the Levels of Professional Learning that govern the State's training plan and has identified the evidence for HIDOE to collect in verifying that teachers and leaders have successfully meet each level of learning.

Nearly one hundred teachers were added to the one of five sub-committees of the Teacher Leader Workgroup in January 2013, charged with reviewing key aspects of the evaluation design in preparation for statewide implementation for the 2013-14 school year.

The Great Teachers Great Leaders Task Force

Input from this group has guided communications efforts and defined the implementation questions and data to be collected within the End-of-Year report. Both the GTGL Task Force and Teacher Leader Workgroup contain participants from HSTA and HGEA.

Other Engagement Efforts

As a result of feedback from the Great Teachers Great Leaders Task Force, HIDOE developed a comprehensive change management plan for teacher effectiveness to ensure that all stakeholders receive timely and accurate information about the new educator effectiveness system, and have multiple opportunities to provide feedback to HIDOE at key stages of development and implementation. In addition to the aforementioned efforts, HIDOE has prepared and disseminated to educators background materials, talking points, FAQs, monthly video messages by HIDOE leadership, and dedicated email address and narrated PowerPoint presentations. These materials are all publicly posted on HIDOE's website.

Members of HIDOE's performance management team facilitated discussions with complex area superintendents and principals in the 18 ZSI schools to reflect on the first year's implementation of the teacher evaluation model. The qualitative findings were presented in an end of year report that contains implementation recommendations for year two. Based on the feedback from educators, HIDOE has set clear performance expectations for the 81 schools that will participate in the second year pilot of the evaluation system. Specifically,

HIDOE leadership instructed all participating complex area superintendents that every classroom teacher is expected to:

- Attend training on the classroom observation and integrated educator effectiveness system;
- Receive at least two full cycle classroom observations per year (one per semester);
- Survey students from at least two classrooms using the Tripod student survey instrument (once in the Fall and once in the Spring);
- Verify student rosters at the beginning of October and end of May;
- Receive Student Growth Percentile data for all of their students (in tested grades and subjects)
- Develop two Student Learning Objectives (specific to participating schools and specific content areas)

One reoccurring concern expressed by educators in the field and complex area superintendents during the first year of the EES Pilot was the lack of common understanding of the EES components amongst educators across the state. Moreover, many expressed a lack of understanding of how the four components worked together. Reflecting on this feedback, the State, with input from complex area superintendents, set a Roadmap for Professional Growth and Learning that contains four levels of knowledge for teachers, administrators and complex area staff. The purpose of this document is to identify the annual expectations that guide all professional training efforts as well as mechanisms to determine whether these knowledge development expectations have been met.

Next, the State created and is delivering a large scale teacher training to demonstrate the connectedness of the EES components and help educators understand how to apply the data generated from the evaluation towards instructional improvements as well as the connection with the expectations in the Common Core. To date, HIDOE has delivered more than forty sessions of “EES Integration” training to over 2,750 teachers from the 63 schools that are new to the pilot. Post-training survey data indicate that 100% of respondents agreed they have a basic understanding of all EES components. In addition, all pilot school teachers were asked to complete a survey to provide feedback on the evaluation model and early stage implementation.

Teachers, principals and complex area superintendents outside of the pilot evaluation schools have provided input on the evaluation model as well. HIDOE leadership has solicited feedback from all complex area superintendents during his regular monthly meetings. HIDOE presented the Hawaii Growth Model to all 880 principals and vice-principals at the July 19, 2012 ELI and asked whether the model should factor into individual and school accountability systems. In a follow-up survey, 92 percent of the participants agreed that the growth model contributes to a more balanced evaluation approach. Following this presentation, HIDOE conducted seven

half-day training sessions on the Growth Model with over 300 principals and vice-principals across four islands; via survey, participants again expressed significant understanding and support. HIDOE has also invited feedback during several briefing sessions for HSTA representatives and board members on the evaluation design. Finally, HIDOE has established a dedicated email address for educators to propose feedback or ask questions on the evaluation design as well as a Help Desk staffed by trained professionals to help with implementation concerns.

Despite these collaborative efforts, Hawaii has experienced a very public dispute over the teachers' master contract. The genesis of the dispute, however, is not based on performance-based evaluation but labor savings sought by the Governor to balance the State's operating budget during the 2011-2013 biennium; the same period as the two-year pilot development for the new evaluation system. An independent survey of 250 public school educators, conducted by Ward Research Center in March 2012, confirmed this fact; the majority of respondents felt they lacked information about the evaluation system but were not necessarily opposed to including student learning and growth.

While the State and HSTA continue to be open to a new master agreement and ratified an agreement to extend learning time in the ZSI, the State is proceeding with the two-year pilot under existing authority in Hawaii Revised Statutes (HRS 302A-638; HRS 89-9(d)) as well as a prior collective bargaining agreement MOU which is continued under the "final agreement" implemented for teachers without ratification for 2011-2013. At the school-level, HIDOE continues to work collaboratively with teachers, HSTA representatives and other stakeholders to develop and pilot a system that meets the State's goals of improving student outcomes.

State Guidelines for the Teacher and Principal Evaluation and Support System

Hawaii's guidelines for teacher and principal evaluation and support systems are consistent with Principle 3. Specifically, six design principles undergird the development and implementation of Hawaii's new teacher and principal evaluation systems:

- Continual improvement of instruction;
- Differentiating instructional performance;
- Using multiple measures to determine student performance levels;
- Regular teacher and principal evaluations
- Clear, timely, and useful feedback; and
- Informing personnel decisions.

Continual Improvement of Instruction

The guidelines require that teachers and principals receive the support and feedback necessary to continually improve instructional practice and leadership. The supports specifically provided to those teachers that work with SWDs and ELLs are specifically detailed in

Principle 1. For 2012-2013, teachers in grades K-2 and 11-12 English language arts and mathematics are now teaching based on the Common Core. Feedback from the teachers in the pilot evaluation clearly shows that the pedagogical knowledge, skills, and dispositions are very different and require continuous feedback and improvement. Again, the supports specifically provided to teachers and leaders around the shifts in the Common Core are detailed in Principle 1.

By standardizing an instructional improvement language through the classroom observation protocol, soliciting student feedback, setting learning objectives for students and schools, and incorporating student growth data, the new teacher and principal evaluation system will explicitly provide the means by which educators continually reflect with their peers and supervisor to improve their craft. The guidelines call for teachers to receive feedback from multiple classroom observations each year, participate in a structured process to collaboratively set and monitor student performance targets with their principal, and to receive feedback from students on their performance. Guidelines also stipulate that targeted training support must be provided.

Evaluation guidelines also denote that training supports be differentiated by professional status. Identification as a “Marginal” teacher, for example, is intended to be a transitional, limited-duration status. The guidelines and current collective bargaining agreement mandate that those teachers rated as “Marginal” or below are provided extra support, targeted professional development and coaching. Probationary teachers rated as “Marginal” have one year to improve their performance to “Effective.” During this time, the State is required to provide greater supports and coaching.

The process for working with principals rated as “Marginal” or below is similar. Support and coaching are provided and, if the principal does not improve, the individual is removed from the position and reassigned or terminated.

Differentiating Instructional Performance

The guidelines call for the new evaluation model to provide at least four ratings for both teachers and principals: “Highly Effective,” “Effective,” “Marginal,” and “Unsatisfactory.” The guidelines also state that 50 percent of the weighting must be based on student growth and learning.

During the 2012-2013 school year, HIDEOE will review multiple weighting and scoring scenarios for the teacher and principal evaluation models. Analysis of empirical data collected during the pilot will inform decisions about how multiple components are to be combined into overall effectiveness ratings that sufficiently differentiate performance among educators at different levels of practice. The Center for Assessment, the State’s contracted vendor, will

provide psychometric support to inform this endeavor. BOE guidelines require that HIDOE annually review the evaluation system's effectiveness; the review will occur in partnership with educators and their representatives.

During this time, HIDOE will also work with HSTA and HGEA to create a fair and expeditious appeals process through which teachers and principals can appeal their performance rating.

Using Multiple Measures to Determine Student Performance Levels

The guidelines call for the evaluation design to be based 50 percent on measures of teacher and principal practice and 50 percent on multiple measures of student growth and learning. State Board of Education guidelines call for student growth percentiles and student learning objectives to measure student growth while Tripod student survey and classroom observations measure practice. The way in which the practice and performance components will be weighted within each category will be determined at the end of the 2012-13 pilot year using data that model a variety of scenarios and through input from the key stakeholder groups previously mentioned. Based upon these guidelines, schools in the 2011-2012 and 2012-2013 teacher evaluation pilot are implementing the following four components of the teacher evaluation model:

Incorporating Student Performance: Student Growth Percentile (SGP)

Hawaii has adopted Student Growth Percentiles based on Colorado's Growth Model. Student growth percentiles are a way of measuring a student's performance against that of his or her academic peers. HIDOE has calculated SGPs for every tested student (ELA and mathematics grades 3-8 and 10) since 2008, including ELLs and SWDs. The median of the SGPs of all students within a particular classroom, grade-level, school, complex area, and State is then reported as a Median Growth Percentile and is the growth metric used when aggregating SGPs. Having several years of data significantly increases the validity of the academic peer comparisons.

To ensure a clean student/teacher data link, HIDOE adopted the Battelle4Kids Roster Verification process and software. Over a two week period in late 2011-2012, a cross-office team worked with registrars, teachers and principals at the 81 schools in the pilot to accurately match all students to teachers of tested grades and subjects. A total of 58,230 student/teacher records were generated. Following roster verification, teachers added 117 students, deleted 2,045 students, and administrators added 89 teachers, thereby increasing the overall strength of the student/teacher linkage for these 81 schools.

HIDOE will expand roster verification efforts to the 81 schools in the pilot from October-November 2012 and include *all* teachers, not only those from tested grades and subjects. HIDOE, working the Center on Assessment, has begun to calculate SGP data based on State

student assessment results from the 2011-2012 school year. Similar to last year, the data will be presented using static “bubble” and “fan” charts within PDE3. The release is expected to occur in early October 2012. Following the release, HIDOE will launch another round of training and support to these teachers and administrators. In the Spring of 2013, HIDOE will complete roster verification for all schools statewide in preparation for calculating SGPs during the 2013-2014 statewide implementation of new teacher and principal evaluation systems.

HIDOE has simultaneously entered into a formal Memorandum of Understanding with 18 other States and now has access to much more sophisticated visualization layers. Working with the SchoolView Foundation, HIDOE has set a new project plan to merge the SGP visualization layers into the State’s Longitudinal Data System which will allow stakeholders to access a more nuanced set of information (for example, isolating the growth percentiles of all ELL students at a school or comparing median growth percentiles across school complexes). The design and implementation is expected to be completed Spring 2013.

In years past, student growth data have been calculated in early Fall following the HSA administration of the prior year. Given the need to complete annual evaluations in a timely fashion, HIDOE has identified several strategies that accelerate the calculation of the classroom and school level growth data. For example, the State will use the assessment data file as opposed to waiting for the generation of the accountability data file. As a result, these data will be calculated before the beginning of the next school year, which is in time to use for setting personal growth plans and taking personnel action.

Incorporating Student Performance: Student Learning Objectives (SLOs)

As previously mentioned, Student Learning Objectives are the primary mechanism to gauge the performance of teachers in non-tested grades and subjects although all teachers will be expected to complete one SLO. This approach is based upon recommendations from the teachers union and a history of educators and administrators working together to develop annual “SMART” performance goals. The first phase of the SLOs development work was completed in June 2012, following a series of meetings with staff from OHR, content experts from OCISS, and several principals. The purpose of the first phase was to clearly identify how teacher level SLOs fit within the overall school planning and improvement cycle. As a result, HIDOE has identified a multi-step process that begins with the each school’s Academic Review Team examining performance data, and then cascades from school-wide priorities to grade-level priorities and ultimately setting student performance goals for individual educators. This approach ensures that the SLOs are informed by, and broadly aligned to, the priorities of the school reflected in the Academic Financial Plan.

HIDOE completed the second phase of SLOs development in July 2012, when content experts from OCISS gathered to write exemplar SLOs. The purpose of this phase was to apply the guidance they had developed to their own practice. As a result, OCISS created a set of 32 high quality sample SLOs across nine content areas and multiple grade spans to guide pilot schools in prioritizing learning content based on actual student need, identifying assessment tools and protocols for measuring progress. HIDOE also participated in the annotation process thanks to technical support provided by the USDE’s Reform Support Network.

Complex area superintendents then volunteered seven school complexes (a high school and feeder elementary and middle schools) that each wanted to develop, pilot, and refine SLOs across three grades in one content area. In setting up a mechanism for educators within pilot schools to create and implement the SLO process with support from complex areas and the central office, HIDOE leverages the particular expertise that resides at the school level. These schools will develop the “item bank” of high quality SLO examples over the course of the year that all schools can reference in 2013-2014. More importantly, the schools will test and refine the SLO process, design, guidance and technical assistance tools.

HIDOE has developed a year-long project plan that reflects this decentralized approach, sought, and received feedback on the plan from the USDE’s Reform Support Network. The project timeline calls for the State to create the necessary set of tools (assessment validation, guidance documents, indicators of high quality SLOs, approach to scoring, and training materials), then to train alongside complex area staff, and finally to field test the development and implementation of SLOs using both content and technical panels to validate the results. To implement statewide by the 2013-14 school year, the State has begun to include the remaining complex areas and schools in training sessions. SLOs must result in met/not met determinations by the end of the school year.

Three key outcomes are expected for the pilot year:

- 1) Produce and refine guidance on effective ‘pre-assessment’ methods and how teachers can set performance goals for students regardless of the quality of available data.
- 2) Create expertise among schools and complex areas about how assessment tools can be used to measure progress or attainment in key content areas where there are gaps
- 3) Identify the supports necessary for teachers and principals to successfully implement the SLO process

HIDOE will ensure SLO quality on the front end through a three pronged strategy, which is being piloted this year:

- First, HIDOE is investing in the capacity of our complex area offices. Each complex area has named a lead staff person, who has participated in an SLO Implementation Team, and has received training and participated in the development of the school level

SLO tools and resources for teachers and principals. These complex area leads are charged with being the first line of support for schools.

- Second, Hawaii is training principals. Principals are meeting in person and virtually to review guidance documents, tools and resources, and ensure a deep understanding of their own role and responsibility in the SLO process. Feedback from the principals is being used to shape statewide implementation (since this is a pilot).
- Third, Hawaii is training teachers. Pilot teachers are being engaged at a deep level to help shape the work that will be implemented statewide in fall 2013. Early responses from teachers have been overwhelmingly positive. SLOs build on the data teams and formative assessment work that the state has invested in over the past several years. Teachers are enthusiastic about leading this work.

These efforts collectively aim to provide a comprehensive set of guidance documents, tools and resources in advance of statewide implementation.

A critical step to establishing validity of SLOs will be ensuring teachers and principals are using carefully designed assessments which provide trustworthy evidence of teacher quality. The task of identifying assessment tools that are rigorous, aligned, and appropriate for use in the teacher evaluation is not simply technical in nature. Certainly, as a first step, HIDOE staff will need to undergo a process of reviewing the psychometric properties of an assessment, and will be working under the guidance of the Center for Assessments and a Technical Advisory Committee to complete this work.

Determining whether certain assessment tools are appropriate to measure student learning as a reflection of a teacher's contribution to that learning requires more than collecting and analyzing the psychometric qualities of the tool. Educators must be engaged in this process to ensure that the assessment tools in use are indeed accurate and fair measurements of the standards covered and content taught. Part of the work of Hawaii's SLO pilot will be for teachers within each content area to collaborate with the statewide Implementation Team, including complex area and state level content experts, in a process of reviewing potential assessment tools against a set of state-developed criteria to determine whether the quality and rigor of the content represented, and alignment of proposed tests, are aligned to the broader purposes of measuring student learning in the context of a teacher evaluation.

In the spring of 2013, the Implementation Team will begin a review process to compare proposed assessment items to Common Core and state content standards, and to review scoring and training procedures to ensure consistency and fairness in application. By January, 2013, HIDOE will design a rubric that the Implementation Team (and participating teachers/principals) will use to document their review process, draw conclusions and recommendations around ensuring that proposed assessments are aligned, suitable for use in a teacher evaluation, and can be operationalized across schools and statewide.

The validation process in the spring will inform a hierarchy of state level "endorsed" assessment tools which can be used as supporting evidence in the SLO process for the following School Year. The process will also enable HIDOE to refine its guidelines for schools and complex areas in how they go about selecting assessments which meet standards

of rigor and alignment. Inevitably, HIDOE anticipates there to be some gaps in key content areas and grades going into full implementation, and expects the Implementation Team in school year 2013-14 to continue a second stage of validation to ensure we emerge with viable tools across all grades/subjects prior the end of school year 2013-14.

Incorporating Teacher Practice: Tripod Student Survey

The TRIPOD student survey is being used during the two-year pilot to capture students' experience with key dimensions of classroom life and teaching practice. The student survey measures multiple domains of teaching practice and student engagement. According to research from the Bill & Melinda Gates Foundation's Measures of Effective Teaching project, the survey results are highly valid predictors of student achievement. Every student in participating schools, including those who are ELLs and SWDs, took the TRIPOD student survey once in 2011-2012 and will take the survey twice in 2012-2013.

Incorporating Teacher Practice: Classroom Observation Protocol

Pilot evaluation schools use a common classroom observation protocol based on Charlotte Danielson's Framework for Teaching. The protocol focuses on five key components of the framework that reflect Hawaii's Teacher Quality Standards: establish a culture for learning (Element 2b); managing student behavior (Element 2d); using questioning prompts (Element 3b); engaging students (Element 3c) and using assessment in instruction (Element 3d). This approach provides a structured and consistent language for instructional improvement. Following the pilot, HIDOE will standardize the classroom protocol across all schools statewide.

HIDOE has invested considerable training resources to ensure that teachers and administrators speak a common instructional language. All principals and vice-principals receive five full days of training. Trainings cover the content and protocol of the observation; how to hold the post-observation conferences; and calibration training. Between April-August 2012, for example, HIDOE sponsored 43 full day training sessions that introduced teachers and leaders to the Framework for Teaching. Sessions were led by trainers from the Danielson Group or Kamehameha Schools (which also uses the Framework for performance evaluations). Collectively, these sessions informed nearly 1,500 educators. For teachers, the goal was to provide information on the five domains of effective professional practice and the overall observation and feedback cycle. Based on results from a feedback survey instrument, participating teachers left the trainings with sufficient content information and felt generally positive about the professional development.

Administrators received even more intensive training than teachers. During the same time period, HIDOE sponsored 15 two-day observer skills courses for 116 administrators. The purpose was to establish the evaluator's role in setting up the pre-conference, scribing notes and labeling during the conference, and debriefing the feedback with teachers in post-

conference reflection. The goal of these trainings was to prepare each administrator to observe classrooms in the 2012-2013 school year. Those administrators who did not complete the training schedule required to do by September 15, 2012. Staff from OHR, OCISS, and complex areas participated in both the teacher and administrator trainings to build their capacity as future trainers.

HIDOE contracted Cross & Jofus to conduct the first round of Inter-Rater Reliability training in 2011-2012. They found that evaluators that observed the same teacher had 83 percent inter-rater agreement, notably higher than the Bill & Melinda Gates Foundation's Measures of Effective Teaching project which averaged 77 percent reliability. HIDOE will offer additional Inter-Rater Reliability calibration training, by first having administrators score classroom practice based on video lessons then pairing administrators with certified trainers in observing live classrooms and calibrating their findings. Feedback from principals and teachers, gathered in exit surveys during the observation trainings and focus groups during Summer 2012, are extremely positive. The training is supplemented with site licenses to access on-line video training modules and professional development by Charlotte Danielson. Support staff such as resource teachers and full-release mentors are trained alongside evaluators so they can better provide targeted support

To support the leaders that elected to join the year two educator effectiveness pilot, the Hawaii Business Roundtable raised funds to donate almost 194 iPad tablets to administrators in the 63 year 2 pilot schools. The iPads contain the classroom observation software so that administrators can more easily log the observations as they occur and teachers can receive immediate feedback from the observation.

Validity and Reliability

Before the EES system is used to inform high stakes decisions, HIDOE will test the validity and reliability of each component within the system to ensure that the measures selected are based on factors which improve student learning, that outcomes do indeed measure the teacher quality standards they were intended to measure, and to ensure that the accompanying protocols and implemented in a consistent and high-quality manner. In addition, HIDOE will engage its technical consultants and advisory committee to review the outputs of the evaluation and ensure the weighting and scoring framework of the overall system meet technical standards. Upon completion of Pilot Year II, HIDOE must be prepared to make critical policy decisions regarding the overall design of the model, how each component will be weighted, key differences for different types of teachers/instructional responsibilities, and additional modifications to implementation strategy for state-wide scale-up in the 2013-2014 school year. Upon completion of 2013-2014, HIDOE must establish that the EES – its measures, protocols, and implementation – is a valid and reliable system that can fairly assess the effectiveness of educators.

During the two year pilot period, HIDOE will test out the validity and reliability of each component within the EES. HIDOE has created a “data framework,” which is intended to help evaluate, support and inform decisions regarding design, implementation, and validity/reliability of the EES. The data collection and analytical processes in the framework were mapped out specifically to meet the validity and reliability requirements described in the following two sections.

Reliability

Reliability refers to the consistency or stability of a measure. The evaluation plan as outlined in the data framework will assess the reliability of the measures of teacher effectiveness based on a system influenced by growth estimates and other teacher practice measures (e.g. student perception surveys, teacher observations, etc.).

The data collection and analytical work mapped out in the data framework include tracking the consistency of estimates across classes and content areas within year and across years for the growth estimates and for the other teacher practice measures. Even with a level of uncertainty about the true variation in performance, dramatic shifts in results will almost certainly signal a troubling lack of stability that will erode the usefulness of the outcome measure.

In addition, the collection process mapped out in the data framework addresses the requirements outlined by Glazerman et al. (2011) to produce a quantitative measure of the extent to which the model can reliably classify educators as “effective” given thresholds set by policy makers for exceptionality and tolerance. Exceptionality refers to the target cut-off used for decision making (e.g. identify the top 20 percent of performers.) Tolerance is a measure of the probability of a classification error. Given these parameters, and as captured in the information below, calculations for each measure will include a series of correlations measuring year to year relationship of growth scores with three values: 1) the full evaluation scores (growth and practice measures added together) 2) the teacher practice component and 3) the growth component alone.

Validity

If reliability addresses the extent to which the model provides a consistent answer, validity asks, “is the answer correct?” Stated another way, to what extent are the results credible and useful for the intended purposes? The validity claim is framed against six essential questions:

1. Is the teacher evaluation model appropriately sensitive to differences?
2. Are the results associated with variables not related to effectiveness?
3. Are the classifications credible?
4. To what extent are attribution claims supported?
5. Are the results useful for improvement?
6. Are negative consequences mitigated?

The first question addresses the extent to which the model differentiates outcomes among teachers. Consider that many education leaders have questioned the results of traditional qualitative evaluations of educator effectiveness due largely or even almost entirely to the fact that teachers were overwhelmingly classified as effective. Similarly, a model in which very few educators receive commendable results will be out of sync with expectations and the credibility of the results will be suspect. Therefore, it is important to examine the distribution of results to determine if the outcomes are sensitive to differences and if the dispersion is regarded as reasonable.

Second, it is important to examine the distribution of scores with respect to variables that should not be strongly associated with effectiveness. For example, if there is a strong negative relationship between student poverty and educator effectiveness this suggests that effective teachers are those that teach relatively affluent students. Similarly, if there is a strong positive relationship between a student's prior year achievement and teacher performance, this indicates that the most effective teachers are those in classrooms where the students started out as high performing. Such findings are implausible and erode credibility of the model.

The third question calls for examination of performance classifications with respect to external sources of evidence that should be correspondent with quality performance. For example, one would expect a higher percentage of teachers who are national board certified to be classified as effective compared to those who are not. Similarly, at least a moderately strong relationship should exist between qualitative indicators of performance (e.g. observations, performance evaluations etc.) and value-added growth scores.³²

Another critical component to a comprehensive validity evaluation is the extent to which a link between student performance and educator effectiveness can be established. As discussed in a previous section of this document, this requires a multifaceted approach starting with the ability to logically define the teacher/ leader of record and create connections in the state data system that takes into account factors such as diverse learning environments and student transition. Additionally, this requires an examination of the extent and influence of missing data. Finally, the research should include analyses to determine the sensitivity and bias of model results under various conditions.

Question six relates to a prominent claim in Hawaii's theory of action – that results will be useful to promote improvement in student achievement. There are at least two components to assess this claim 1) professional practice and 2) evidence of outcomes. Professional practice refers to the collection of evidence to demonstrate educators can and do put the growth and performance results to use to improve practice. This may include documentation of training/development on interpretation and use of results and information from surveys or

³² Provided there is sufficient variability in these indicators.

focus groups in which educators can consistently identify specific practices to demonstrate a constructive change in instruction or other educational behaviors. Evidence of outcomes refers to data that indicate that such practices improve student achievement.

Finally, a validity evaluation should address the extent to which unintended negative consequences are mitigated. For example: narrowing the curriculum, reduced professional cooperation, educator transition/ attrition, or cheating on standardized tests. Some of these threats could be examined via survey data or focus groups, whether others may be explored with extant data. Importantly, ongoing initiatives to gauge the extent to which positive outcomes outweigh potential negative side effects will bolster the consequential validity of this initiative and provide a mechanism to promote continuous improvement. Although the elements in the data framework are focused on the data collection and metrics used to evaluate teachers during the pilot years, it is the intention of HIDOE to ensure that the evaluation of the system extends beyond the pilot to ensure that: instructional practices are improving; to ensure that adequate supports are in place to meet the needs of struggling teachers; and that ultimately, student learning continues to improve across all schools.

Stakeholder Input

HIDOE will convene a bi-annual review to ensure that the validity and reliability of the system are under continuous review during the pilot years. The review will help determine sufficiency of evidence collected to build a valid system of teacher effectiveness and will provide recommendations to continuously improve upon and refine the set of metrics and performance cuts used to differentiate the performance of teachers.

In addition to input from the bi-annual review, ongoing stakeholder meetings with principals, teacher leaders and community groups (e.g. the Teacher Leader Workgroup and Great Teachers Great Leaders Taskforce) will be organized at each phase to ensure that the design of the system is deemed to be fair and valid. Input from these groups will be critical to help determine whether the profiles of teacher effectiveness identified under the evaluation system align with their understanding of effective teachers, and to undertake deeper investigations of the measures when inconsistencies emerge. In addition, input from these groups will be solicited to design a fair and credible appeals process which would include establishing criteria of considering additional evidence to factor into the evaluation of a teacher.

Regular Teacher and Principal Evaluations

Hawaii Revised Statute §302A-638 calls for HIDOE to annually evaluate every teacher and principal. BOE guidelines build upon this expectation by reinforcing that every teacher and principal must receive a performance evaluation rating each year. Every principal currently receives an annual performance rating. However, while probationary teachers currently all receive an annual rating, tenured teachers are currently rated only once every five years, unless their principal specifically puts them on an evaluation cycle. The first year that every teacher

statewide receives a formal rating is 2013-2014.

Principal Evaluation

BOE guidelines call for the principal evaluation system to equally weight principal *practice* and *performance*. Practice must be evaluated based on the ISLLC Education Leadership Policy Standards, while performance is based on school-wide median growth percentiles and one to two additional student outcome measures that must reflect the school’s strategic priorities as reflected in the Academic Financial Plan.

In response, HIDOE and HGEA have collaboratively developed a new framework to principal evaluation for use in the 81 schools participating in the 2012-13 pilot evaluation. Known as the Comprehensive Evaluation System for School Administrators (CESSA), the framework updates the Profile of an Effective School Leader to reflect current ISLLC standards. There is a new evaluation form that has six Domains. Domain 1 contains the student education growth outcomes and is worth 50 percent of the rating. Specifically, the Domain contains a target for school-wide median growth in ELA and mathematics, as well as a second indicator of student achievement selected from a pre-determined menu.

Domains 2-6 comprise the principal’s leadership practice and are added to form 50 percent of the rating. They are Professional Growth and Learning, School Planning and Progress, Professional Qualities and Instructional Leadership, and Stakeholder Support and Engagement. These Domains are drawn directly from a 2012 report entitled *Rethinking Principal Evaluation* by the National Association of Elementary School Principals and National Association of Secondary School Principals. Each Domain contains performance indicators as guides.

Beginning in August 2012, complex area superintendents and principals in the 81 pilot evaluation schools collaboratively set student learning targets for Domain 1. Following the January 2013 agreement with HGEA, the CESSA will apply to all principals for 2012-13. All principals will receive mid- and end-of-year feedback.

The collaborative framework also delineates the associated system of support, to be provided by central office (e.g. Human Resources support and New Principal training), and complex area superintendents (e.g. observations, coaching and mentorship). Finally, the framework sets clear expectations for the roles that principals and complex area superintendents as their direct supervisors must play for the CESSA to result in continuous improvements.

Clear, Timely, and Useful Feedback

Hawaii expects to improve the quality of teaching and school leadership through more explicit expectations, providing a “stretch goal” for educators to strive to attain Highly Effective

status, providing targeted supports for educators rated as Marginal or Unsatisfactory, and removing ineffective (“Unsatisfactory”) educators when adequate and fair support have been unsuccessful in facilitating effectiveness. This will be accomplished through the implementation of the wide array of school and educator improvement initiatives described in the proposed accountability and support system. Additionally, Hawaii’s improvement design provides for the systematic monitoring of progress and the evaluation of outcomes and clear, timely, and useful feedback to stakeholders.

Timely feedback on performance is key to meeting these expectations. For teacher evaluation, all teachers must be observed at least once per semester and classroom observations are immediately followed by a post-observation feedback session. In addition, student survey data will be returned in January and June giving educators an opportunity for formative feedback. Similarly, the student learning objective process calls for a mid-year review between the teacher(s) and administrator to gauge whether students are on-track and identify any mid-course corrections that may be needed. Student growth data are unfortunately only available following the end of year administration of the HSA summative assessment.

For the principal evaluation, complex area superintendents meet at the beginning of the school-year to set performance targets for each school and principal. They meet again at the mid-point of the school year to provide formative performance feedback, and a third time at the end of the academic year to provide the final evaluation rating, evidence, and identified improvement targets.

Technology can be a potent ally in differentiating support. HDOE has built a software tool called PDE3 around the State’s teacher and principal evaluation system. The software contains teacher and principal evaluation data, including classroom observation findings, student growth percentiles, student survey data, student learning objectives and the overall evaluation rating. The software contains a record of all professional development currently offered by the State and complex areas, tagged to facilitate searching. Soon, principals will be able to easily suggest key follow up supports that are based on demonstrated need for teachers. Similarly, complex area superintendents can identify targeted professional development courses, and additional coaching for administrators.

Professional responsibility to improve is an important component to the State’s theory of action. PDE3 will contain a template that every educator will use to create a Professional Growth Plan. The PGP will contain the educator’s evaluation rating and data, the identified Hawaii Teacher Quality Standards upon which the educator intends to focus for the next school year, and concrete actions the educator will take to meet these goals. School administrators will be required to sign off on each educator’s Professional Growth Plan.

The State intends to provide professional development more in line with educator’s demonstrated needs now that the first round of educator effectiveness data have been analyzed. Following the 2011-2012 pilot of the new teacher evaluation design, HIDOE analyzed all professional development offerings and has prioritized trainings for 2012-2013 that better meet the identified needs of teachers and principals. For example, additional trainings on the use of formative instruction will be provided to help principals create Academic Review Teams of teacher leaders. Each year thereafter, the State intends to set professional development priorities in the Fall for the forthcoming school year.

Informing Personnel Decisions

State Board of Education guidelines call for evaluation judgments to not just drive decisions on professional development and needed supports, but also to support decisions related to tenure, compensation, removal and exit.

Hawaii is committed to lengthening the probationary period for new teachers to ensure that there is adequate time to evaluate their effectiveness before they earn the benefits of tenure. Under the State’s current contract with the HSTA for 2009-2011, licensed teachers achieve tenure after two years of satisfactory service—doubling the previous requirement of one year from earlier contracts. Board Policy 5100 sets an expectation that tenure will be earned by ensuring that all teachers must demonstrate two consecutive years of being rated as “Effective” or higher before receiving tenure.

Hawaii is likewise committed to awarding principals tenure only after they demonstrate effectiveness in executing their responsibilities. For principals in Hawaii, the route to tenure is already performance based. Principals achieve tenure in their positions after a minimum of three years of receiving satisfactory evaluations as an administrator. In addition, if a principal achieves tenure in a position as an elementary school principal, and then becomes a middle school principal, he or she must start over with an additional year of probation during which the Complex Area Superintendent supports and evaluates the principal before determining tenure. If the same principal becomes a high school principal, he or she must serve another probationary year and be deemed satisfactory at the new level to achieve tenure.

Hawaii also has broad authority to remove staff rated as “Unsatisfactory.” The current collective bargaining agreement between HSTA and HIDOE allows for teachers deemed “Unsatisfactory” on their performance evaluation to be terminated, regardless of tenure status. For principals, the Department has the authority to appoint and remove such personnel as may be necessary for carrying out its duties and to regulate their duties, powers, and responsibilities, when not otherwise provided by law (HRS §302A-1114). The Superintendent, under School Code Regulation 5109, has the authority to remove any employee “for the good of the department.” While this authority has not been widely used in the past, the current

Superintendent is committed to using this authority when necessary and appropriate.

Some changes to tenure and termination procedures for both teachers and principals likely will need to be re-examined through the collective bargaining process. However, HIDOE believes the current policies in place provide latitude for supervisors to ensure that ineffective educators are not awarded tenure and consistently ineffective, tenured educators are removed or terminated.

Likewise, recognizing effective teachers and principals through compensation decisions communicates the importance and value that the State places on its educator talent pool. Board Policy 2055 lays the foundation for the next collective bargaining agreements with HSTA and HGEA to consider educator effectiveness and incent those educators deemed highly effective.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

The Hawaii Department of Education is a single, unitary SEA/LEA. As such, the Department’s process for ensuring that the only LEA in the State develops, adopts, pilots, and implements with the involvement of teachers and principals, evaluation and support systems consistent with the SEA’s adopted guidelines is the same process as described above in Section 3A. In other words, there is no separate process for reviewing and approving different teacher and principal evaluation designs – the Hawaii Department of Education is building a single statewide teacher and principal evaluation system consistent with the guidelines issued by the State Board of Education.

As a unitary SEA/LEA, the State must focus equal attention on policy development and policy implementation. The recently completed departmental reorganization now places the 15 complex area superintendents directly under the office of the deputy superintendent. This action provides clearer line authority to consistently implement academic priority strategies statewide.

Building the Capacity of Complex Areas to Implement

As the implementation of a new educator effectiveness system increases in size and scope, OHR is shifting to a support role while complex areas begin to lead implementation efforts. To

support this transition, OHR is building a library of tools and materials, training a cadre of complex area support staff, facilitating a monthly professional learning community, all in advance of launching a statewide training schedule.

The state has provided each of the fifteen complex areas with a dedicated Educational Officer tasked with directly leading the implementation of the teacher and principal evaluation system. Complex area staff have been provided key training tools and materials. For example, the training on the Hawaii Growth Model is now accompanied by an overview slide deck for principals, a Hawaii Growth Model Users Guide, and an activity to help participants process the growth data. Similarly, HIDOE developed a slide deck for “EES Integration” training, worksheet activity with SLO examples, and Tripod case study activity. These materials are all developed so that staff from other state offices, complex areas, and schools can turnkey their own training and support sessions and are available on-line. As future trainings are developed, these too will be made available for statewide use.

Each complex area superintendent participating in the second year evaluation pilot was asked to name an additional 2-8 staff as key points of contact to deliver future training and provide ongoing school-level support. Staff received three days of teacher training on the EES and the Hawaii Growth Model. On August 27, 2012, OHR convened this group for the first time. Survey results showed that complex area staff, on average, were “somewhat comfortable” presenting the components of the system. OHR continues to convene this group once per month to provide tools and materials as needed, report-out data, gather feedback, determine additional resources needed, and problem-solve on shared challenges. The goal of this effort is to develop the understanding of complex area staff ahead of teachers and principals so they can serve as the primary trainers and support for schools.

Many teachers and leaders in year two pilot evaluation schools still need to receive training on the Educator Effectiveness model. The State will provide ten additional days of observer training for administrators, twelve days of overview training for teachers, followed by eight half day sessions of integrated “EES Integration” training. At this point, complex areas will have primary responsibility for providing all future trainings. HIDOE will continue to build the capacity of complex area staff by co-presenting and providing targeted feedback. The schedule of complex area support is aligned to the implementation schedule of the EES:

<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
Train the Trainer: EES Components (SGP, Tripod, SLOs, BFK)	a) Supporting Principal Readiness on Danielson Framework & b) How to use SGP reports in data teams	Train the Trainer: SLO implementation	a) Supporting school implementation of BFK, Tripod & SLOs b) Making connections with EES data (Tripod, SGP, Danielson) for continuous school-wide improvement	Train the Trainer: Principal and Teacher data-driven decision making based on Tripod results
<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
a) Supporting high quality SLOs b) Targeted support for Danielson classroom observations	a) Structuring and supporting teacher end-of-year reflections b) BFK refresher	Using EES data to set 13/14 school goals and plan strategically	Preparing for Educator Rating of Effectiveness for 13/14	No meeting

The monthly professional learning community facilitated by OHR will coordinate overall implementation by asking complex area teams to regularly report progress using their data from school implementations and provide feedback from schools. This is a forum for describing what is working in pilot schools, and to receive real-time, face-to-face direction for the EES components. It is also one of HIDEOE's primary opportunities for feedback on as the implementation effort unrolls.

The first semester of the 2012-2013 school year was spent dramatically scaling up the intensity of the training provided to administrators and teachers within the 81 pilot schools as well as providing an overview to all principals and vice principals of schools outside the pilot. The semester also saw the beginning of the new principal performance evaluation. Finally, the deputy superintendent formalized the one on one quarterly meetings with all complex area superintendents (CASs) to review complex area performance metrics and implementation progress.

Several first semester outcomes are notable. First, teachers in the pilot received far greater structured feedback on their instructional performance than ever before. Nearly 1,400 formal, full-cycle classroom observations were completed using Charlotte Danielson's Framework for Teaching. Second, principals in pilot schools worked with their supervisors to collaboratively set performance targets based on student growth and learning measures. And third, seven day-

long training sessions built the capacity of nearly one hundred complex area staff to lead and support the implementation of new teacher and principal performance evaluations.

At the mid-year point of the second pilot year, HIDOE has intentionally begun to prepare for statewide implementation in the 2013-2014 school year. This new approach ties the performance-based teacher and principal evaluations systems more tightly together. At the same time, it calls for each CAS to assume lead responsibility for the implementation effort within their complex area. Specifically, CASs are expected to lead outreach efforts that increase educators' understanding and buy-in, provide principals with coaching support, and target internal resources to improve the effectiveness of Hawaii's educators. The Deputy Superintendent provided these new "marching orders" to CASs on February 1, 2013 and convened an all day planning session on March 6, 2013.

The approach also redefines the role of the HIDOE state office. Moving forward, the state office's primary responsibilities are to prepare all communications and training materials, gather data and finalize the evaluation design, and monitor implementation progress across the fifteen complex areas. Roles and responsibilities are set forth in the table below.

Complex Area Superintendent	Principal	State Office (Office of Human Resources)
Set implementation expectations and get buy-in of teachers and leaders	Build a culture of respect, improvement and high expectations for students and teachers through constant feedback	Design evaluation system, form, manual, and appeals process Create and disseminate communications tools Create and disseminate training tools/kits Manage Help Desk
Monitor implementation progress of each school	Conduct observations/walkthroughs and provide targeted feedback for growth Help teachers set annual professional growth targets	Adjust PDE3 data system to input and display evaluation data, and monitor implementation status of schools and complex areas Review Inter-Rater Reliability, validity/reliability
Convene complex area Academic Review Team (ART) around evaluation data	Convene ART and data teams around evaluation data so teachers have forums to collaborate	Convene complex area capacity builders within monthly Professional Learning Community and principals evaluation CESSA Implementation Teams quarterly Create implementation tools
Provide complex-wide professional development in areas of shared weakness across schools Provide targeted supports to schools struggling with implementation	Deliver professional development targeted to school-wide needs Provide added supports to marginal teachers	Create usage tools (case stories, growth model visualizations, implementation testimonials) and share promising practices across the system Provide targeted supports when necessary
Support and/or remove struggling principals	Counsel out underperforming teachers	
Provide input to state office on evaluation design through CAS roundtable and complex area capacity builder	Provide input to state office on evaluation design	

Reviewing and Approving Teacher and Principal Evaluation and Support Systems

The State will provide guidance and technical assistance to complex areas and schools at every stage of the evaluation effort. Given HIDOE's unique statewide SEA/LEA status, HIDOE does not need to approve complex area systems as there will be only one teacher and principal evaluation system. In addition, key elements of the teacher evaluation system (namely, student survey and student growth percentiles) and principal evaluation system (namely, school wide median growth percentiles and student outcome measures) will be implemented centrally. This means that quality will not change across schools and complex areas. Other aspects of the evaluation systems – classroom observations, student learning objectives, and principal practice rely in large part on the supervisory setting and reinforcing expectations for quality implementation.

To monitor overall fidelity of implementation, the OHR will provide complex area superintendents with quarterly summary reports of schools within their complex area on the number and quality of classroom observations and on student learning objectives. An annual end of year exceptions report will also identify any teachers or administrators that fail to receive an overall performance rating. In addition, OHR will annually calibrate evaluators' judgments on the classroom observation model, contract with experts to spot-check classroom observation evidence against the evaluation rating, and use content experts to annotate student learning objectives for revision when they fail to meet quality standards.

This effort will be aided by a technology platform, already under development, designed to allow central office staff and complex area superintendents to monitor implementation progress within every school statewide. For example, the system will flag schools where the pace of classroom observations is off-track, allowing administrators to intervene. Similarly, the system will flag large disparities that occur across multiple components. Again, HIDOE will design protocols to evaluate and address these situations.

Making Complex Area Superintendents Accountable for Full Implementation

At the beginning of the 2012-2013 school year, complex area superintendents were told that they were accountable for fully implementing six non-negotiable priorities in 2013-2014, one of which was the new teacher and principal evaluation system. They were presented with a 4-point implementation rubric that identifies exactly what full implementation looks like. For the complex area superintendents leading the 2012-2013 pilot evaluation effort, this rubric has guided their practice and forms the basis of quarterly accountability conversations with the Deputy Superintendent.

Within this approach there is an explicit understanding of roles and responsibilities across complex areas and central office. OHR has committed to provide a one-day training overview to all teachers not currently in the pilot by the end of the current school year. In addition, OHR

will provide administrators with seven days of evaluation training across the multiple components. Finally, OHR will continue to facilitate a monthly capacity builder session of the complex area personnel directly responsible for implementing the new system. Following the seven training days, administrators will complete an inter-rater reliability session for the classroom observations and an assessment of their knowledge of the new evaluation system. Complex areas are expected to provide targeted support to those that need further knowledge development. In addition, complex areas are expected to provide any further administrator or teacher training necessary to ensure full implementation statewide.

Involvement of Teachers and Principals

As evidenced in the response at Principle 3A, teachers, principals, and their representatives are consistently involved in helping shape the design of the evaluation model. All principals, for example, were asked by their complex area superintendents to consider joining the second year pilot as a complex area. Principals of the 63 schools in the 2012-2013 pilot volunteered to join the 18 schools in the ZSI, motivated by the chance to directly inform development of the evaluation model.

As articulated in its Race to the Top Scope of Work, HIDOE elected to pilot test the evaluation design over two years before expanding the model statewide. Scaling up the implementation effort over several years avoids taxing limited training capacity and provides a clear mechanism to learn and make needed mid-course corrections before the evaluation system becomes attached to high stakes.

The 2012-2013 pilot involves approximately one-third of all public schools within HIDOE and seven of the fifteen complex areas. Participant schools serve urban and rural populations, students that are high- and low-performing as well as high- and low-poverty, schools designated as SIG Tier I and III. Several schools that serve highly specialized populations (e.g. incarcerated youth, Hawaiian immersion, deaf and blind students) also participate. HIDOE is therefore confident that the sample represented by these pilot schools is sufficiently broad that the feedback provided by a wide range of educators can be generalized to represent that of the Department as a whole in anticipation of full, statewide implementation of the BOE's guidelines in school year 2013-2014.

For both the pilot in 2012-2013 and statewide implementation beginning in 2013-2014, HIDOE will ensure that teachers working with special populations such as SWDs and ELLs are fully included in the statewide teacher evaluation design. These teachers will be provided targeted supports based upon their performance evaluation data. Rules governing teacher evaluation within specific instructional situations such as team teaching within an inclusion classroom will be published and monitored.

Valid Measures Related to Increasing Student Achievement and School Performance.

The evaluation measures used by all Complex Areas will be the same. Thus, the statewide process outlined in Principle 3A to ensure the measures are valid and reliable will apply to all schools and complex areas.

Key Milestones to Implement State Board of Education Policy 2055

Component	SY 2011-2012 (18 schools)	SY 2012-2013 (81 schools)	SY 2013-2014 (statewide)	SY 2014-2015 (statewide)
Classroom Observations (adapted from Danielson Framework)	Pilot year one schools conduct observations	Both pilot cohorts conduct observations	All schools implement observations	All schools implement observations
Student Survey (Tripod design)	Survey administered to students in March	Surveys administered twice per year	Surveys and reports for all students	Surveys and reports for all students
Student Learning Objectives	N/A	Pilot implementation within both pilot cohorts	Full implementation	Full implementation
Student Growth Percentiles	Reports issued by March	Reports for both pilot cohorts	Reports for all students	Reports for all students
Effectiveness Rating as rating of record	NO	NO	YES	YES
Effectiveness Rating tied to personnel action	NO	NO	NO	YES

Roles and Responsibilities

HIDOE’s Deputy Superintendent serves as the project sponsor responsible for the overall implementation of the new educator effectiveness system. Under his leadership, OHR manages the day to day implementation of all projects related to the new system. As the pilot evaluation system enters the second year of implementation, OHR is transitioning direct responsibility of school-level implementation to complex area superintendents and their support staff.

Likelihood of Success

The policies enacted by the Hawaii State Board of Education set a clear expectation that every teacher and principal will receive an annual evaluation rating beginning in 2013-2014. In preparation for that point, the Department has launched a carefully designed two-year pilot (2011-2012 and 2012-2013) to determine the validity and reliability of the various evaluation components and scale up training and supports as may be needed. By taking this systematic approach, HIDOE intends to “stress test” the evaluation design and build capacity within the central office and complex areas to implement an evaluation model that supports and enhances educator effectiveness through constructive feedback and continuous improvement.

Expectations for Charter Schools

As is outlined in Board of Education Policy 2055, charter schools are responsible for implementing an educator evaluation system that contains student outcomes. Charter school governing boards may elect to implement the state developed educator evaluation system and, in doing so, would receive access to the resources and supports available to DOE-operated schools. Alternatively, charter school governing boards may also elect to develop and implement their own educator evaluation system that meets the criteria outlined in Board Policy 2055. Details of the evaluation system and alignment to Board Policy 2055 should be included in the charter school initial application and application for reauthorization. The authorizer, as the oversight body, is responsible for monitoring schools’ adherence to their charter contract, including the implementation of an educator evaluation system.

Summary: Hawaii’s Model of School Improvement and Turnaround

Classification of Schools	Tri – Level Support System		
	State Level	Complex Area Level	School Level
All Schools (Levels One – Five)	Partnership with WASC training for all schools ----->		
	<ul style="list-style-type: none"> School improvement specialist designated for schools 		
Level Three Focus Schools	<u>Strategic Model of Support to Gap Groups</u>		
	Teams for School Improvement (TSI)-----> TSI will consist of members from State, Complex Area, and/or School levels: <ul style="list-style-type: none"> TSI Lead Title I School Improvement Team Lead Data Coaches Content Coaches (e.g. SPED, ELL, Reading, Math, etc) 		
	May include external professional services provider ----->		
	Implementation and Monitoring of the Continuous School Improvement Process :> <ul style="list-style-type: none"> Conduct On-Site School Review Develop or Revise Focus AcFin plan Support Implementation of Focus AcFin Plans Provide Targeted Services as needed Monitor/Report 		
Level Four and Five Priority Schools	<u>Comprehensive Model of School Turnaround</u>		
	Teams for School Improvement (TSI)-----> TSI will consist of members from State, Complex Area, and/or School levels: <ul style="list-style-type: none"> Office of School Transformation liaison Title I School Improvement Linker Data Coaches Content Coaches (e.g. SPED, ELL, Reading, Math, etc) 		
	May include external professional services provider ----->		
	Implementation and Monitoring of the Continuous School Improvement Process: > <ul style="list-style-type: none"> Conduct On-Site School Review Develop or Revise Priority AcFin plan Support Implementation of Priority AcFin Plans Build systems for school turnaround Provide intensive, embedded services Monitor/Report 		